

MORAL PSYCHOLOGY LABORATORY

Providing tools for ethical character development

Guide for using the Minnesota Community Voices Citizenship Scale For Elementary & Secondary School Students

Version 2.0

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Purpose and Construction of the Citizenship Scale

The Citizenship Scale is a 12-item student self-report on issues of honesty, trustworthiness, rule following, and conscientiousness. It falls into Rest's third component, ethical focus or motivation (other components are ethical sensitivity, ethical judgment and ethical action).

Initially tested as part of a battery of items examining ethical identity, duty and citizenship in elementary school students, twelve items hung together as one factor we termed "citizenship."

Characteristics and Reliability

For scoring, add up the item scores. Respondents complete a 5-point Likert-type scale (never agree to always agree). Scores range from 12 to 60. Items include: "You should be on time to school or appointment" and "It is important to support those who are following the rules."

Previous research with high school and college students has found a Cronbach's reliability of .93 (Narvaez et al., 2001). Narvaez et al. (2004) discussed three samples: a pilot study with middle school students (n=78) indicated a Cronbach alpha of .89; a separate data set from students not used in the pre-post analysis indicated a Cronbach alpha of .92 (n=412) whereas the experimental sample had a Cronbach's alpha of .92 (n=479). In Mullen et al., the alpha was .83.

Relation to Other Variables

Narvaez et al. (2004) and Mullen et al. (2005) found that positive school climate was related to higher scores on the Citizenship Scale.

Permission and Publishing

NOTE: When you publish any reference to this scale, please cite this guide and the first article where the scale was published:

Narvaez, D., Bock, T., Endicott, L., & Lies, J. (2004). Minnesota's Community Voices and Character Education Project. *Journal of Research in Character Education*, 2, 89-112.

Before publishing test items, you must have a permission letter from us describing your study and where it will be published.

So we can collect a database of the scale, we would appreciate a copy of your data, whether or not you publish it. We will credit you with your work in this guide.

References

- Anderson, C., Narvaez, D., Bock, T., Endicott, L., & Lies, J. (2004). *Minnesota Community Voices and Character Education: Final Report and Evaluation*. Roseville, MN: Minnesota Department of Children, Families and Learning.
- Mullen, G., Turner, J., & Narvaez, D. (April, 2005). Student Perceptions of Climate Influence Character and Motivation. American Educational Research Association, Montreal.
- Narvaez, D., Bock, T., Endicott, L., & Lies, J. (2004). Minnesota's Community Voices and Character Education Project. *Journal of Research in Character Education*, 2, 89-112.
- Narvaez, D., Gardner, J., & Mitchell, C. (August, 2001). *Community bonding: A protective factor for at-risk behaviors and attitudes*. American Psychological Association, San Francisco.
- Narvaez, D. & Rest, J. (1995). The four components of acting morally. In W. Kurtines & J. Gewirtz (Eds.), *Moral behavior and moral development: An introduction* (pp. 385-400). New York: McGraw-Hill.
- Narvaez, D., Turner, J., Khmelkov, V., Vaydich, J. L., & Mullen, G. (2008). The Relation of Learning Climate and Social Climate to Ethical Character in Catholic and Public Schools. Manuscript in preparation.
- Rest, J. (1983). Morality. In P.H. Mussen (Series Ed.) & J. Flavell & E. Markman (Vol. Eds.), *Handbook of Child Psychology* (Vol. 3, Cognitive Development) (4th ed.) (pp. 556-629). New York, Wiley.

Citizenship Scale (CS) (n=12)

1	2	3	4	5
Never	Rarely	Half the time	Usually	Always
Agree	agree	agree	agree	agree

You should be on time to school or appointments.

It is important to support those who are following the rules.

You should think of the consequences of your actions before you do something.

It is important for you to warn people when things are broken.

It is important for you to be honest with teachers.

It is important for you to return things you borrow.

You should work hard to reach your goals.

It is important to do what your teachers expect of you.

You should participate in your class activities.

It is important for you to help the homeless.

It is important to encourage others to do their share of work.

You should report crime to an adult.

Citizenship Scale (CS) (n=12)

We are going to ask you questions about what you think. For each item, please circle the number that shows what you think.

Sample Item: I like pineapple on my pizza.

<i>Never</i>	<i>Rarely</i>		<i>Usually</i>	<i>Always</i>
<i>Agree</i>	<i>Agree</i>	<i>Not Sure</i>	<i>Agree</i>	<i>Agree</i>

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1. You should be on time to school or appointments.

|              |               |                 |                |               |
|--------------|---------------|-----------------|----------------|---------------|
| <i>Never</i> | <i>Rarely</i> |                 | <i>Usually</i> | <i>Always</i> |
| <i>Agree</i> | <i>Agree</i>  | <i>Not Sure</i> | <i>Agree</i>   | <i>Agree</i>  |

2. It is important to support those who are following the rules.

|              |               |                 |                |               |
|--------------|---------------|-----------------|----------------|---------------|
| <i>Never</i> | <i>Rarely</i> |                 | <i>Usually</i> | <i>Always</i> |
| <i>Agree</i> | <i>Agree</i>  | <i>Not Sure</i> | <i>Agree</i>   | <i>Agree</i>  |

3. You should think of the consequences of your actions before you do something.

|              |               |                 |                |               |
|--------------|---------------|-----------------|----------------|---------------|
| <i>Never</i> | <i>Rarely</i> |                 | <i>Usually</i> | <i>Always</i> |
| <i>Agree</i> | <i>Agree</i>  | <i>Not Sure</i> | <i>Agree</i>   | <i>Agree</i>  |

4. It is important for you to warn people when things are broken.

|              |               |                 |                |               |
|--------------|---------------|-----------------|----------------|---------------|
| <i>Never</i> | <i>Rarely</i> |                 | <i>Usually</i> | <i>Always</i> |
| <i>Agree</i> | <i>Agree</i>  | <i>Not Sure</i> | <i>Agree</i>   | <i>Agree</i>  |

5. It is important for you to be honest with teachers.

|              |               |                 |                |               |
|--------------|---------------|-----------------|----------------|---------------|
| <i>Never</i> | <i>Rarely</i> |                 | <i>Usually</i> | <i>Always</i> |
| <i>Agree</i> | <i>Agree</i>  | <i>Not Sure</i> | <i>Agree</i>   | <i>Agree</i>  |

6. It is important for you to return things you borrow.

|              |               |                 |                |               |
|--------------|---------------|-----------------|----------------|---------------|
| <i>Never</i> | <i>Rarely</i> |                 | <i>Usually</i> | <i>Always</i> |
| <i>Agree</i> | <i>Agree</i>  | <i>Not Sure</i> | <i>Agree</i>   | <i>Agree</i>  |

7. You should work hard to reach your goals.

|              |               |                 |                |               |
|--------------|---------------|-----------------|----------------|---------------|
| <i>Never</i> | <i>Rarely</i> |                 | <i>Usually</i> | <i>Always</i> |
| <i>Agree</i> | <i>Agree</i>  | <i>Not Sure</i> | <i>Agree</i>   | <i>Agree</i>  |

8. It is important to do what your teachers expect of you.

|              |               |                 |                |               |
|--------------|---------------|-----------------|----------------|---------------|
| <i>Never</i> | <i>Rarely</i> |                 | <i>Usually</i> | <i>Always</i> |
| <i>Agree</i> | <i>Agree</i>  | <i>Not Sure</i> | <i>Agree</i>   | <i>Agree</i>  |

9. You should participate in your class activities.

|              |               |                 |                |               |
|--------------|---------------|-----------------|----------------|---------------|
| <i>Never</i> | <i>Rarely</i> |                 | <i>Usually</i> | <i>Always</i> |
| <i>Agree</i> | <i>Agree</i>  | <i>Not Sure</i> | <i>Agree</i>   | <i>Agree</i>  |

10. It is important for you to help the homeless.

|              |               |                 |                |               |
|--------------|---------------|-----------------|----------------|---------------|
| <i>Never</i> | <i>Rarely</i> |                 | <i>Usually</i> | <i>Always</i> |
| <i>Agree</i> | <i>Agree</i>  | <i>Not Sure</i> | <i>Agree</i>   | <i>Agree</i>  |

11. It is important to encourage others to do their share of work.

|              |               |                 |                |               |
|--------------|---------------|-----------------|----------------|---------------|
| <i>Never</i> | <i>Rarely</i> |                 | <i>Usually</i> | <i>Always</i> |
| <i>Agree</i> | <i>Agree</i>  | <i>Not Sure</i> | <i>Agree</i>   | <i>Agree</i>  |

12. You should report crime to an adult.

|              |               |                 |                |               |
|--------------|---------------|-----------------|----------------|---------------|
| <i>Never</i> | <i>Rarely</i> |                 | <i>Usually</i> | <i>Always</i> |
| <i>Agree</i> | <i>Agree</i>  | <i>Not Sure</i> | <i>Agree</i>   | <i>Agree</i>  |

## TOOLS FOR Researchers, Educators and Parents

**Most of these you can download from:**

<http://www.nd.edu/~dnarvaez/> Or from <http://cee.nd.edu>

### TOOLS FOR TEACHERS: ETHICAL SKILL INSTRUCTION

Free from [cee.nd.edu/curriculum](http://cee.nd.edu/curriculum)

Narvaez, D. with Endicott, L., Bock, T., & Mitchell, C. (2001). *Nurturing character in the middle school classroom: Ethical Action*. St. Paul: Minnesota Department of Children, Families and Learning.

Narvaez, D. & Bock, T., with Endicott, L., & Mitchell, C. (2001). *Nurturing character in the middle school classroom: Ethical Judgment*. St. Paul: Minnesota Department of Children, Families and Learning.

Narvaez, D., & Endicott, L., with Bock, T., & Mitchell, C. (2001). *Nurturing character in the middle school classroom: Ethical Sensitivity*. St. Paul: Minnesota Department of Children, Families & Learning.

Narvaez, D. & Lies, J. with Endicott, L., Bock, T., & Mitchell, C. (2001). *Nurturing character in the middle school classroom: Ethical Motivation*. St. Paul: Minnesota Department of Children, Families and Learning.

**Updated versions for purchase (each \$10 or all four for \$30):**

*Nurturing character in the classroom, EthEx Series, Book 4: Ethical Action*. (Narvaez) Notre Dame, IN: ACE Press.

*Nurturing character in the classroom, EthEx Series, Book 2: Ethical Judgment*. (Narvaez & Bock) Notre Dame, IN: ACE Press.

*Nurturing character in the classroom, EthEx Series, Book 1: Ethical Sensitivity*. (Narvaez & Endicott) Notre Dame, IN: ACE Press.

*Nurturing character in the classroom, EthEx Series, Book 3: Ethical Motivation*. (Narvaez & Lies) Notre Dame, IN: ACE Press.

*Integrative Ethical Education: Guide* (Narvaez)

### TOOLS FOR RESEARCH AND ASSESSMENT

**Citizenship Scale** *For Elementary and Secondary School Students: Guide*. Laboratory for Ethical Development and Education, University of Notre Dame

**Ethical Goodness Scale** *For Elementary and Secondary School Students: Guide*. (Narvaez, Bock & Vaydich) Laboratory for Ethical Development and Education, University of Notre Dame

**Community Bonding Scale: Guide**. (Narvaez) University of Notre Dame: Center for Ethical Education.

***Attitudes Towards Human Rights Inventory: Guide.*** (Narvaez, Thoma, Getz) University of Notre Dame: Center for Ethical Education.

***Positivity Scale: Guide.*** (Narvaez) University of Notre Dame: Center for Ethical Education.

***Moral Theme Inventory (MTI): Guide.*** (Narvaez & Bock) South Bend, IN: Notre Dame University.

***Assessing Ethical Skills: Guide*** (Narvaez)

***Checklist for an Ethical Classroom: Guide*** (Narvaez)

***Checklist for an Achieving and Ethical Classroom: Guide*** (Narvaez)

***Tuning into Ethical Behavior: Guide*** (Narvaez)

***Multicultural Experiences Questionnaire (MEQ)*** (Narvaez, Endicott, & Hill)

***Rating Ethical Content System (RECS)*** for children's media (Narvaez)

## TOOLS FOR PARENTS

***Tuning into Ethical Behavior: Guide*** (Narvaez)

***Nurturing a Peaceable Child*** (Warren, Vaydich & Narvaez)