ISSN 2029–1701 (print)
ISSN 2335–2035 (online)

Mokslinių straipsnių rinkinys
VISUOMENĖS SAUGUMAS IR VIEŠOJI TVARKA
PUBLIC SECURITY AND PUBLIC ORDER
2014 (11) Scientific articles

INTERSTATE SOCIETY AND INTERPRETATIONS OF BELONGING: SOME EVIDENCES FROM AN INTERNATIONAL STUDY ON SITUATION IN LITHUANIA

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Annotation. In context of contemporary discourse on a contemporary society, a theme of transformation is evident. It is sometimes claimed that a contemporary society transcends itself. At a first glance, the claim seems ambitious, however, only to a degree. There are several arguments supporting the statement. This paper presents an overview of some theoretical arguments, and also presents some of the data from an international study carried out in Autumn, 2013. However, just data from Lithuania is presented due to the limitations for format of this paper. The research question

addressed in this paper is: what are the interpretations of people (in our case: young people) about their own feelings towards the state - or - more precisely – the territory they reside. Methods of critical of references analysis and a quantitative approach (survey) were employed for the development of the paper, also citizenship activity questionnaire was used for the study.

Keywords: active and passive citizenship activity, adolescents, interstate society, globalization.

INTRODUCTION

Contemporary society transcends itself as some of the theoreticians state. The claim seems ambitious, however, only to a degree. There are several arguments supporting the statement. Contemporary scholarly discourse analyses interstate society (Buzan, 2004), meta-civilization (Butrime, Zuzeviciute, 2013), or the society that exists just because it sometimes invents for itself the binding forces (Wendt, 1999). European Union probably is the best and most exemplary mega-project (Zuzeviciute, Zviniene, 2011) aiming (and may be even moving) toward the entity that is conceptualized by authors as a set of states transcending themselves. It is **aimed** in this paper to present the theoretical ideas and data of the empiric research on the way young people conceptualize and interpret citizenship and themselves as citizens and their own belonging to a state in the context of contemporary globalized and inter-state society. The **research question** addressed in this paper is: what are the interpretations of people (in our case: young people) about their own feelings towards the state - or - more precisely – the territory they reside. **Participants:** 351 adolescents aged 10−18 years old participated in the study.

Object: young people' interpretations of the state - or - more precisely – the territory they reside.

Methods of critical of references analysis and a **quantitative approach** (survey) were employed for the development of the paper, also citizenship activity questionnaire was used for the study. Only a part of the results, due to limitations of the paper, are presented in this paper. Conclusions connecting theoretical and analysis and empirical data are presented.

INTERSTATE SOCIETY: FEATURES, MODELS AND PERSPECTIVES

Contemporary society transcends itself. The claim seems ambitious, however, only to a degree. There are several arguments supporting the statement. Contemporary scholarly discourse analyses interstate society (Buzan, 2004), meta-civilization (Butrime, Zuzeviciute,

2013), or the society that exists just because it sometimes invents for itself the binding forces (Wendt, 1999). European Union probably is the best and most exemplary mega-project (Zuzeviciute, Zviniene, 2011) aiming (and may be even moving) toward the entity that is conceptualized by authors as a set of states transcending themselves. The features of such society (that incorporates societies within and beyond the states involved) are discussed actively during the last few decades, as are the features of the members of those societies.

For example, Buzan (2004) provides a model of interstate societies.

Moreover, the mentioned society also can be conceptualized as a kind of hierarchy with some orientations being similar to the ones that we all experienced; and with some orientations being in the vicinity of an ideal state of humankind.

At least five models are identified: power political; coexistence; cooperative; convergence; confederative.

Power political is being described as an international society that constantly faces conflicts and animosity; however, alliances are being created and diplomacy is used at least in order to ensure more or less effective economy and trade. This model does depict the situation we, the generation of post-cold war- witnessed and even experienced. Coexistence is characterized by a strong international law, strong and dependable diplomacy; those two factors are used to balance power among states in order to sustain status quo.

Cooperative model incorporates coexistence, however, some values are being shared and the states involved at least sometimes discuss about them and include them as a factor for decisions.

Convergence characterizes the model of interstate society which shares values and associates with them quite strongly; to a degree that enables generating similar institutions, similar power/governmental entities and similar procedures for their operation. These values include: respect for human rights; solidarity; reflected and conscious balance between the rights/duties of citizens and governments.

Confederative model is characterized by society that values solidarity to a degree that it actually acts on it in almost all if not majority of cases; moreover, the power/governmental institutions are so similar that they either operate together or - for the coordination purposes- the active and lively inter-governmental organizations are established.

We may see that the European Union has some features of the last two models already, and, probably, we will witness - or may be even work towards - the further on process towards confederative interstate society.

And however, the recent developments – even if we sometimes think them to depict the peak development of societies – have a long and controversial history.

One of the examples of impressive historical roots for something we call as a feature of contemporary society is gobalisation. We should be aware that human history is a history of globalization. Though the term of 'globalisation' dominates scientific, political and economic discourse during these last decades, however, the phenomena itself has been an integral reality of our history since even our written memory. We started our journey in one continent, spread to other continents, some findings substantiate the claim that there were several waves of contemporary man` journeys across continents. Even if we focus on quite recent times: the last millennium, the incidents of globalization are evident in some cases. For example, first universities: Paris University (13th century), Torun university (15th century) are examples of extreme multi-culturist with people from all over countries and kingdoms of the time discussing professional issues and promoting their profession (Durkheim, 1977) (here from Zuzeviciute, Butrime, 2014). The reason why discourse on globalization became so dominant in contemporary world is twofold. **Firstly**, people today live longer than they have lived ever before. Advancements in science and technology enable citizens in at least a third of countries on planet to live a relatively healthy and rewarding life until mid 80ties. **Secondly**, these technologies to an impressive degree are based on information and communication technologies (in agriculture, industry, transport, medicine, every sector, in fact), also, because information and communication technologies are used for just the purpose that their title suggest: as a tool for exchange of information and organize communication. The exchange of information enables us both to **benefit from productive innovations** and to **identify faulty suggestions without delay of years**, decades or millennium (as in the case of the erroneous structure of Solar system) (here from Zuzeviciute, Tereseviciene, 2009).

Due to these factors, which are both based on advancements in science and technology, we, contemporary people:

- Live longer than ever before and,

• We are exposed to the world and things that happen in every corners of the world, also participate in some of those events more intensively than ever before in our history.

Therefore, even if objectively globalization has always been a reality of a humankind, only in recent centuries subjectively people have both time and means to experience globalization and to participate in it intensively. Also, if earlier exposure to globalization was a privilege just for a few (for those in Medieval universities) or a disaster for quite many (for those who built grand churches, palaces and died under crumbling pillars), today exposure and participation **is a reality of almost any person in almost any country** (here from Zuzeviciute, Butrime, 2014). Therefore, with globalisation being both a historical and a contemporary state, we witness a new fact: "<…there has emerged a new awareness of the global social fact, that now more than perhaps ever before, people are **chronically mobile and routinely displaced**, ***inventing homes and homelands*** in the absence of territorial, national bases – not in situ, but through memories of and claims on places that they can or will no longer inhabit" (Malkki, 1997).

Globalization affects peoples' lives in many states[1]; nevertheless, the ongoing changes do not alter the system of the hierarchy of the human needs: the most important needs of each person are needs for security and welfare.[2] As B.Buzan has observed, 'a notion of security is a lot easier applied to objects than individuals. For example, security of money at a bank is dependent on a specific threat of unsanctioned takeover or devaluation'[3]. However, security of individuals cannot be defined as easily. Various values of individual importance (for example, life, health, status, wellbeing, freedom, private life) are difficult to restore, or, in case of loss, cannot be restored at all (life, bodily parts, status). Besides, "different aspects of individual security are often conflicting (crime prevention or limitation of civil rights) and restrained by distinction obstacles between objective and subjective assessments (real or imaginary threats?)"[4].

Society helps individuals and has to protect them, ensure their security in the broad sense; however, at the same time, the same society may become and becomes threatening to the individual. "The majority of threats arise due to the fact that individuals live in social

[1] Sean Kay, "Globalization, Power, and Security, Security Dialogue, SAGE Publications, 2004 Vol. 35 (1), 10 p.
[2] S.Greičius, B.Pranevičienė, Challenges to Lithuanian National Security, Visuomenės saugumas ir viešoji tvarka, 2010 (4), 31 p.
[3] Buzan, B. *Žmonės, valstybės ir baimė* [Individuals, the State and Fear]. Vilnius: Eugrimas, 1997, p. 69.
[4] Buzan, B. *Žmonės, valstybės ir baimė* [Individuals, the State and Fear]. Vilnius: Eugrimas, 1997, p. 70

environment which generates certain social, economic and political pressure"[5]. Therefore, "the state at the same time is both a solution and source of security issues"[6].

On the other hand in modern liberal society "citizenship is not an ethnic, blood and soil concept but a more abstract political idea – implying equal legal, political and social rights (and duties) for people inhabiting a given national space" (Goodhart, 2004) This new reality requires rethink the meaning and practice of citizenship education in light of what belonging and citizenship mean for young people in today's world (El-Haj,2009). Changing models of society (its transformation into interstate one), and the ever increasing experience of globalisation, leads to several issues, worth discussing. In this paper, however, only one dimension is analysed to a greater depth: the subjective interpretations of people (in our case: young people) about their own feelings towards the state - or-more precisely – the territory they reside. Which of the interpretations are traditional? What new tendencies are evident? These issues were tackled by the international team led by prof. Beata Krzywosz-Rynkiewizc (Poland). The team carried out study in autumn 2013, No. CiCeA/ResearchGrant/2014 (Children's Identity & Citizenship European Associasion). Special gratitude go to Ms. Giedre Tamoliune (Vytautas Magnus University, Kaunas, Lithuania), who was a key factor in implementing the study in Lithuania.

STUDY

PARTICIPANTS OF THE STUDY

351 adolescents aged 10−18 years old participated in the study. These students attended Kaunas secondary school and Pagegiai gymnasium. Participants' age mean was 13,8 years (SD=2,2); 166 (47,3%) of them are male, 185 female. Almost three quarters of the participants live with both parents (N=253, 72,1%), other live with either with single parent (N=77, 21,9%) or one of the parents is dead (N=19; 5,4%).

[5] B.Pranevičienė, „Limiting of the Right to Privacy in the Context of Protection of National Security" Jurisprudencija: mokslo darbai = Jurisprudence : research papers / Mykolo Romerio universitetas. Vilnius: Mykolo Romerio universiteto Leidybos centras. ISSN 1392-6195, 2011, 18 (4) p. 1615

[6] Messari, N. The State and Dilemmas of Security: the Middle East and the Balkans. *Security Dialogue, SAGE publications*. 2002, 33(4): 416.

METHODOLOGY

We used 34 item young people citizenship activity questionnaire developed by co-authors of this article (Beata Krzywosz-Rynkiewizc, Anna Zalewska) to evaluate adolescents' citizenship activity. Active, semi−active and passive citizenship factors were estimated in this study. These citizenship behavior dimensions were inspired by Kennedy's concept (1997, 2006) and modified with regard to other classification of citizenship and civic activity (Lewicka, 2004, 2005).

6 scales were used in this study:

- ***Passive citizenship dimension*** which represents national identity (appreciating symbols, myths and history) and patriotism (supporting your country, military service, loyalty);
- ***Semi-active citizenship dimension*** which represents loyalty (obeying the law and subordination to regulations, respect for the state) and citizen virtues, taking interest in public affairs and declared participation in elections;
- ***Active citizenship and political activity dimension*** which represents declared participation in conventional political activity (e.g. being a member of a political party);
- ***Active citizenship and social activity dimension*** is connected to participating in social movements and organizations working for the local society and in actions for building and maintaining local community;
- ***Active citizenship and working for the change dimension*** represents commitment to changing status quo (e.g. protests, street graffiti);
- ***Active citizenship and personal activity*** represents responsibility for oneself and one's future, engagement in self-development.

Coefficient of Cronbach's alpha were calculated to estimate the internal consistency for each scale. The results are following: passive citizenship dimension – 0,73, semi−active dimension – 0,58, active citizenship in political activity dimension – 0,58, active participation in actions for change – 0,73, active citizenship and social activity dimension – 0,65, active citizenship and personal activity dimension – 0,50. Because of low internal consistency the last mentioned scale should be interpreted with caution.

PROCEDURE OF THE STUDY

Participants were asked to answer questions of the *Active citizenship* questionnaire and answer questions concerning demographics. The questionnaires were anonymous. Parents granted permission for adolescents to participate in study.

The SPSS 18.0 package was used for a statistical analysis of empirical data. Descriptive statistics was used to describe the variables. For the statistical analysis two samples t test, as we are analyzing quite large sample data and there are no true outliers in a data. Pearson correlation coefficient statistical criteria were used to evaluate relationship between scale variables.

RESULTS

Firstly we have evaluated the prevalence of higher levels of different citizenship activity aspects. The benchmark for each citizenship activity dimension level was selected the median of each scale. Participants who gained higher scores than the particular scale's median were considered as having high activeness in particular citizenship activity dimension; and participants who gained lower scores than scale's median were considered as having low activeness in specific citizenship activity dimension.

Results of participants' activeness and intensity of citizenship behavior prevalence in each citizenship activity dimension are presented in Picture 1.

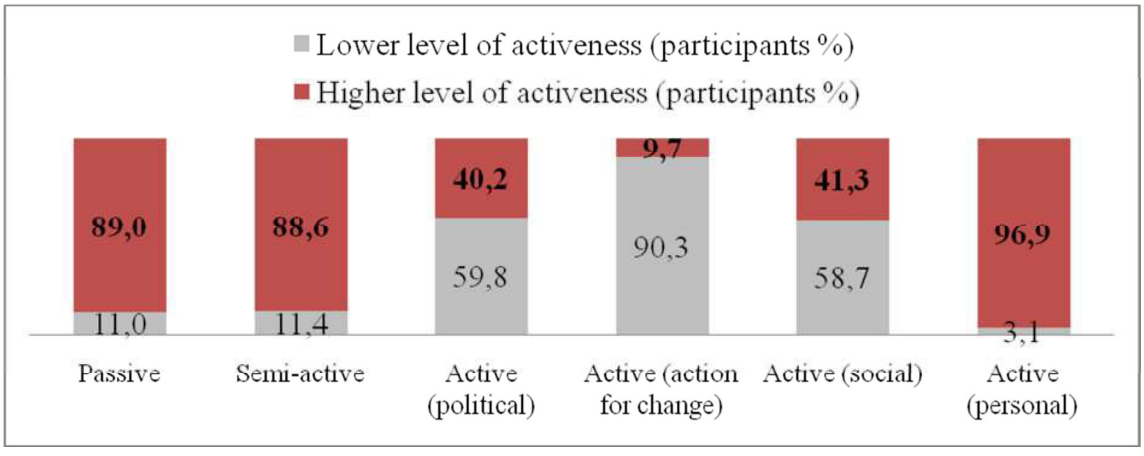

Figure 1. Distribution of the participants' activeness level in various aspects of citizenship activity

According to the results we may assume that adolescents are quite passive in citizenship activity as most of them preferred passive and semi−active citizenship activity movement and ideas, also minority of the participants are interested in active participation in citizenship activities and political actions such as political activity, actions for change and social activity. Considering these results it is surprising that almost all adolescents appreciate their personal input into citizenship activity and are actively developing one's interests and talents, other skills, taking care of one's health and physical development.

The second question of the study was aimed at evaluating whether different aspects of citizenship activity are related to participants' sociodemographic characteristics: age, gender, school type and parents family status.

Results of Pearson correlation (coefficients presented in Table 1) revealed that passive also active adolescents' citizenship activity is negatively related to participants' age – the younger is the teenager the more intense sense of citizenship he or she has and is more involved in citizenship actions. The question remains whether such results are related to psychological or social development characteristics of adolescence period, to school activities or to other factors.

Table 1. Results of relationship between citizenship activity and participants' age

	Passive citizenship	Semi−active citizenship	Active citizenship: political activity	Active citizenship: actions for change	Active citizenship: social activity	Active citizenship: personal activity
Age	**−0,238***	**−0,201***	**−0,334***	−0,040	**−0,141****	−0,045

Correlation coefficient is statistically significant at *p<0,001, **p<0,01 level.

Table 2. Gender differences in various types of citizenship activity

Citizenship factor/scale	Male (scale mean±SD)	Female (scale mean±SD)	t statistics
Passive citizenship	**26,5±3,4**	**25,2±4,1**	**2,952****
Semi−active citizenship	16,5±2,7	17,0±2,2	1,861
Active citizenship: political activity	5,1±1,9	4,8±1,7	−1,820
Active citizenship: actions for change	8,1±2,0	8,1±2,0	0,097
Active citizenship: social activity	**23,2±4,5**	**26,0±5,2**	**5,273***
Active citizenship: personal activity	17,9±2,0	17,7±1,9	−0,740

Student's t test statistics is significant at *p<0,001, **p<0,01 level.

Results presented in Table 2 revealed that most of citizenship activity dimensions are not related to gender differences: girls and boys tend to participate with similar intensity in various citizenship actions. However it seems that adolescent girls are more active in citizenship behaviors as girls gained more scores in active citizenship and social activity dimensions while boys gained more scores in passive citizenship dimension.

We may assume that intensity of passive or active adolescents citizenship behaviors are not related to a school type that adolescents are attending or to a city living in (participants attending gymnasium live in town, and participants who attend secondary school live in a city; see results in Table 3).

Table 3. Various types of citizenship activity and school type that participants attended

Citizenship factor/scale	Gymnasium (scale mean±SD)	Secondary school (scale mean±SD)	t statistics[a]
Passive citizenship	25,7±3,4	25,9±4,5	−0,566
Semi−active citizenship	16,6±2,4	17,0±2,5	−1,645
Active citizenship: political activity	4,9±1,8	5,0±1,8	−0,646
Active citizenship: actions for change	7,9±1,6	8,3±2,4	−1,633
Active citizenship: social activity	25,0±4,9	24,3±5,3	1,183
Active citizenship: personal activity	17,8±1,8	17,8±2,1	0,058

[a] All Student's t test statistics are statistically insignificant.

According to results presented in Table 4, family status may be related to intensity of citizenship behaviors: adolescents who live with both parents gained more scores both on passive, semi–active and active in social activity citizenship activity dimensions.

Table 4. Parents' family status differences in various types of citizenship activity

Citizenship factor/scale	Lives with both parents (scale mean±SD)	Lives with single parent (scale mean±SD)	t statistics
Passive citizenship	**26,2±3,7**	**24,9±4,4**	**2,673****
Semi−active citizenship	**17,0±2,4**	**16,4±2,6**	**2,065*****
Active citizenship: political activity	5,0±1,8	4,7±1,8	1,551
Active citizenship: actions for change	8,0±2,0	8,3±2,1	−1,124
Active citizenship: social activity	**25,2±4,9**	**23,3±5,4**	**3,027****
Active citizenship: personal activity	17,8±1,8	17,6±2,2	0,952

Student's t test statistics is significant at *p<0,001, **p<0,01, ***p<0,05 level.

The data provided a logical picture of the situation: with both parents taking care of a young person, an adolescence will have more opportunities to participate in a variety of activities, to enjoy the opportunities provided by school, community, neighborhood or wider

system (e.g. participation in sports activities, in public actions, join their parents in civic activities). Adolescence of single parents does not enjoy the similar opportunities.

CONCLUSIONS

Theoretical analysis revealed that even though the globalization and multicultural environments have always been the reality of a human life, however, the relative intensity of experiencing it by an each and every individual today is higher than ever. This intensity is resulted by expansion of technologies, networks and freedoms. Young people due to the networks may be experiencing globalization at an even greater intensity level. This may result in quite new conceptualization patterns on what it means to belong to a particular territory, state, and how the citizenship is conceptualized. International study aimed at examining young people' interpretations of the state - or - more precisely – the territory they reside was conducted in 2013, Autumn in Lithuania and six more countries. However, only data from Lithuania is presented in this paper.

Study revealed that young people (age mean was 13,8 years) are very active in their personal development, in personal pursuits and interests, much less so in political activities. This is not surprising giving the age of participants.

However, the results that the younger the respondents, the more likely he or she would associate his or her choices with active citizenship, were surprising. As the study was based on survey, it remains to be further examined the reasons for the choices, as the scores may have been also influenced by characteristics of psychology of these particular age groups (or other factors). The statistically significant differences were found when the relation between the family status and the scoring on citizenship; and this dimension should also be further investigated in order to generate more cohesive reasoning rather than stating the situation.

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ISSN 2029–1701 (print)
ISSN 2335–2035 (online)

Mokslinių straipsnių rinkinys
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TARPVALSTYBINĖ VISUOMENĖ IR PRIKLAUSOMUMO INTERPRETACIJA: TARPTAUTINIO TYRIMO DUOMENYS

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A n o t a c i j a

Diskusijų apie šiuolaikinę visuomenę kontekste akivaizdi transformacijos tema. Yra tvirtinama, kad modernioji visuomenė peržengia savo pačios ribas. Iš pirmo žvilgsnio tai atrodo perdėm ambicingas užmojis, tačiau tik tam tikru laipsniu. Yra keletas argumentų paremiančių šį teiginį. Šiame straipsnyje pateikiama tokių teorinių argumentų apžvalga, o taip pat pristatoma dalis tarptautinio tyrimo, atlikto 2013 metų rudenį, duomenys. Dėl straipsnio apimties apribojimų pristatomi tik tyrimo Lietuvoje rezultatai. Tyrime dalyvavo 351 paaugliai (10-18 metų). Buvo naudojamas 34 punktų jaunimo pilietiškumo veiklos klausimynas siekiant įvertinti paauglių pilietiškumo veiklą. Tyrimas parodė, kad jauni žmonės (amžiaus vidurkis 13,8 metų) yra labai aktyvūs savo asmeninio tobulėjimo, asmeninių siekių ir interesų plotmėje ir daug mažiau - politinėje veikloje. Jaunesni respondentai labiau siejo savo pasirinkimus su aktyviu pilietiškumu. Buvo nustatyti statistiškai reikšmingi skirtumai tarp šeimos statuso ir pilietiškumo lygio. Visi veiksniai turėtų būti ir toliau tiriami, siekiant atrasti moksliškai pagrįstas tiriamų reiškinių priežastis.

Pagrindinės sąvokos: aktyvi ir pasyvi pilietinė veikla, paaugliai, globalizacija.

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Laima Ruibyte*,** Daktarė**,** Mykolo Romerio universiteto Viešojo saugumo fakulteto Humanitarinių mokslų katedros docentė. Mokslinių tyrimų kryptys: Lyčių skirtumų stereotipai; nuostatos ir stereotipai, stresas organizacijose.
Laima Ruibyte*,** Doctor**,** Mykolas Romeris University, Faculty of Public security, Department of Humanities Assoc.prof. Research interests: Genders Stereotypes; Attitudes; Organisational Stress; Organisational Values.

Evelina Viduolienė**,** Daktarė, Mykolo Romerio universiteto Viešojo saugumo fakulteto Humanitarinių mokslų katedros lektorė. Mokslinių tyrimų kryptys: Šeimos klimatas.
Evelina Viduolienė**,** Doctor**,** Mykolas Romeris University, Faculty of Public security, Department of Humanities Lecture. Research interests: Family Climate.

Beata Krzywosz-Rynkiewizs***,** University of Warmia and Mazury in Olsztyn. Mokslinių tyrimų kryptys: pilietiškumo ir tapatybės kūrimasis, plėtotė bei ugdymo(si) sąlygų sudarymas
Beata Krzywosz-Rynkiewizs***,** University of Warmia and Mazury in Olsztyn Research interests: development of sense of citizenship, identity, creating opportunities for educational prerequisites for the developmentof identity.

Anna Zalewska****** University of Social Science and Humanities in Poznan: metodologiniai elgsenos ir nuostatų postpozityvistinėje tradicijoje tyrimai.
Anna Zalewska****** University of Social Science and Humanities in Poznan: postpositivistic methodological approaches.