

**AWARENESS ON GLOBAL CITIZENSHIP EDUCATION AND SOCIAL  
CONSCIOUSNESS AMONG SECONDARY SCHOOL STUDENTS**

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**ABSTRACT**

**Global Citizenship Education** (GCED) is a strategic area of UNESCO's Education Sector programme and builds on the work of Peace and Human Rights Education. It aims to instill in learners the values, attitudes and behaviors that support responsible global citizenship: creativity, innovation, and commitment to peace, human rights and sustainable development. GCED is key to understand the interconnections between the local and the global and nurture a sense of belonging to a common humanity. It builds motivation to assume active roles to contribute to a more just, peaceful, tolerant and sustainable world development.

**Social Consciousness**, or **social awareness**, is defined as consciousness shared by individuals within a society. It essentially means to be conscious or aware of the problems within a society or community. In times of deep crisis, when dominant social relations no longer respond to the needs of the majority of people and a radical social transformation becomes necessary, it is of great importance to exam the active **role of consciousness in social change**. Consciousness on the one hand is the sense of understanding the contradictions of the present and, at the same time, identifying the possibilities of transcending them, and, on the other hand, as an integrated form of connection-communication that will impact on people aiming at collective, coordinated activity.

The tools used for the study are Social Consciousness Scale and Awareness Test on Global Citizenship Education. The sample consisted of 200 secondary school students drawn from Kollam district using stratified random sampling technique. The major findings of the study reveal that there exists significant relationship between Global Citizenship Education and Social Consciousness among secondary School Students. The study also found out that there exists no significant difference between the mean scores of Global Citizenship Education with respect to gender and no significant difference between the mean scores of Social Consciousness with respect to gender.

**Key words:** Global Citizenship Education, Social Consciousness, Secondary School Students

**INTRODUCTION**

**Global citizenship** consists of voluntary practices oriented to human rights, social justice, and environmentalism at the local, regional, and global level. Unlike national citizenship, global citizenship does not denote any legal status or allegiance to an actual form of government. The emergence of regional economic blocs, supra-national political institutions such as the European Union, and the advancement of ICTs, has caused governments to try to prepare national populations to be competitive in the global jobs market. This has led to the introduction of global citizenship education programs at primary, secondary, and tertiary level, but also at independent NGOs, grass roots organizations, and other large scale educational organizations, such as the International Baccalaureate Organization and UNESCO (UNESCO,2014).

**Global citizenship education (GCE)** is a form of civic learning that involves students' active participation in projects that address global issues of a social, political, economic, or environmental nature. The two main elements of GCE are 'global consciousness'; the moral or ethical aspect of global issues, and 'global competencies', or skills meant to enable learners to participate in changing and developing the world. The promotion of GCE was a response by governments and NGOs to the emergence of supranational institution, regional economic blocs, and the development of information and communications technologies. These have all resulted in the emergence of a more globally oriented and collaborative approach to education. GCE addresses themes such as peace and human rights, intercultural understanding, citizenship education, respect for diversity and tolerance, and inclusiveness. Schools in action, global citizens for sustainable development: a guide for students (UNESCO, 2016).

GCED is a strategic area of UNESCO's Education Sector programme and builds on the work of Peace and Human Rights Education. It aims to instill in learners the values, attitudes and behaviors that support responsible global citizenship: creativity, innovation, and commitment to peace, human rights and sustainable development.

Global Citizenship Education gives students the knowledge and skills they need to answer the big questions of the day, and to help forge more tolerant, peaceful and inclusive societies (UNESCO, 2010).

The most important features of global citizenship education are voluntary action that can extend from local to international collectives; the practice of cultural empathy; and a focus on active participation in social and political life at the local and global level. In the late 1990s, OXFAM UK designed a curriculum for global citizenship education which stressed "the 'active' role of global citizens". In this approach, individuals and groups both inside and outside the educational sector might take action that addresses human rights, trade, poverty, health, and environmental issues. This is sometimes called the 'global consciousness' aspect of GCE. However, organizations such as UNESCO have also begun to emphasize 'global competencies', including science and technology into their GCE curricula, to "strengthen linkages between education and economic development".

**Social Consciousness**, or **social awareness**, is defined as consciousness shared by individuals within a society. It essentially means to be conscious or aware of the problems within a society or community. In times of deep crisis, when dominant social relations no longer respond to the needs of the majority of people and a radical social transformation becomes necessary, it is of great importance to examine the active **role of consciousness in social change** (Amore, 2008). Consciousness on the one hand is the sense of understanding the contradictions of the present and, at the same time, identifying the possibilities of transcending them, and, on the other hand, as an integrated form of connection-communication that will impact on people aiming at collective, coordinated activity. **Only** through Social Consciousness we can achieve global awareness.

## REVIEW OF RELATED LITERATURE

Kennedy (2012) organized a research study on "Global trends in civic and citizenship education: everywhere the question is that what should be the curriculum of citizenship?". He gives the image that citizenship has increasingly come in terms of global and brought about by the processes such as the homogenization of cultural practices, transnational migration, and the development of supranational groupings that often seem to challenge more local versions of citizenship.

Ezegbe, B. (2014) conducted a study on "Role of Social Studies Education in Citizenship Training: Implication for National Development". Urgent need for citizenship training in Nigeria is the spotlight of this paper. Nigerian citizen are expected to contribute to the development of the nation through love for their nation. Sufficient citizenship training through social studies education will facilitate the citizens have knowledge of their fundamental human rights and other ideals of democracy and respect same towards national development. This will help them recognize their roles toward peaceful and orderly society for national development.

Keating & Janmaat, (2015) in an article review on "The Education through Citizenship at School: Do School Activities Have a Lasting Impact on Youth Political Engagement?" present the impact of policy initiative to teach education through citizenship at school. Longitudinal Study of this article shows that school activities can indeed have an effect, not just in the short-term, but also in the medium-term.

Pavlidis (2015) conducted a study on social consciousness, education and transformative activity. This paper examines two aspects of social consciousness: consciousness in the sense of knowledge of the objective reality and consciousness in the sense of awareness of oneself as a subject in his/her social ties with other persons-subjects. Steinem (2013) defines the social change process as naming the problem; speaking out, consciousness raising, and researching; creating alternate structures to solve the problem for the majority. Ganas (2015) made a study on social consciousness in post-conflict reconstruction. John (2015) made an attempt on exploring self-awareness: its various dimensions. Rochat et al.(2012) conducted a study on Social Awareness and early cognition among 86 children.

From the review it is noted that a few studies are conducted in global citizenship education and social consciousness. No study is conducted on the awareness of global citizenship education and Social Consciousness among secondary school students.

### **SIGNIFICANCE OF THE STUDY**

In the present era of globalization, the recognition of global interdependence on the part of the general public has led to a higher degree of interest in global citizenship in education. Citizenship is understood in global terms, so that schooling might improve individual nations' global competitiveness (Tarrant, 2010). Many universities worldwide have responded to the need for a globally oriented education by sending their students to study abroad in increasing numbers, and some have announced that this will soon become a mandatory degree requirement.

Many governments also now promote GCE for the cohesion of society. The large numbers of people migrating across national borders means that the diversity of ethnic, religious, and linguistic groups "has raised complex and difficult questions about citizenship, human rights, democracy, and education".

Learners learn about their identities and how they are situated within multiple relationships (for example, family, friends, school, local community, country), as a basis for understanding the global dimension of citizenship. They develop an understanding of difference and diversity and they explore their own beliefs and values and those of others. They understand how beliefs and values inform social and political decision-making at local, national, regional and global levels, and the challenges for governance of contrasting and conflicting beliefs and values. Learners also develop their understanding of social justice issues in local, national, regional and global contexts and how these are interconnected. Ethical issues (for example, relating to climate change, consumerism, economic globalization, fair trade, migration, poverty and wealth, sustainable development, terrorism, war) are also addressed.

The primary aim of Global Citizenship Education (GCED) is nurturing respect for all, building a sense of belonging to a common humanity and helping learners become responsible and active global citizens. GCED aims to empower learners to assume active roles to face and resolve global challenges and to become proactive contributors to a more peaceful, tolerant, inclusive and secure world. It is not enough for education to produce individuals who can read, write and count. Education must fully assume its central role in helping people to forge more just, peaceful, tolerant and inclusive societies.” According to the UN, global citizenship education provides the understanding, skills and values students need to cooperate in resolving the interconnected challenges of the 21st century, including climate change, conflict, poverty, hunger, and issues of equity and sustainability. These same educational outcomes prepare students to be successful in the workplace of the 21st century as well.

In this backdrop it is the responsibility of the authorities to give awareness on global citizenship education and to develop social consciousness among the students through proper curriculum revision. Hence in this context, the investigators think that whether the students are conscious about the various social and global issues which are confronting in the society. This demands the selection of the present study.

### **OBJECTIVES OF THE STUDY**

- 1 To find out whether there exists any significant relationship between Awareness on Global Citizenship Education and Social Consciousness among secondary School Students
- 2 To find out whether there exists any significant difference between the mean scores of Awareness on Global Citizenship Education with regard to male and female secondary school students.
- 3 To find out whether there exists any significant difference between the mean scores of Social Consciousness among secondary School Students with regard to male and female secondary school students.

### **HYPOTHESES OF THE STUDY**

1. There exists significant relationship between Global Citizenship Education and Social Consciousness among secondary School Students.
2. There exists significant difference between the mean scores of Global Citizenship Education with respect to male and female secondary school students.
3. There exists significant difference between the mean scores of Social Consciousness among secondary School Students with respect to male and female secondary school students.

### **METHODOLOGY**

The Investigators used Normative Survey Method for conducting the study.

The tools used for the study are Social Consciousness Scale and Awareness Test on Global Citizenship Education. The sample consisted of 200 secondary school students drawn from Kollam district using stratified random sampling technique.

### **STATISTICAL TECHNIQUES USED**

Pearson’s Product Moment Coefficient of Correlation

t’ test

**ANALYSIS OF DATA**

**Hypothesis 1**

There exists significant relationship between Global Citizenship Education and Social Consciousness among secondary School Students.

**Table 1.1**

**Sample, ‘r’Value, significance of ‘r’, SEr, Confidence Interval, Shared Variance and Verbal Interpretation: Whole Sample**

Sample	r value	Significance of r	SEr	Confidence interval	Shared Variance	Verbal Interpretation
Whole Sample	0.28	4.18	0.06	0.45 to 0.11	8.14	Low Correlation

From the table 1.1 the coefficient of correlation(r) obtained between the variables is 0.28, which is low correlation .Significance of r is 4.18, and Standard error of ‘r’ (SEr) value is 0.06, which was used to estimate the confidence interval. At 0.01 level of significance, the confidence interval was 0.45 and -0.11. The obtained ‘r’ has a shared variance 8.14. This indicates 8.14% of the correlation between Awareness on Global Citizenship Education and Social Consciousness is due to the commonness between the variables when tested with the whole sample (Garrett, 2007).

**Hypothesis 2**

There exists significant difference between the mean scores of Global Citizenship Education with respect to male and female secondary school students

**Table1. 2**

**Significant difference in the mean scores of Awareness on Global Citizenship Education among male and female sample**

Sample	Sample size	Mean	SD	‘t’ value	Significance Level
Male	100	21.46	5.25	0.04	Not significant
Female	100	21.43	5.28		

From the table 1.2 it is observed that‘t’ value is 0.04 and which is not significant at 0.05 level. This indicates that the difference between male and female sample in the Awareness on Global Citizenship Education is not significant.

**Hypothesis 3**

There exists significant difference between the mean scores of Social Consciousness among secondary School Students with respect to male and female secondary school students.

Table 1.3

**Significant difference in the mean scores of Social Consciousness from Male and Female sample**

Sample	Sample size	Mean	SD	't' value	Significance Level
Male	100	20.5	5.48	1.43	Not significant
Female	100	21.77	5.25		

From the table 1.3 it is observed that 't' value is 1.43 and which is not significant at 0.05 level. This indicates that there exists no difference between Male and Female sample with respect to Social Consciousness.

**MAJOR FINDINGS**

1. There exists significant relationship between Awareness on Global Citizenship Education and Social Consciousness among secondary school students.
2. There exists no significant difference in the Awareness on Global Citizenship Education with respect to male and female secondary school students.
3. There exists no significant difference in the Social Consciousness with respect to male and female secondary school students.

**DISCUSSION**

The results of the present study reveal that there exists significant relationship between Awareness on Global Citizenship Education and Social Consciousness among male and female students, and also found that there exists no significant difference in the Awareness on Global Citizenship Education and Social Consciousness among male and female students. In the present context both male and female secondary students are more conscious and aware about exploring real world issues, developing and understanding of interdependence, opportunities for social contributions, developing basic participatory understandings and skills. They are also well-versed in technical skills and operations in sharing ideas and content as quickly as possible. Activities such as group discussion, technical sessions, hands on service, extra timings, peer tutoring and, orientation programs etc. should be provided to students along with daily routine of the schools.

**CONCLUSION**

There exists significant relationship between Awareness on Global Citizenship Education and Social Consciousness among secondary School Students. There found no significant difference between mean scores of male and female samples with respect to both Awareness on Global Citizenship Education and Social Consciousness among secondary school students. Students of present age are more conscious and aware about global issues and citizenship education respectively.

**Educational Implications**

- Schools should promote activities related to solidarity, dialogue and respect for diversity in order to develop social consciousness among students.
- Instill in learners the skills, values, attitudes and behaviors to 'live together' and help shape more peaceful, sustainable societies and world.

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