

School Climate and Citizenship: Portuguese Pupils' Overview

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CLIMA SCOLASTICO E CITTADINANZA: UNA PANORAMICA DEGLI STUDENTI PORTOGHESI

ABSTRACT

School is both time and space of experience and citizenship. Students as individuals, create and recreate meaning on how to be in school and society, different affiliations that sustain their identity and the various spheres of participation. When defining citizenship we noted three dimensions: the person, the social ties and participation. Based on school climate – which we assume is what actors mostly represent and feel of their organization – this study takes four dimensions into account: relationships with various school stakeholders, equity, safety and working conditions. The sample included 3617 students from 5th to 12th grade education originating from 13 schools. The data instrument is a questionnaire on school climate, experiencing school aspects and the value attributed to being a citizen. School climate is globally positive, except for the working conditions dimension. The added value of the citizenship dimension varies according to different dimensions. School climate, experiencing school and the citizenship value have highly statistically significant relationships among all dimensions. The most favorable school climate appears consistently linked to the feeling of belonging, to teachers' democratic leadership and to the valorization of citizenship dimensions. These results suggest that school climate and its relation to the meaning that students give to citizenship come from the relevance of the care of relationships between the different school actors.

Keywords: Citizenship, Leadership, Portuguese pupils, School climate, Sense of belonging.

1. INTRODUCTION

To study students' perspectives on Portuguese school climate and the importance they attach to the values of citizenship and the relationships that can eventually be established between them, we will first begin by addressing the issue of school climate to then clarify the meaning we attribute to citizenship.

Considering school as an institution, which, in addition to being a framework for curricular learning, is a field where youth and adolescents dwell and experience life in many varied ways, we will seek to understand how students experience school and the probable relations arising from the combination of school experience, school climate and citizenship.

2. SCHOOL CLIMATE

2.1. *The concept of school climate*

The first studies on social climate were conducted by Lewin and Lippitt (1938). They described an experiment with groups of young people guided by different types of leader; the relationship between the different types of leadership and the groups' social climate was the subject of the analysis performed by Lewin, Lippitt and White (1939), and can be regarded as seminal studies on organizational climate.

In the late 1970s some controversies arose among many authors who studied organizational climate (cfr., among others, Koslowski & Hults, 1987; Dessler, 1988; Hoy, Tarter, & Bliss, 1990; Aguirre, Castillo, & Tous, 1991). Some assimilated the concept of climate to the concept of culture, such as Katz and Kahn (1978) or Moat, Monteiro and Lima (1988), who treated climate as a dimension of culture, even if this concept would appear in organizational literature much later. Still, we may admit that Thiébaud's definition (2005), integrating the question of values in the concept of climate, somehow invades the issue of culture. Incidentally, Hoy, Tarter and Bliss (1990) pointed out that recent attention given to the culture of organizations had brought more confusion to the conceptualization of climate and admitted to it being «complex and vague». These difficulties were further emphasized by authors such as Nóvoa (1990) – for whom the concept of climate presented difficulties which have not yet been overcome – or Davaud, Gros and Hexel (2005) who assumed that the definition of school climate «suffers after all, a lack of precision and that its operationalization is not easy».

If, on the one hand, confusion between the concepts of climate and culture are assumed and some admit the difficulty of conceptualizing climate, there are others who take a position over definitions that are closer to our own concept of climate.

Hence, for Gaziel (1987) the climate of an organization matches what the organizational actors «perceive and feel» of their own organization; for Morse and Lorsch (1986) climate corresponds to the «organization's individual subjective perception». In an identical way, to Dessler (1988) organizational climate represents «the perceptions that the individuals have of the organization they work in and the beliefs that they built with regard to autonomy, structure, rewards, respect, kindness, support and openness»; Brunet (1992) – after referring to three different definitions of climate – says that «organizational climate refers to the perceptions of school stakeholders regarding the practices of a given organization».

A study conducted by Fotinos (2006) in French schools, according to a Data Collection Instrument (DCI) that he built, led him to conclude that the relational dimension and leadership appear as the «cornerstone of the school government».

Without ignoring controversies and difficulties, our personal reflection over more than twenty years leads us to assume that organizational climate corresponds to what organizational actors mostly represent and feel of their organization. It is from this subjective perspective that our research emanates and we seek to understand the satisfaction levels of the students on the various relationships established at school, on equity, security and working conditions that are or are not offered to them.

2.2. The etiology of climates according to Schneider and Reichers

We try to find the reasons that can explain how common perceptions are formed or, at least, are the strong majority among different people who constitute organizations, that will allow us to then understand how organizational climates come about. Schneider and Reichers (1983) study the etiology of climates with reference to three approaches: a structuralist one, the SAA, and the symbolic interactionism approach.

Let us look into each one:

- the structuralist approach considers that the organizational setting influences people's perceptions and attitudes, which leads to the consideration that climate is determined by the organization's structural components;
- the SAA (selection-attraction-attrition) approach explains that people who belong to an organization show a great perception and thought homogene-

ity because by being chosen by the organization, choosing it themselves and remaining there, despite the friction that may occur, they possess some common features;

- the symbolic interactionism approach – which was influenced by G.H. Mead's studies – recognizes a strong emphasis on the interaction established between people and highlights the importance of belonging to a group that constitutes a «determinant of changing the group to group climates».

Our study essentially fits in with the symbolic interactionism approach in that we assume that the interactions between people generate more or less satisfactory climates, although we do not ignore the influence school organizational components have on organizational climates.

2.3. *School climate dimensions*

Constructing Data Collection Instruments always requires us to define the dimensions of the study.

For Cornejo and Redondo (2001), if school climate is defined by the subjects' perceptions, then you can study it from the perceptions that the different educational actors have. Meanwhile, Vorpe and Sangsue (2002) consider that to measure the climate of a school it is necessary to study «the atmosphere that reigns in school, namely the quality of relationships between individuals who attend the school, the quality of education, and safety». Janosz, Georges and Parent (1998) address school climate from «five interconnected angles, allowing each to clarify a particular aspect of climate: the relational climate, the educational climate, the safety climate, the justice climate and the belonging climate».

For our part, we consider four climate dimensions: the relationship between educational actors, equity, safety and working conditions. The first and last of these dimensions have been a constant in our studies on school climate since 1990 (cfr. Teixeira, 1995). As our studies have evolved, we have come to assume the equity and security dimensions, influenced by the proposals made by Janosz, Georges and Parent (1998) and Vorpe and Sangsue (2002), which we consider particularly relevant, especially the one related to security since we live in times very much marked by the issue of school violence. We have subdivided the relationships between actors into relations with the class director, with teachers and among peers.

We disagree with Janosz, Georges and Parent's (1998) perspective concerning the existence of a «belonging climate» since, comforted by the interactionist perspective, we consider that the sense of belonging is a cli-

mate «determinant» and not one of its dimensions. Indeed, we shall have the opportunity to show the existence of statistically significant relations between climate and sense of belonging.

3. CITIZENSHIP

3.1. *School and citizenship*

We have generally seen that in Portugal and in many other countries there has been increasing concern to encourage the development of citizenship in young generations. In a society where compulsory education has been extended up to 18 years, covering this age group in its entirety and diversity, it is normal for school to be in the spotlight. Thus, in this context, school has been assigned an increasingly strong role in promoting civic attitudes among youth.

There are different perspectives on the way(s) school should play this new role, namely, in the achievement of education for citizenship. Some argue that the promotion of citizenship is made through structured courses that are taught alongside the other components of the school curriculum, often in a normative record, consisting of a list of any «duties» inherent to citizenship. Others believe that being a curricular component, it should have a cross-cut logic. In both cases, it is not uncommon that the accent is put on the acceptance by the youth of rules, a clear dominance of the dynamics of accommodation. Still others contend that, rather than considering new content, the school should be seen as a «cité à construire» (Ballion, 1993). In this perspective, over and beyond just imparting knowledge and norms, what matters is that the school is seen as a living space, a socialization, a learning and a citizenship building space (Perrenoud, 2003). This means creating opportunities to strengthen the bonds that unite students together, students and adults, whether teachers or other educational stakeholders. In other words, it is important that every youth assigns meaning to their membership, to live together, to live with others, and to their participation in various interaction school systems.

In this perspective, we are interested in grasping the meaning that citizenship has for young people who are school students. We are, therefore, dealing with an object of study that opens to a diversity of experiences that are experienced by many different subjects. A further difficulty in the approach of this study object arises from a context in which the word «citizenship» proliferates in all kinds of texts, without the appropriate semantic

and philosophical clarity. Hence, there is a multiplicity of meanings that intersect with the diversity of experiences and the plurality of reference of the identity of the subject (Lahire, 2003).

Citizenship, which cannot be seen as if it were a univocal concept, should be elucidated with reference to the evolution of philosophical and political thought in Western society (Barbalet, 1988; Marshall, 1992). In this paper, we do not intend to perform a theoretical study of the concept of citizenship. We intend, instead, to grasp the understanding that young students have about citizenship and, in particular, the value assigned to it.

But citizenship has much to do with the social context to which it refers, so we will try to articulate it with socialization.

3.2. *Citizenship and socialization*

Citizenship is inextricably linked to socialization. Indeed, socialization has to do with the initiation to the game of reciprocal expectations (Alves-Pinto, 1995 and 2008; Simmel, 1999; Keller, 2002) of interactions in a given context; citizenship has to do with the assumption of membership and participation in more or less broad and global interaction systems. In both cases, what we are dealing with is the understanding of a person's dynamics in society: complex reality, both on the person and on the society side. We have increased complexity when the core of our interest is the interaction between the person and society. And these complexities are associated with a diversity of approaches, either of citizenship or socialization.

The diversity of socialization understanding has a replica in the diversity of citizenship understandings. Both concepts cover that difficult to grasp area that lies between the person, individual and society. And each of these spheres need elucidation.

A first major distinction is between person and individual. There is a deep conceptual distance between the individual and person. Philosophically, the authors make the distinction between the individual confined in his solitude and the person who can only be understood in the essence of his interactions through which he structures his identity (Mounier, 1950; Fromm, 1976; Teixeira, 1995).

Sociologically speaking, and currently resuming Riesman's (1964 and 2001) definition of extra-orientation, the individual may be cloistered by the observance of the trends he is able to read in his «sociological gyroscope». In this case, the individual engages with uniformity and standardization. The person connects himself through the uniqueness in relationship. It is this perspective that we will use in this paper when we use the word *person*.

A second clarification is required when dealing with society, and this comes from the great sociology classics. Indeed, this same term points to meanings that are understood in a very broad range. At one extreme we find approaches such as Durkheim (1960), for whom society is something that is imposed from outside to the individual. At the other extreme we have Simmel's approach that focuses on society in action. Starting from the perspective that «there is society where there is interplay between various individuals» (Simmel, 1999), this author seeks to understand society through the interaction systems and all the reciprocal interpretations set. Incidentally, the term socialization originates from the «notion of *Vergesellschaftung* (an «act of entering a social relationship», «as-sociation», which is at the core of Georg Simmel's work» (cfr. Boudon & Bouricaud, 1983.) It is in the action of «entering a social relationship» that we may fully be aware of what we are able to grasp in society.

The diversity of the assumptions underlying the way we try to approach the understanding of society will be matched with citizenship genre perceptions. On the one hand, citizenship can be seen as something to be transmitted, as if it were a given code that adults should transmit and that correspondingly young people should «absorb» in order to be «good citizens». This perspective has much in common with how Durkheim (1963) refers to education and to the role of teachers and adults. On the other hand, citizenship can be seen as something that is learned, is deepened and is understood by «entering a social relationship». To the extent that each individual, in different interaction systems, enters the «exchange game» (Alves-Pinto, 1995), he will assume himself as a social being, and his specific form of being a citizen is faceted and plural in itself (Lahire, 2003).

Moreover, in the exchange game, in general, and more particularly in the game of school interactions, the student's attitude has a responsive component to teachers and colleagues' attitudes and, inversely, the teacher's attitudes are also governed by an adaptation to the students' expectations (Duru-Bellat, 2004).

However, in today's society the socialization process and the assumption of citizenship is made more difficult by the perception of a generalized crisis of the institutions as we have known them until now. This corresponds to a loosening of relations in which pupils, as young individuals, fit into in society, in general, and specifically in social contexts. And this goes hand in hand with an inherent abrasion of mutual trust preventing that life in society can provide fundamental security spaces that will enable a deepening of a sense of belonging. This unfastening of social ties ultimately manifests itself for each youth in problematic identity affirmation, in which the subject feels threatened (Dubet, 2001), and whose symptoms may vary from apathy to violence.

In a more or less diffuse manner, we believe that attention to the promotion of citizenship can be a way to reinforce confidence in the institutions and in the intra-generational and intergenerational ties.

Ultimately, underlying all this, although not always clearly formulated, is the search for something that will allow us to reverse the unfastening of relations between people and the experiencing of new ways to weave ties that will allow the reconstruction of new coexistence and mutual recognition modes in social, school and family life.

4. METHODS

We used survey questionnaires administered to students attending Portuguese schools. In order to analyze the results, we used descriptive and inferential statistical methods; an inferential study was performed by use of the Pearson test χ^2 .

4.1. *Research sample*

The sample consisted of 3,617 students from 5th to 12th-graders from 14 schools in the North, Central, Greater Lisbon, Alentejo and Algarve areas. Per cycle, they were distributed as follows: 14.5% in 2nd Cycle, 39.9% in the 3rd cycle and 45.4% in high school. A subsample of high school students included 47% of students in scientific-humanistic courses and 53% of professional courses. Regarding gender, there was a majority of 53% of boys.

4.2. *The research instrument*

The research questionnaire also included, apart from issues of characterization, a set of questions intended for school climate, another set for citizenship and another set for school experience.

4.2.1. Climate

To study school climate, we built indicators on dimensions that were previously considered, namely relations (distinguishing relationships with colleagues, with teachers and with the class director) equity, safety and working conditions (Table 1).

Table 1. – Dimensions and indicators of school climate.

DIMENSIONS	SUB-DIMENSIONS	INDICATORS/QUESTIONS
RELATIONS	Among colleagues	When I'm worried, I have colleagues with whom I can talk about what worries me. When I have trouble doing something, I have colleagues who try to help me. There is a lot of competition among students (-).
	With teachers	I do not feel comfortable with many teachers (-). Teachers respect us as people. Teachers do what they can to motivate us to study.
	With the class director	The class director is interested in whether we have trouble. The class director is always available to listen to us and help solve problems. The class director uses only scolding and threatens us with punishment (-).
	EQUITY	Grades are generally fair. Teachers explain what the evaluation criteria are. Teachers show preference for some students (-).
	SAFETY	There is a lack of security in accessing the school (-). At break-times there are often situations where I feel unsafe (-). When there is disturbance, there is always an adult that intervenes to solve problems.
	WORKING CONDITIONS	There are few nice places to hang out (-). The school is well equipped. In the classroom there is sometimes so much noise that it ends up distracting us.

The indicators of each dimension and subdimension were constructed by inverting the values of the indicators marked with (-).

4.2.2. Citizenship

We recall, here, that we were not focused on education for citizenship, but rather sought to grasp the meaning that youth has of what it is to be a citizen.

Table 2. – Dimensions and indicators of citizenship.

DIMENSIONS	SUB-DIMENSIONS	INDICATORS/QUESTIONS
PERSON	Being for itself	Worrying about being more than what is about appearances. Knowing your strengths and limitations. Showing entrepreneurship. Persevering.
	Relationship being	Being sensitive to others. Accepting others' ideas. Helping others. Being willing to collaborate with others.
SOCIAL TIES	Identity ties	Knowing the traditions of the community you belong to. Being proud of your country. Feeling a European citizen. Respecting the national flag.
	Social ties in general	Following debates on topical issues. Respecting the law. Defending your rights. Defending collective rights.
PARTICIPATION	Social participation	Voting in elections. Participating in initiatives to protect the environment. Participating in initiatives to protest against injustices. Participating in problem-solving of the whole society.
	Nearness participation	Participating with colleagues in solving common problems. Participating as a volunteer in support of the most disadvantaged. Participating in your own community initiatives. Participating in discussions organized by the Student Association.

The construction of indicators of citizenship derives from the dimensions of being a person, from the ties that structure society's relationship and from participation. Each of these dimensions was split into two sub-dimensions. Each of the four indicators corresponds to a sub-dimension (Table 2).

Students were asked to indicate the importance they attach to each indicator/sentence on a scale of 5 positions.

4.2.3. School experience

To grasp school experience, we devised three dimensions: one connected to the sense of belonging to the school, another to the representation that students have of the most common teacher leadership style and the third on the type of class functioning problem-solving participation. The dimension of sense of belonging to school is built from two statements, for which students were asked to put forward their opinion on an agreement scale (Table 3).

In the teacher leadership dimension we tried to envisage three possibilities: imposing, negotiating or giving up. We then confronted the students with the situation of being required to take a decision when their opinion is different from that of the teachers (Table 4).

As to the student participation dimension, the following typology was admitted: involvement, calculism and absent-mindedness. In order to understand this, we confronted students with a class problem-solving situation and asked them to choose between three assumptions that best suited the way they react (Table 5).

Table 3. – Sense of belonging indicators.

Reverse of sense of belonging	I feel like a stranger in this school.
Sense of belonging	In general, when I come to school, I feel well.

Table 4. – Teachers' leadership style indicators.

STYLE	INDICATORS
Imposing	Teachers end up doing what they had planned.
Negotiating	Teachers try to understand students' reasons, clearly state their point of view and negotiate a solution that minimally satisfies one another'.
Giving up	Teachers end up doing what we want in order not to have problems.

Table 5. – Student participation type indicators.

TYPE	INDICATORS
Involvement	With my colleagues, I try to see what we can do to solve the problem.
Calculism	I only come up with solutions if the problem affects me directly.
Absent-mindedness	Do not do anything because I know that teachers end up doing what they want.

Many other dimensions could be considered to capture school experience. Within this study, these dimensions seemed particularly relevant to us.

5. RESULTS AND DISCUSSION

We will proceed to introduce the data collected on school climate, school experience and citizenship indicators. In each case, we will analyze the existence of possible relations with the respondents profile in terms of gender, age and level of family schooling. We will further present the analysis of possible school climate and school experience, citizenship and school experience, and climate and citizenship relations.

5.1. School climate

As we already mentioned, we defined four dimensions, one of which gave rise to three sub-dimensions, to study climate. The response distribution with regard to all three indicators for each dimension/sub-dimension is contained in the following chart (Figure 1).

The distribution of responses concerning climate dimensions presents a wide range of situations in which the most favorable extreme is the relationship with the class director, and the most unfavorable extreme are working conditions. Indeed, as the figure shows, only working conditions are mostly unsatisfactory. In the majority are also, but in a reverse sense, the highly satisfactory views on the class director relations.

Considering the global climate we found that 76% of our respondents assume that the climate of their schools is satisfactory or highly satisfactory.

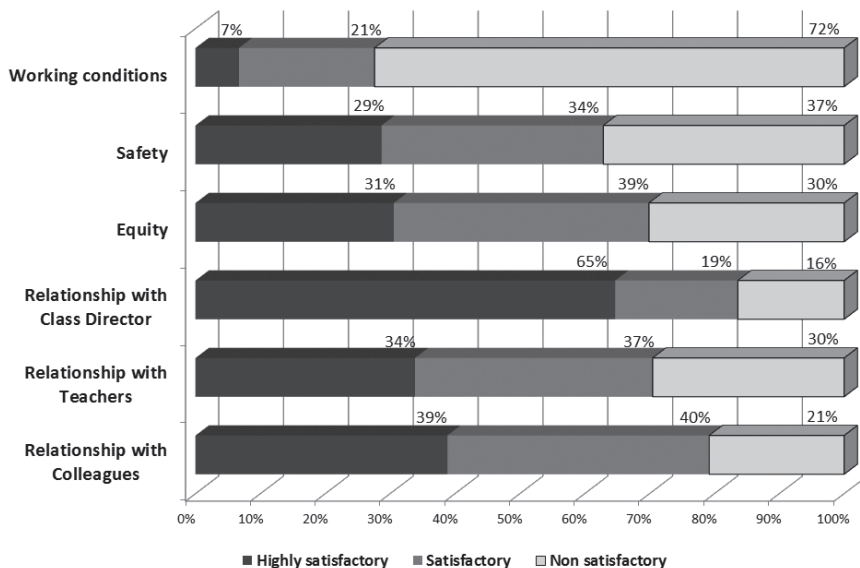


Figure 1. – School climate dimensions.

By analyzing the variations of each of the climate dimensions with the characteristics of the respondents we found that:

- In no case are statistically significant changes with the level of family schooling recorded.
- Also, there are no significant changes in colleagues' relationships with age and study cycles.
- With the exceptions noted above, highly significant variations always occur with gender, age and the respondents study cycles; in all cases the likelihood error reported is extremely low ($p < .001$); in all cases, the variations direction is always the same: the girls, the younger and those attending the lower study cycles are the ones that have a better opinion; positive opinion decreases as age and the study cycles increase.

Note that the meaning of these variations is identical to what we noted in studies conducted in 2004 and 2007, with different dimensions and indicators in each of the studies (Teixeira, 2008).

5.2. Students and citizenship

Here are the results of the citizenship indicators according to the dimensions: Being for itself, Relationship being, Identity ties, Social ties in general, Social participation, Nearness participation (Figure 2).

We conclude that the most assumed dimensions are the ones referring to the person as a relationship being and being for itself, closely followed by the identity ties dimension; the least assumed dimension corresponds to nearness participation, even if all citizenship dimensions appear mostly considered as strong or very strong. Every citizenship dimension, with the exception of social ties, varies with gender. And girls value them more than boys.

All the dimensions vary with regard to age, the attributed value decreases as older age groups are considered. Also cycle varies with every citizenship dimension and reproduces the registered trends with age, i.e., the more advanced students are in their school career, the less they value citizenship dimensions. A very different situation emphasizes the study of citizenship dimensions when the level of family schooling is considered: there is no evidence of any significant change to a proxy of .05.

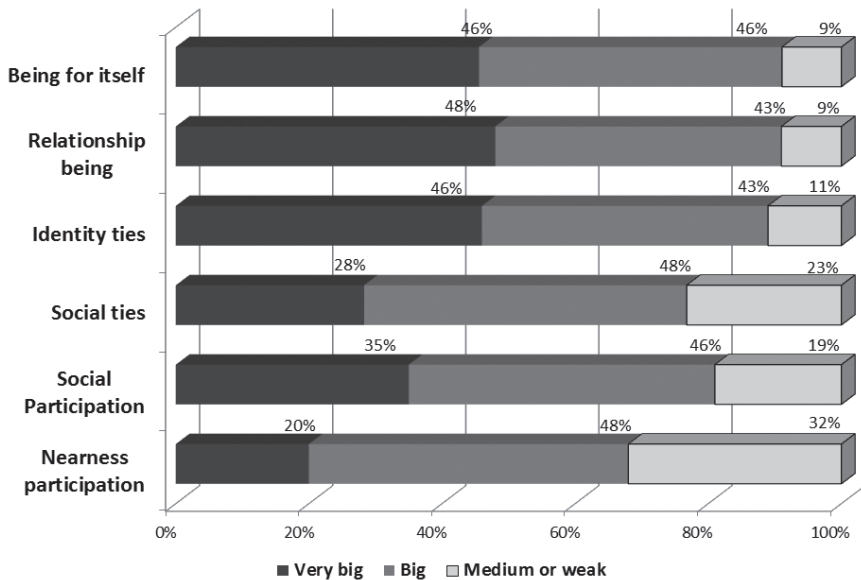


Figure 2. – Citizenship dimensions.

5.3. School experience

As we said before, school is a place inhabited by students characterized by a diversity of school experiences. Students feel they more or less belong to school, have different readings of the teachers' leadership style and opt for different forms of involvement in the school system interaction. Here are the trends of the results for belonging and leadership style experienced in relations with teachers and student participation style in class life.

5.3.1. Sense of belonging

A large majority (81%) expressed a feeling of strong or very strong sense of belonging, as can be seen in Figure 3. However, sense of belonging is differently expressed by the students according to their characteristics.

Statistically significant variations with gender or with the level of family schooling are not recorded; with age and the study cycles lies the trend already observed in the study of school climate: as age or study cycles attended increases, then sense of belonging decreases.

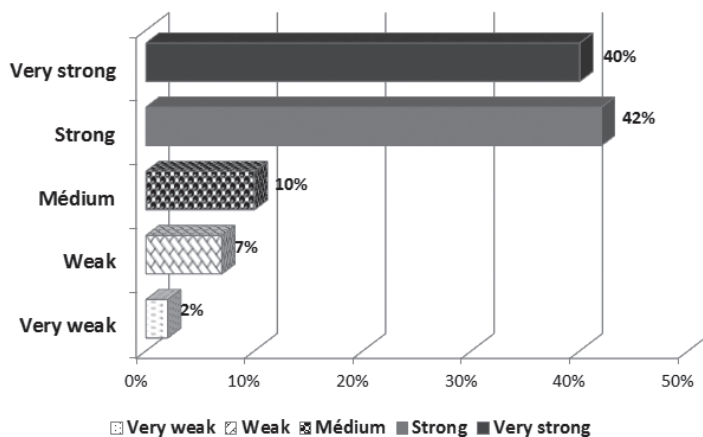


Figure 3. – Sense of belonging.

5.3.2. Teacher's leadership

As mentioned previously, we assume that the teacher, in his/her relationship with students can carry out three types of leadership: negotiating, imposing or giving up.

The responses show a strong negotiating leadership assumption and an insignificant reference to a giving up leadership, which can be seen in Figure 4.

Again, statistically significant variations according to the level of family schooling are not recorded. With regard to gender, although negotiating leadership is mostly recognized by boys and girls, it is the girls who say it in greater proportion; nevertheless, the boys will give greater prominence than their female peers to imposing leadership. According to age and cycle, the younger and those who attend lower study cycles are the ones who most expressed the view that teachers assume a negotiating leadership; this opinion decreases as age and study cycles rise; conversely, imposing leadership increases with age and the study cycles; to be noted that even among the oldest subjects, negotiation is the style of leadership mainly attributed to teachers.

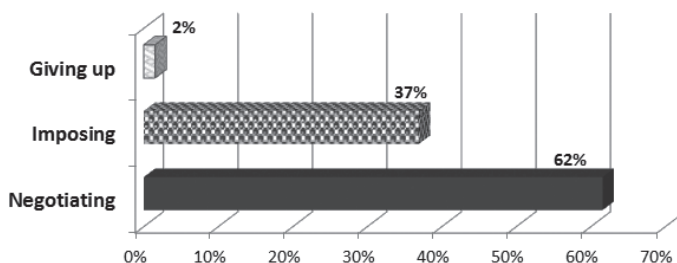


Figure 4. – Teachers' leadership types.

5.3.3. Participation in class life

Having considered three hypotheses to participate: involvement, calculism or absent-mindedness, we found that the majority say they are involved, while absent-mindedness is the least considered attitude, as can be seen in Figure 5.

Girls consider involvement in school life more than boys. Involvement decreases as age, study cycles and level of family schooling increases.

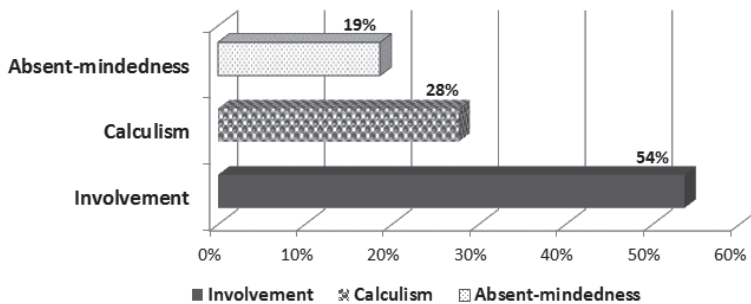


Figure 5. – Student participation in class life.

5.4. Climate and school experience

We admit that climate in its different dimensions could significantly relate to school experience. In this school climate context, we paid particular attention to the dimensions that connect to the relations among school actors and equity. In order to analyze possible variations, we carried out different variables cross-analyses and, by means of the χ^2 test, we determined the p -value. All cross-analyses performed proved to be highly significant, as can be seen in the following table where p is the p -value

Let us now see the sense of variations:

- with regard to the sense of belonging, it appears that the better the climate, in all dimensions considered, the greater the sense of belonging, a result that we had found in our 2004 study; it is noteworthy that in the same school climate study, the equity dimension was not included (Teixeira, 2008);
- regarding teacher leadership in which, as already noted, three possibilities (negotiating, imposing or giving up) were considered, it was found that, in all cases, the more positive the consideration of the climate, the more students saw leadership integrating negotiating; moreover, the worse the climate opinion, then the greater the consideration that the leadership was seen as authoritarian;
- as to participation that, as we recall, could be expressed through involvement, calculism or absent-mindedness, the trend also showed the same kind of relationship with all climate dimensions considered here: the most favorable view of climate corresponds to a more proactive participation, while a more unfavorable view corresponds more to an absent-mindedness attitude.

Note that, as Table 6 shows, the p -value observed is less than one in a million.

Table 6. – Climate and school experience.

<i>P</i> -VALUE	SENSE OF BELONGING	LEADERSHIP STYLE	PARTICIPATION
Colleagues' climate	< .00001	< .00001	< .00001
Teachers' climate	< .00001	< .00001	< .00001
Class director's climate	< .00001	< .00001	< .00001
Equity	< .00001	< .00001	< .00001

5.5. Citizenship and school experience

We admit that school experience can be instrumental in the development of the different citizenship dimensions. Thus, similarly to the climate analysis described above, we will proceed by presenting the citizenship dimension analysis according to school experience.

Every citizenship dimension, irrespective of relating to the person or to ties or even to participation, shows very significant variations with school experience dimensions

The stronger the sense of belonging, the greater the importance given to the various citizenship dimensions (Table 7).

Leadership style also shows statistically significant variations with citizenship. Students who believe that teachers assume negotiating leadership are the ones that most often attach great importance to all citizenship dimensions. Distributions of less favorable responses fit students that consider that teachers choose an absent-mindedness attitude, when there are differences of opinion between teachers and students.

Table 7. – Citizenship and school experience.

<i>P</i> -VALUE	SENSE OF BELONGING	LEADERSHIP STYLE	PARTICIPATION
Being for itself	< .00001	< .00001	< .00001
Relationship being	< .00001	< .00001	< .00001
Social ties	< .00001	< .00001	< .00001
Identity ties	< .00001	< .00001	< .00001
Social participation	< .00001	< .00001	< .00001
Nearness participation	< .00001	< .00001	< .00001

Table 8. – Correlation table climate and citizenship.

	BEING FOR ITSELF	RELATIONSHIP BEING	SOCIAL TIES	IDENTITY TIES	SOCIAL PARTICIPATION	NEARNESS PARTICIPATION
Relationship with colleagues	.178	.237**	.110**	.177**	.134**	.143**
	Sign. <.000001	<.000001	<.000001	<.000001	<.000001	<.000001
Relationship with teachers	.253**	.304**	.267**	.274**	.232**	.246**
	Sign. <.000001	<.000001	<.000001	<.000001	<.000001	<.000001
Relationship with class director	.216**	.249**	.194**	.205**	.173**	.184**
	Sign. <.000001	<.000001	<.000001	<.000001	<.000001	<.000001
Equity	.202**	.252**	.224**	.238**	.171**	.189**
	Sign. <.000001	<.000001	<.000001	<.000001	<.000001	<.000001
Safety	.138**	.184**	.078**	.134**	.074**	.053**
	Sign. <.000001	<.000001	<.000001	<.000001	.00001	.00203
Working conditions	.055**	.103**	.100**	.115**	.061**	.089**
	Sign. .00118	<.000001	<.000001	<.000001	<.000001	<.000001

Also the options that a student takes in terms of participation, particularly when there are problems to solve involving the whole class, are very strongly related to the importance attached to each citizenship dimension. Students who engage in class problem-solving are unequivocally the ones who most value the different citizenship dimensions. At the other extreme, with less positive responses, are the students who avoid class problem-solving.

5.6. *Climate and citizenship*

We admit that the importance attached to different citizenship dimensions could significantly relate to the different climate dimensions. And the results we have unequivocally confirm this hypothesis. The Pearson correlation between the climate and citizenship dimensions, with the associated p-values, are shown in Table 8.

The significance found is mostly at a level of one in a hundred thousand, with the exception of the correlation of safety with social and nearness participation, and working conditions with being for itself and social participation dimensions. Once all correlation coefficients are positive, it turns out that we always have the same trend: the better the climate opinion in its different dimensions, the greater the importance attached to citizenship – this being also considered in its multiple dimensions.

Since the citizenship dimensions are built upon the experience that a young person has in many different contexts, it is understandable that we consider the school's contribution as one among other contributions such as family, interest groups and so on. The values of the correlation coefficients reflect the idea that school climate will be relevant in addition to the contributions that experiences in other life contexts bring.

6. CONCLUSIONS

Having studied school climate in four dimensions: relationships among educational actors, equity, safety and working conditions in school (the first of these dimensions was divided into three sub-dimensions: relationships with colleagues, with teachers and with the class director), we found that school climate is seen by students as generally satisfactory or highly satisfactory; this trend is only countered when analyzing the working conditions dimension, for which our respondents show they are mostly dissatisfied. The strongest satisfaction is linked to the relationships that students have with the class director.

Citizenship was studied by using six dimensions; three of these dimensions are clearly more valued – being for itself, relationship being and identity ties – while the nearness participation dimension is less valued. We found that both climate and citizenship variations according to gender, when significant, always show the same trend – the girls being the ones who assume more positive opinions. With regard to age and study cycles, the variations found always go in the same direction: the youngest and consistently the lowest of the study cycles are the ones that express more favorable opinions, and these decrease as age and the study cycles increase.

It must be noted that, in any situation, variations occur with the level of family schooling.

Sense of belonging, decisions made in terms of participation, and student perception of teachers' leadership were all considered core indicators of school experience by us, and are closely connected to climate or to citizenship.

Finally, we found that climate and citizenship are significantly related: the better the students' opinion on their school climate, the greater the importance attributed to the different citizenship dimensions.

In summary, we can conclude that school climate, the importance attributed to citizenship and school experience are closely related, which points to the relevance of school climate for the experience that students have at school in their citizenship-building process within the multidimensionality of its meaning in today's society.

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RIASSUNTO

La scuola è insieme tempo e spazio di esperienza e cittadinanza. Gli studenti come individui, definiscono e ridefiniscono il modo di essere nella scuola e nella società. Per descrivere l'essere cittadino abbiamo individuato tre dimensioni: la persona, il legame sociale e la partecipazione. Partendo dall'analisi del clima scolastico – inteso come il modo in cui gli attori della scuola percepiscono e si rappresentano l'istituzione scolastica – questa ricerca prende in considerazione quattro dimensioni: le relazioni tra vari operatori scolastici, l'equità, la sicurezza e le condizioni di lavoro. Il campione intervistato comprende 3617 studenti provenienti da 13 diverse scuole, dalla quinta elementare alla quinta superiore. Lo strumento applicato consiste in un questionario di misura del clima scolastico, di alcuni aspetti dell'esperienza scolastica e degli atteggiamenti di cittadinanza. Il clima scolastico è risultato generalmente positivo, tranne che per le dimensioni relative alle condizioni di lavoro. Le scale relative al clima scolastico, all'esperienza scolastica e agli atteggiamenti di cittadinanza sono tra loro correlate in modo statisticamente significativo. Il clima scolastico più favorevole appare collegato al sentimento di appartenenza, ad una leadership democratica degli insegnanti ed alla valorizzazione delle dimensioni di cittadinanza. Dai risultati della ricerca emerge un rapporto tra clima scolastico e atteggiamenti di leadership degli insegnanti, tale rapporto sembra essere in parte spiegato dalla qualità delle relazioni tra gli attori dell'istituzione scolastica.

Parole chiave: Cittadinanza, Clima scolastico, Leadership, Senso di appartenenza, Studenti portoghesi.