



ORIGINAL RESEARCH PAPER

Education

VALUE PERCEPTION OF CITIZENSHIP EDUCATION IN RELATION TO GENDER

KEY WORDS: value perception, citizenship education,

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ABSTRACT

A consideration of the issues surrounding the teaching of controversial issues serves only to underline the importance of good citizenship education from an early age. If children become accustomed to discussing their differences in a rational way in the primary years, they are more likely to accept it as normal in their adolescence. Citizenship education helps to equip young people to deal with situations of conflict and controversy knowledgeably and tolerantly. It helps to equip them to understand the consequences of their actions, and those of the adults around them. Pupils learn how to recognize bias, evaluate argument, weigh evidence, look for alternative interpretations, viewpoints and sources of evidence – to give good reasons for the things they say and do, and to expect good reasons to be given by others. Values in Action (VIA) are learning experiences that support students' development as socially responsible citizens who contribute meaningfully to the community, through the learning and application of values, knowledge and skills. Values in Action fosters student ownership over how they contribute to the community. As part of Values in Action, students reflect on their experience, the values they have put into practice, and how they can continue to contribute meaningfully. As a relatively very young nation, Singapore is indeed in need of raising useful and loyal citizens. Citizenship Education helps build values in pupils. It is not only a subject but also serves as a platform for needful reflection and a springboard for citizens to love their country more, or in certain cases, start loving. It is not just important to embrace the nation in thoughts but also in action and in the way we influence others positively. The civic-minded and patriotic citizen doesn't stop at doing but acts as a catalyst for others to do likewise. This research will throw some light on how young Singaporeans fare up to the expectations of being a good citizen.

INTRODUCTION

The teaching of democracy has very **important** goal, to educate a responsible and critically thinking person. The students should be ready to communicate with other people and participate effectively in the affairs of the state. The **importance of citizenship education** is in freedom and responsible decisions.

Around the world the general concern for citizenship education is growing and plays an increasingly more significant role in the future of education (Print, 2000, Torney-Purta, Schwille & Amadeo 2001). In a bid to either eradicate or minimize the 'devils' of society, citizenship education is propagated (Ajayi, 2007). Dakar (2000) World Education Forum considered the social ills of society and suggested education as a powerful tool for promoting democracy and citizenship and citizenship education in the conference communiqué. It was stressed that apart from education being the right of every child, certain virtues need to be displayed by every individual or citizen (UNESCO, 2000). Most of the accessible studies on citizenship education have been conducted in the United Kingdom in general and England in particular, from 1999 onwards. This might be attributed to a renewed interest in citizenship education since the issue of the Crick Report (1998). Based on this report, citizenship education became a statutory subject in secondary schools from 2002, and an inspected area in primary schools. A structured approach to citizenship education enables children in schools to gain early understanding of the rights and responsibilities that come with the membership of a given society. This will provide them with a sense of how rules, regulations and the law work and after advice and guidance on how to avoid falling foul of these rules regulations and laws.(Mitchell, 1999) .Citizenship education also provides an essential element in the socialization process by helping young people to understand their society, contributing to it as informed, effective and responsible citizens (Torney- Purta, Schwille and Amadeo 1999 & Aggarwal 2000).

CONCEPT OF CITIZENSHIP EDUCATION

The concept of citizenship education is generally said to embrace the preparation of young people for their roles and responsibilities as citizens and in particular the role of education in the preparatory process (Kerr, 1999). Kerr adds that citizenship education is covered by a wide range of terms used in many countries to include citizenship, civic, social science, social studies, world studies,

society and studies of society. It also has links to curriculum subjects and options including history, geography, economics, politics, environmental studies, values education, religious studies, language and science. These interpretations mean that there are many different ways in which citizenship education can be approached and defined. Osler(2001) suggests that citizenship education needs to be underpinned by human rights and cited evidence which suggests that a well conceived human rights based on citizenship curriculum has the potential to contribute to community cohesion, civic courage and greater solidarity with others , within and beyond national borders. Amao (2006) hints that citizenship education is basically directed at the youth, who are seen as the future leaders to secure a better future for the country. Citizenship education is also understood as the knowledge of the constitution, its principles, values, history and application to contemporary life (Gyekye ,2004; Patrick 1986). Similarly, Blege (2001) sees citizenship education as the instructional preparation of the younger generation towards making conscious efforts aimed at giving the students certain tools for solving their personal and societal problems

NEED AND SIGNIFICANCE OF THE STUDY

There is a need to teach values which are responsible for economic success, which would bind the people together, and which would continue to ensure the country's survival and success. A society unguided by values can hardly be expected to remain cohesive under stress. Young Singaporeans have become very complacent and with the integration of foreign talents, the need to remain civic-minded, committed and loyal to the nation has gained paramount importance.

The findings of the study will allow us to understand the perception of upper secondary pupils' with regards to where they stand in society and what they perceive themselves to be. It will allow us to have an in-depth knowledge of what the younger generations of students comprising the upper secondary pupils really think about the people, society and world around them.

OBJECTIVES OF THE STUDY

1. To find out the level of citizenship Education of upper secondary pupils with respect to gender
2. To find out significant difference between the citizenship Education of upper secondary pupils with respect to gender

RESEARCH METHODOLOGY

This is a survey study carried out in ... purposively selected private and government schools in Singapore

SAMPLE / SAMPLING TECHNIQUE

The simple random sampling technique was used to select 70 respondents from each of the schools in the study area.

Hypothesis

1. Level of citizenship Education of upper secondary pupils with respect to gender.
2. There is no significant difference between the citizenship Education of upper secondary pupils with respect to gender

3. Table 1 The level of citizenship Education of upper secondary pupils with respect to gender

Gender	N	Percentage
Male	40	57.1
Female	30	42.9
Total	70	100.0

From the above table (1), it can be understood that out of 70 respondents 40 of them (57.1%) are male; and 30 of them (42.9%) are female. From this we can understand that the male respondents take part in the study more than the female respondents.

Table 2 There is no significant difference between the citizenship Education of upper secondary pupils with respect to gender

Gender	Mean	SD	t	Level of Significance
Male	86.91	24.69	8.94	S
Female	94.23	21.23		

Significant at 0.05 level (2.00)

From the above table (2) shows that the calculated 't' value (8.94) is greater than the table value (1.96) at 5% level of significance. Hence the null hypothesis "There is no significant difference between the mean scores of Citizenship education of upper secondary pupils with respect to gender", is rejected .

DISCUSSION

Female students score higher than males in the value perception of Citizenship. In the present study, the mean score is 86.91 for males and 94.23 for females. Possible reasons for this trend may be due to the fact that females are drawn more to the volunteering aspects of Service learning and Citizenship. Labor department in United States reported that women continued a long-standing trend of volunteering than men. According to the 2016 report by the World Economic Forum, young women are leading positive societal change across the world. Furthermore, over 50% of the Young Global leaders class of 2016 are females, according to World Economic Forum. Naturally females tend to be more caring and giving. Females also tend to pace faster in terms of maturity level. On the same age scale, in this sense, they are at an advantage in terms of level playing field.

CONCLUSION

The problem posed by citizenship education is how to blend together the particular and the universal, the national and the international, the individual and society. The difficulty can be solved by integrating human rights education in this new subject, civics education. This approach opens up new paths for education for peace, human rights and democracy. Thus, citizenship education addresses both the individual and the citizen and provides an avenue for each individual citizen to acquire an understanding of the issues of peace in the world, and the challenges of the globalisation of economic, environmental and cultural problems. Since sustainable development of human beings and the world they live in is linked to the quality of education, the time has come to regard citizenship education as a vital part of any education system and any teaching programme.

As a relatively very young nation, Singapore is indeed in need of raising useful and loyal citizens. Citizenship Education helps build values in pupils. It is not only a subject but also serves as a platform for needful reflection and a springboard for citizens to love their country more, or in certain cases, start loving. It is not just important to embrace the nation in thoughts but also in action and in the way we influence others positively. The civic-minded and patriotic citizen doesn't stop at doing but acts as a catalyst for others to do likewise. This research will throw some light on how young Singaporeans fare up to the expectations of being a good citizen.

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