



Awareness on Citizenship Education among B.Ed. College Students

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Abstract- Citizenship education plays a vital role in developing responsible, informed, and active citizens in a democratic society. Teacher education institutions, especially B.Ed. colleges, are key platforms for nurturing civic awareness and democratic values among future teachers. The present study aims to examine the level of awareness on citizenship education among B.Ed. college students. The objectives of the study include assessing students' understanding of citizenship rights and duties, democratic values, social responsibilities, and their role as future educators in promoting civic consciousness among school students. A descriptive survey method was adopted for the study. The sample consisted of B.Ed. college students selected through random sampling technique. A structured questionnaire was used as a tool to collect data related to students' awareness of citizenship education. The collected data were analyzed using appropriate statistical techniques such as percentage analysis and mean score. The findings of the study reveal that the majority of B.Ed. college students possess a moderate level of awareness regarding citizenship education. However, gaps were found in practical knowledge related to constitutional values, civic participation, and community engagement. The study highlights the need to strengthen citizenship education components in the B.Ed. curriculum through experiential learning, seminars, workshops, and community-based activities. Enhancing awareness among future teachers will contribute to building a socially responsible and democratic society.

Keywords- Citizenship Education; B.Ed. Students; Awareness; Civic Responsibility; Democratic Values; Teacher Education; Social Awareness.

I. Introduction

Education is a systematic process through which a child or an adult acquires knowledge, experience, skill and sound attitude. It makes an individual civilized, refined, cultured and educated. Its goal is to make an individual perfect. Every society gives importance to education. It is the key to solve the various problems of life.

Citizenship Education is a vast field that includes a wide range of philosophical, political and ideological perspectives. The main purpose of citizenship education is the development of good democratic citizens. It refers to the welfare and dignity of others, support rights and freedoms of all individuals, help maintain law and order and know the main structure and functions of our governments.

Citizenship Education can be defined as educating children, from early childhood, to become clear-thinking and enlightened citizens who participate in decisions concerning society. 'Society' is here understood in the special sense of a nation with a



circumscribed territory which is recognized as a state. A knowledge of the nation's institutions, and also an awareness that the rule of law applies to social and human relationships, obviously form part of any citizenship education course. Taken in this sense, citizenship education is based on the distinction between: the individual as a subject of ethics and law, entitled to all the rights inherent in the human condition (human rights); and the citizen entitled to the civil and political rights recognized by the national constitution of the country concerned.

Need and Significance of the Study

The present study involves teacher training colleges play a vital role in educating students, not only about the formal curriculum but also about citizenship education and value based education. One of the most fundamental roles of school in our society is to teach and socialize young people on how to be active members of our democratic society.

Citizenship Education gives people the knowledge and skills to understand, challenge and engage with democratic society including politics, the media, civil society, the economy and the law. Democracies need active, informed and responsible citizens – citizens who are willing and able to take responsibility for themselves and their communities and contribute to the political process. It helps them to develop self-confidence and a sense of agency, and successfully deal with life changes and challenges such as bullying and discrimination. It gives them a voice: in the life of their schools, their communities and society at large. It enables them to make a positive contribution by developing the knowledge and experience needed to claim their rights and understand their responsibilities. It prepares them for the challenges and opportunities of adult and working life. Citizenship also brings benefits for schools, other educational organisations and for society at large, it helps to produce motivated and responsible learners, who relate positively to each other, to staff and to the surrounding community. For society it helps to create an active and responsible citizenry, willing to participate in the life of the nation and the wider world and play its part in the democratic process.

Schools play a critical role in educating students, not only about the formal curriculum but about life. One of the most fundamental roles of school in our society is to teach and socialize young people on how to be active members of our democratic society. We must not lose the role of education to prepare students to be informed and engaged citizens alongside the focus on traditional academics and workforce development. Citizenship education brings education's institutional function of creating an informed electorate to the forefront in an interdisciplinary and holistic way. It seeks to cut across all subject areas, integrating many skills and competencies that will benefit students throughout their lives as individuals, community members, citizens, and professionals. Citizenship education can transform society; more thoughtful and engaged citizens lead to a stronger and more just society.

Objectives of the Study

- To find out whether there is any significant difference in the mean score of Citizenship education between male and female among B.Ed students.



- To find out whether there is any significant difference in the mean score of Citizenship education between urban and rural among B.Ed students.
- To find out the levels of Citizenship education among B.Ed students for the total sample and sub samples based on gender and locale.
- Hypotheses of the Study
- There is no significant difference in the mean score of Citizenship Education between male and female among B.Ed students.
- There is no significant difference in the mean score of Citizenship Education between urban and rural among B.Ed students.
- There is no levels of Citizenship Education among B.Ed students for the total sample and sub samples based on gender and locale.

II. Review of Related Literature

Weinberg (2018) conducted a study on Learning for democracy: The politics and practice of citizenship education, it is now two decades since the Advisory Group on Citizenship, commissioned by the newly elected Labour government, recommended the introduction of statutory citizenship education. On the twentieth anniversary of the eponymously named 'Crick Report', this article presents the findings of a rigorous mixed-methods study of citizenship educators in the UK. This research suggests that teachers continue to lack a shared understanding of citizenship, conceptually and pedagogically, and also reveals an emphasis amongst teachers upon individualistic notions of good citizenship that are reflective of national, and increasingly global, political discourse. The findings are analysed using a new conceptual framework—the declarative–procedural paradigm—which is developed here to understand the relationship between political and normatively driven visions of democratic citizenship and classroom pedagogy. In doing so the article adds, theoretically and substantively, to the specific research pool of citizenship studies and broader debates about political disengagement.

Choi (2016) conducted a study on, A concept analysis of digital citizenship for democratic citizenship education in the internet age, despite the importance of promoting socially responsible citizenship in the Internet age, there is a paucity of research on how digital citizenship or digital citizens might be defined and/or investigated. This study found 4 major categories that construct digital citizenship: Ethics, Media and Information Literacy, Participation/Engagement, and Critical Resistance. Based on these comprehensive and interconnected categories of digital citizenship, the author argues that digital citizenship needs to be understood as a multidimensional and complex concept in connection with an interrelated but non-linear relationship with offline (place-based) civic lives.

Maxwell (2018) conducted a study on Global Citizenship Education in the Era Of Mobility, Conflict and Globalisation, this special issue (SI) highlights how the transnational flow of people in a 'global age' shapes the needs and aspirations of learners, how citizenship education can engage with this, while taking account of differences across groups and contexts. In this editorial introduction, we introduce a thematic analysis of GCE scholarship to date and consider the contributions of British-based research to this rapidly growing field. We then use this thematic analysis as a



framework for examining the unique contribution each paper in this SI makes to the current scholarly landscape and highlighting the specific sub-fields each paper aligns and connects with.

Phillips, A. L., & Anderson, A. (2020). Conducted a study on Cyberbullying, digital Citizenship Education, it can be defined as educating children, from early childhood, to become clear-thinking and enlightened citizens who participate in decisions concerning society. 'Society' is here understood in the special sense of a nation with a circumscribed territory which is recognized as a state. A knowledge of the nation's institutions, and also an awareness that the rule of law applies to social and human relationships, obviously form part of any citizenship education course. Taken in this sense, citizenship education is based on the distinction between: the individual as a subject of ethics and law, entitled to all the rights inherent in the human condition (human rights); and the citizen – entitled to the civil and political rights recognized by the national constitution of the country concerned.

All human beings are both individuals and citizens of the society to which they belong. Therefore, human rights and citizen rights are interdependent. Men, women and children all come into the world as individual human beings. Thanks to the immense historical conquest of human rights, we are equal, in rights and dignity, to all other human beings. When citizenship education has the purpose of 'educating future citizens' it must necessarily address children, young people and adults, who are living beings, having the status of human beings endowed with conscience and reason. It cannot, therefore, exclude consideration of individuals as subjects, each with individual characteristics. Moreover, human rights include civil and political rights, the latter obviously relating to the rights and obligations of citizens.

Vrikki & Evagorou conducted a study (2021) on Preparing culturally literate citizens through dialogue and argumentation: Rethinking Citizenship Education Cultural literacy, as a set of values and dispositions developed through dialogue and constructive argumentation with people representing different cultural identities, is an essential skillset of a twenty-first-century citizen in any part of today's world. Especially within the current European landscape of continuous immigration and change, the fluidity and rhetoricity of identity construction require a notion of citizenship education that can adapt to this dynamic process. Moreover, the practical aspects of being a citizen in its authentic, global, democratic sense are not sufficiently emphasized within current curricula.

In this paper, we present an innovative citizenship education curriculum based on dialogic, argumentative and cultural literacy skills, which addresses this gap through proposing discursive practices of cultural identity construction at a collaborative level (small group or whole class) inspired by wordless texts (picture books and animated films) on core civic cultural values such as tolerance, empathy and inclusion. Through applying a design-based research methodology with teachers from three education levels and four European countries, we conclude that dialogic lesson plans aiming at the development of cultural literacy dispositions can act as an innovative and adaptive citizenship education curriculum in diverse contexts.



Shreya Jain (2021) conducted a study on, the need for Citizenship Education. The world today is experiencing a systemic breakdown. There is an ongoing conflict between individual and social responsibilities of a person. A question increasingly being asked is that in the mad race of becoming modern have we somewhere lost our basic human values? It is always said that values are never taught, they are caught, but in the present scenario when parents don't have time to be with their children, there is no source from where values can be imbibed.

III. Methodology

- Variables of the study
- Objectives of the study
- Hypothesis of the study
- Tools used for the data collection
- Sample used for the study
- Data collection procedure
- Scoring and consolidation of data
- Statistical techniques used for analysis

Methodology

Mouly (1963) says, "Methodology is the procedure used by the researcher in conducting an investigation". Each research study has its own objectives. The procedure adopted by researcher for the realization of objective is known as the methodology. The size of the sample, the sources and methods for gathering data, stages of data collection and the statistical procedures used for the analysis of data are carefully described in methodology. The success of any research depends largely upon the suitability of the method, the tools and techniques used for the collection of data. This chapter includes the method adopted for the study, tools used for collecting data, the sample selected for the study, details regarding the administration of tools and the collection of data.

Methodology is the description of procedures of technique adopted in a research study or investigation. "The machinery of methodology occupies a very important position in any kind of research. The vehicle of research cannot perform its function without it, since it in methodology which lays out the way that formal research is to be carried out and detailed of the research variable and procedure" (Barr, 1960)

To carry out any type of research data must be gathered with which to test the hypothesis. Many different methods and procedures have been described to aid in the agreement of data (Best; 2000).

Methodology occupies a very important place in any research as the validity and reliability of the findings depend upon the method. Research studies are distinguished on the basis of their different purpose and approaches and that is what may technically be called difference in, methods. The function of the research design is to provide for the collection of relevant evidence with minimal expenditure of effort, and money. Such a design facilitates research to be efficient as possible yielding maximal information. The purpose of the study may vary from researcher to researcher, in terms of where it



is to be conducted and the applications that are to be made of it. The method used by the investigator may change according to the nature of the topic. "If the scholar cannot clearly describe his method, the chances are that it is too vague and general to yield satisfactory results", (Hillway; 1956).

For every piece of research work methodology of investigation is of vital importance. Methodology refers to the several strategies followed in collecting and analysing the data necessary for solving the problem. The method used in the study is dictated by the nature of the problem and the type of data required for answering the questions relating to the problem. The success of the study depends on the method, tools and techniques, the researcher follows together with adequate data.

The methodology of the study is presented under the following sections.

- Variables of the Study
- Objectives of the study
- Hypotheses of the study
- Tools used for the data collection
- Samples used for the study
- Data collection procedure
- Scoring and consolidation of data
- Statistical techniques used for the analysis

Variables of the Study

Variable is the conditions or characteristics that the researcher manipulates, controls, and observes. They are concepts that serves a particular purpose in educational research.

The variable used in the study is.

- Citizenship Education
- Classificatory variables selected for the study are,
- Gender
- Locale

Objectives of the Study

- To find out whether there is any significant difference in the mean score of Citizenship Education between male and female among B.Ed students.
- To find out whether there is any significant difference in the mean score of Citizenship Education between urban and rural among B.Ed students.
- To find out the levels of Citizenship Education among B.Ed students for the total sample and sub samples based on gender and locale.

Hypotheses of the Study

- There is no significant difference in the mean score of Citizenship Education between male and female among B.Ed students.
- There is no significant difference in the mean score of Citizenship Education between urban and rural among B.Ed students.



- There is no levels of Citizenship Education among B.Ed students for the total sample and sub samples based on gender and locale.

Tools Used for the Data Collection

The success of any research work depends upon the availability of relevant data. So the investigation needs certain methods and instrument to gather necessary information. "Each tool is appropriate for the collection of certain type of evidence or information. The researcher has to select from the available tools which will provide data, he requires for testing of hypotheses. In some situations he may find that existing research tools do not suit his purpose and so he may modify them or construct his own.

Description of the tool used

The construction of the tool is described below.

Citizenship Education Awareness Scale

The investigator went through a number of books on Citizenship Education and a number of journals for preparing a tool to measure the awareness on Citizenship Education for B.Ed students. The review of related literature also helped the investigator to find out the major aspects of Citizenship Education. The discussion with the experts and the advice of the supervising teacher have preciously contributed to the preparation of the tool and also for the selection of the following major areas of the scale.

Preparation of the Preliminary Draft

Based on his references, the investigator developed the items of Citizenship Education. The preliminary draft of test was prepared in consultation with the supervising teacher and proper review of studies. The draft test had 38 items, one mark was given for each correct statements and zero mark for wrong statement. So a pupil gets a maximum 38 marks and minimum of zero marks in the tool.

Pilot Test

After preparing the items, a pilot test was administrated on a representative sample of 100 students. This was to ensure the practicability of the test. They took 45 minutes for successful completion of the test items. So investigator fixed the time for administering the test as 45 minutes.

Try out of preliminary draft

Try out of the preliminary draft helped the investigator to select suitable items for the preparation of the tool by considering the discriminating power and difficulty index of each item in the draft tool. The preliminary draft of the test was administrated to a stratified sample of 100 pupils of B.Ed colleges for checking discriminating power and difficulty index of items. The response sheets were scored using scoring key prepared by the investigator.

Item Analysis

It is necessary to analyze each item to retain only those that suit the purpose and rationale of the test being conducted. Through the item analysis the difficulty index and the discriminating power were found out. After the process of item analysis, very tough and easy items were eliminated. Main purpose of item analysis is to select items, which



are most acceptable for the collection of data, item analysis of test items includes the following phases.

Determining the highest 27 percentage and lowest 27 percentage of the sample Scores obtained from the try out are arranged in the ascending order. The highest 27 percent (Upper group) and lowest 27 percent (Lower group) of the respondents with respect to the total scores were separated. As the total number of sample for tryout was 150, it would be equal to 100 each. This was done to analysis the items by considering the scores of two groups i.e. the upper group and lower group.

Determining the Discriminating Power

It gives the ability of all items to discriminate between the upper group and the lower group. For this the number of correct responses in two groups were found out.

Determining Difficult Index

The difficulty index for each item was calculated in the stage of item analysis.

Selection of Items for the final Test

Items were selected on the basis of values of discriminating power and difficulty index of items. Items having difficulty index between 0.4 and 0.6 and discriminating power of more than 0.4 were selected for the final test. Thus out of 38 items, 26 were selected for the final test. The CE draft is given as Appendix 1. The CE (final) version is given as Appendix II. The result of item analysis is given Table 1.

Table 1
Result of item Analysis of Citizenship Education

Item No.	Difficulty Index	Discriminating Power	Accepted/ Rejected
1	0.595	0.47	Accepted
2	0.975	0.5125	Accepted
3	0.4	0.775	Accepted
4	0.975	0.4875	Accepted
5	0.5	0.3	Rejected
6	0.595	0.55	Accepted
7	0.53	0.44	Accepted
8	0.795	0.17	Rejected
9	0.95	0.475	Accepted
10	0.4	0.8	Accepted
11	0.515	0.41	Accepted
12	0.475	0.7625	Accepted
13	0.585	0.41	Accepted
14	0.45	0.775	Accepted
15	0.975	0.4875	Accepted
16	0.45	0.775	Accepted
17	0.565	0.47	Accepted
18	0.925	0.4875	Accepted
19	0.465	0.45	Accepted
20	0.925	0.4875	Accepted



21	0.95	0.5	Rejected
22	0.05	0.975	Accepted
23	0.025	0.9875	Rejected
24	0.025	0.9875	Rejected
25	0.425	0.7875	Accepted
26	0.52	0.44	Accepted
27	0.485	0.43	Rejected
28	0.925	0.4875	Rejected
29	0.025	0.9875	Rejected
30	0.525	0.64	Accepted
31	0.51	0.62	Accepted
32	0.35	0.825	Rejected
33	0.025	0.9875	Rejected
34	0.475	0.7625	Accepted
35	0.975	0.5125	Rejected
36	0.425	0.7875	Accepted
37	0.975	0.5125	Rejected
38	0.425	0.7875	Accepted

Validity of the Tool

The most important quality of a test is ability to measure what it is intended to measure. Validity is that quality of data gathering instrument or procedure that enables it to measure what it is supposed to measure (Best and Kahn, 2007).

Content validity is the systematic examination of the items of test content to determine whether it accurately measure what it was intended to measure. The items of Citizenship Education prepared after consultation with experts in the field. So the investigator claims validity to the tool.

Reliability of the Tool

Reliability is the degree of consistency that the instrument or procedure demonstrates: whatever it is measuring, it does so consistently (Best & Kahn, 2007). The reliability of the scale was determined by split half method. The tool was divided into two halves by separating the odd numbered items and even items and each half was treated as separate scales. Both were administrated to 26 B.Ed College students. The scores for each half were correlated using Pearson's method and the reliability coefficient was calculated using the formula. The reliability obtained was 0.89% so test is highly reliable. Hence the present test is a reliable measuring device to measure awareness in Citizenship Education among B.Ed students.

Sample Used for the Study

The research findings are purposefully making for generalizations. But to study the entire population of a research is not practical. The process of sampling makes the investigator able and possible to generalize the findings on the basis of careful observation of variables with relatively small proportionate part of the population. Selection of sample is one of the major aspects of a research.



The population concerned for the present study is B.Ed students. A sample of 150 students was selected for the study from different B.Ed colleges, using stratified sampling technique. The breakup of the sample is given below.

Table 2

Gender		Locale	
Male	19	Rural	66
Female	131	Urban	84
150		150	

Data Collection Procedure

The investigator visited the institutions to collect the sample. The purpose of the study was explained before administering the data gathering tool to pupils. The investigator explained the nature and purpose of the study to pupils after giving necessary instructions, the investigator administered the scale. Data collected from three colleges from Kozhikode District.

Table 3

No	Name of the School	Locality	Male	Female	Total
1	Government College Of Teacher Education, Kozhikode	Urban	8	42	50
2	KMO College of Teacher Education, Koduvally	Rural	5	45	50
3	SNG College of Teacher Education, Chelannur	Rural	6	44	50
			Total		150

Scoring and Consolidation of Data

The scoring of response sheets were done according to the scoring scheme of the test. The consolidation of data was done by keeping in view the importance of subsample such as gender groups and locale groups. This consolidated of data was kept ready for statistical analysis.

Statistical Techniques Used for Analysis

The following analysis were carried out by the investigator in the present study.

- Preliminary Analysis
- Mean Difference Analysis
- Percentage Analysis

Preliminary Analysis

The important statistical properties of the scores of the variables under study were calculated and analyzed as a preliminary step. The mean, median, mode, standard deviation, skewness and kurtosis were calculated for the total sample and sub samples.



Arithmetic Mean

It is defined as the sum of all values of the items in a series divided by the total number of items.

Median

If the items of a series are arranged in ascending or descending order of magnitude, the measure or value of the central item in the series is termed as median.

Mode

Mode is defined as the size of a variable which occurs most frequently. It is the point on the score scale that corresponds to the maximum frequency of the distribution. In any series, it is the value of the item which is the most characteristic or common and is usually repeated the maximum number of times. Mode was found out using the formula,

Standard Deviation

Standard deviation is regarded as the most stable and reliable variability as it employs the mean for its consumption.

Skewness

Skewness refers to the lack of symmetry. A normal curve is a perfectly symmetrical curve. In case the curve is folded along the vertical middle line the two sides of the base line will overlap. For this curve, mean, median, and mode are the same. In many distributions which deviates from the normal, the values of mean, median, and mode are different and there is no symmetry between the right and left halves of the curve. Such distributions are said to be skewed.

Kurtosis

When there are very few individuals whose scores are near to the average scores for their group, the representing such a distribution becomes flattened the middle. On the other hand, when there are too peaked in comparison to normal. Both these characteristics of being flat or peaked, are used the term kurtosis.

Mean difference Analysis ('t' test)

Mean difference analysis was carried out to find out whether differences exists between two sample means.

If the obtained 't' value falls below 1.96 the difference of means were treated as not being significant at 0.05 level. If the 't' value falls above 1.96, the difference between means were considered as significant at 0.05 level. If the estimated 't' value falls outside the interval ± 2.58 it was considered as significant at 0.01 level.

Percentage Analysis

In this, the group, which gains a score greater than or equal to $M+1\sigma$ taken as high awareness group in Citizenship education. The students whose scores lies between $M+1\sigma$ and $M-1\sigma$ is considered as moderate awareness group in Citizenship education. The group, which get a score lower than or equal to $M-1\sigma$ taken as low awareness group



in Citizenship education. The respondents were classified in to these groups by manually tabulating them and percentages were estimated.

IV. Analysis and Interpretations

- Objectives of the Study
- Hypotheses of the Study
- Preliminary Analysis
- Mean Difference Analysis
- Percentage Analysis

Analysis and Interpretations

After the data have been collected, the researcher turns to the task of analyzing them. The analysis of data requires a number of operations such as establishment of categories, the application of these categories to raw data through coding tabulation and then drawing statistical inferences (Kothari, 2010).

Good research is characterized by the care taken in the analysis and interpretation of data. It includes the selection of appropriate quantitative techniques to be used for processing the data to intelligible and interpretable forms, so that the relations of research problems can be studied and tested. The obtained data was analyzed in accordance with the objectives and hypothesis of the study.

The aim of the study is to find out the awareness of Citizenship education among B.Ed students. Statistical analysis of the data collected from the sample was done with respect to the objective of the study. In the present study, the researcher formulated the following objectives.

Objectives of the Study

- To find out whether there is any significant difference in the mean score of citizenship Education between male and female among B.Ed students.
- To find out whether there is any significant difference in the mean score of Citizenship Education between urban and rural among B.Ed students.
- To find out the levels of Citizenship Education among B.Ed students for the total sample and sub samples based on gender and locale.

Hypotheses of the Study

- There is no significant difference in the mean score of Citizenship Education between male and female among B.Ed students.
- There is no significant difference in the mean score of Citizenship Education between urban and rural among B.Ed students.
- There is no levels of Citizenship Education among B.Ed students for the total sample and sub samples based on gender and locale.



Preliminary Analysis

The important statistical properties of the scores of the variable under study were analyzed as a preliminary step. As an initial step of analysis, the important statistical constants regarding awareness such as mean, median, mode, standard deviation, skewness and kurtosis were computed for the total sample and relevant subsamples and are given in below table 4.

Table.4
 Statistical Constants of the Variable for the Total Sample and Sub Samples

Sam ple	N	Me an	Med ian	Mo de	Standa rd Deviat ion	Skewn ess	Kurto sis
Tota l	15 0	38. 89	39	39	.350	-3.473	12.40 3
Male	19	38. 7	39	39	.548	-2.56	6.36
Fem ale	13 1	38. 91	39	39	.315	-3.58	13.53
Urba n	84	38. 92	38	39	.273	-3.16	8.20
Rura l	66	38. 87	39	39	.414	-3.28	10.72

Table 4 shows that the scores of the mean, median, and mode for the total samples are 38.89, 39.39 respectively. The value of skewness is. -3.473 and kurtosis is 12.403. Which shows that the distribution is negatively skewed and positively platykurtic.

Table 4 also shows that the mean scores of male and female students are 38.7and 38.91respectively. Rural and urban school students obtained the mean scores of 38.87and 38.92 respectively. The sub sample of males has obtained a mean score of 38.79and the females has got a mean score of 38.91

Mean Difference Analysis

From the preliminary analysis it is found that the mean scores of Citizenship Education awareness among sub samples based on gender and locale are similar. It means there is no difference between male and female in the mean score of Citizenship Education in the B.Ed college students. And also there is no difference between urban and rural in the mean score of Citizenship Education in the B.Ed college students.

Major Analysis

The major analysis involves percentage analysis and test of significance difference between means. Test of significance of difference between the mean score of Citizenship Education with respect to gender and locale. Two tale test of significance difference is used to test the significance of difference between means score of Citizenship Education of B.Ed students among the sub sample based on gender and locale.

Gender difference, data and result of the test of similarity between males and females with respect to their Citizenship Education awareness is given in table 5.



Table 5
 Details of Test of Significance of Mean Difference of the Variable among Gender Groups

Subsamples	N	Mean	Standard Deviation	't' value	Level of Significance
Male	19	38.79	0.535	1.387	0.05
Female	131	38.91	0.315		

From the Table 5, it is observed that mean score of male students 38.79 Standard deviation 0.535 are less than mean score of female student 0.315. The male and female students were compared statistically and the obtained 't' value is 1.387, which is less than the table value (1.96) at 0.05 of level of significance. Therefore there is no significant difference between male and female in the Citizenship Education in B.Ed colleges.

Discussion

The t value obtained for male and female students is 1.387 which is less than the table value of 't' required to be significant at 0.05 level. It shows that there no significant difference between the mean scores of Citizenship Education awareness between male and female in B.Ed College students.

Locale Difference

Data and result of Test of Significance of Mean difference between rural and urban higher secondary school students are given in Table 6.

Table.6
 Details of Test of Significance of Mean Difference of the Variable among Locale Groups

Sample s	N	Mean	Standard Deviation	't' value	Level of Significance
Urban	84	38.92	8.92	1.387	
Rural	66	38.87	38.87		

The Table 6 shows that the mean scores of awareness in Citizenship education for urban school students is 38.92, standard deviation 8.92 is slightly greater than the mean scores of the rural school students that is 38.87. From the above statistical comparison "t" value obtained is 1.387. Which is less than the table value (1.96) at 0.05 of level of significance. Therefore there is no significant difference between urban and rural in the Citizenship Education in B.Ed colleges.



Discussion

The 't' value obtained on comparison of rural and urban school student is 1.387 which is less than the table value of 'T' required for the significance at 0.05 level. This means that there is no significant difference between mean scores of awareness in Citizenship education of the rural and urban B.Ed college students.

Percentage Analysis

Percentage analysis was carried out to estimate the percentages of High, Moderate and Low levels of Citizenship Education awareness among B.Ed college students.

Levels of Citizenship Education Awareness

The B.Ed college students were classified in to three levels such as high, moderate and low on the basis of their Citizenship Education awareness. For the arithmetic mean and standard deviation was used. Students who obtained a mean score of $M + 1\sigma$ or more were categorized in to high awareness group. Students who obtained a mean score less than $M - 1\sigma$ were categorized in to low awareness group. Students who obtained a score in between the above scores were categorized in to moderate awareness group. All respondents were manually tabulated in to these groups and percentages were estimated.

Total sample

The percentages of High, Moderate and Low level of healthy food habits awareness was estimated for the total sample and the details are given in the Table 7.

Table 7
The Details of High, Moderate and Low Levels of Citizenship education awareness for the Total Sample

Sample	N	High		Moderate		Low	
		n	%	n	%	n	%
Total Sample	150	136	90.7%	14	9.3%	Nil	Nil

The Table 7 proves that 90.7 percent of the total sample of shows high awareness and 9.3 percent shows moderate awareness and zero percent students shows low awareness in Citizenship education.

The diagrammatic representation of the citizenship education awareness for the total sample is given below as Figure 1.

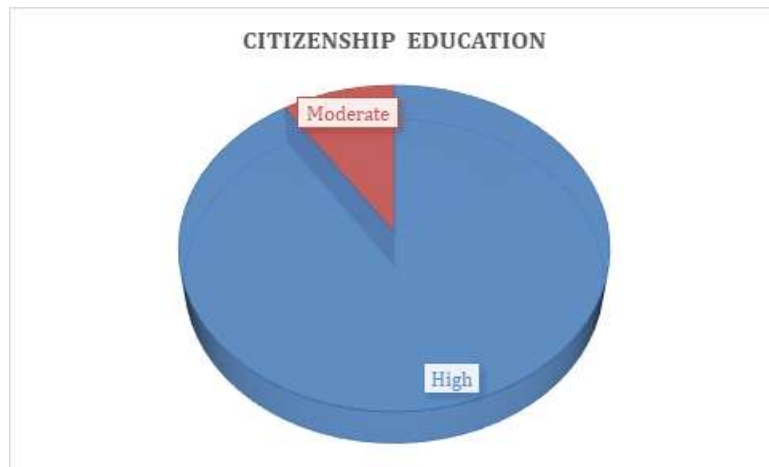


Figure 1: Diagrammatic representation of levels of Citizenship Education Awareness among BEd college students

Sub sample based on gender

The percentages of high and moderate levels of citizenship education awareness among male and female in B.Ed colleges.

Table 8

The Details of High, Moderate and Low Levels of Citizenship Education Awareness among Male and Female students

Sample	N	High		Moderate		Low	
		n	%	n	%	n	%
Male	19	15	83.3%	2	11.1%	1	5.6%
Female	131	120	91.6%	10	7.6%	1	0.8%

Table 8 reveals that among males 83.3 percent and females 91.6 percent on awareness of citizenship education. It shows that awareness of citizenship education both males and females are almost same.

The percentages of levels of citizenship education awareness among male and female students are represented by figure 2.

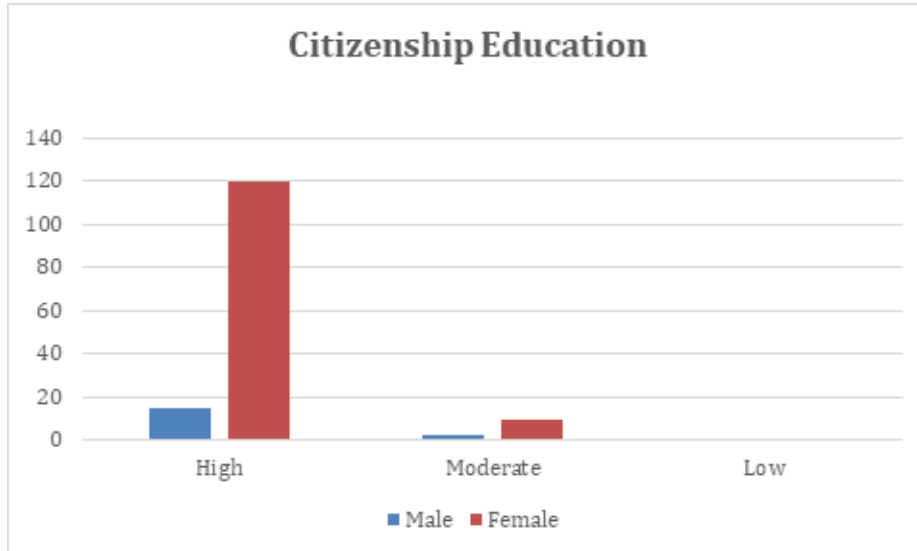


Figure 2: Percentages of high, moderate and low levels of awareness of Citizenship Education among B.Ed students

Sub sample based on locale

The percentages of high, moderate and low levels of citizenship education awareness among urban and rural in B.Ed college students given in Table 9.

Table 9
 The Details of High, Moderate and Low Levels of Citizenship Education Awareness among Urban and Rural students

Sample	N	High		Moderate		Low	
		n	%	n	%	n	%
Urban	84	69	92%	6	8%	Nil	Nil
Rural	66	67	89.3%	6	8%	2	2.7%

Table 9 shows that out of the total sample of urban students 92 percent are of high awareness group in Citizenship education where as in case of rural students it is 89.3 percent. The percentage of students having moderate awareness Citizenship Education among urban students is 8 where as in case of rural students it is 8. Rural students shows 2.7 low awareness levels and urban students zero.

The percentages of levels of citizenship education awareness among urban and rural students are represented by figure 3.

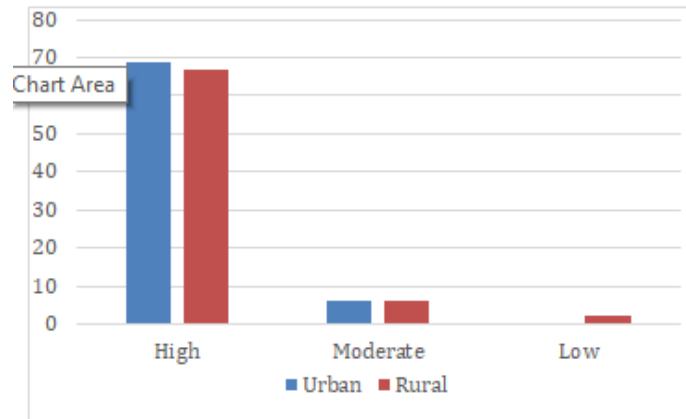


Figure 3: Percentages of high, moderate and low levels of awareness of Citizenship Education among BEd students

V. Discussion of the Results

The mean difference analysis shows that there is no significant difference in the mean scores of awareness in Citizenship Education between males and female students. This reveals that the mean scores of male students is same as female students.

The mean difference analysis also revealed that there is no significant difference in the mean scores of awareness in Citizenship Education between urban and rural B.Ed college students. This indicates that the mean scores of rural students is same as mean scores of urban students.

Percentage analysis revealed that there exist different levels of awareness of Citizenship Education among B.Ed college students. Among the total sample 90.7 percent had high. 9.3 percent had moderate and zero percent had low levels of awareness Citizenship Education.

Among male students 83.3 percent had high, 11.1 percent had moderate, and 5.6 percent had low levels of awareness. Among female students 91.6 percent had high levels, 7.6 percent had moderate levels and 0.8 percent had low levels of awareness in Citizenship Education.

Among urban students 92 percent had high levels, 8 percent had moderate levels and zero percent had low levels of awareness of Citizenship education. Among rural students 89 percent had high level, 8 percent had moderate level and 2 percent had low level of awareness in Citizenship Education.

VI. Conclusion

- The B.Ed students show an average level of Knowledge of Citizenship Education.



- There is no significant difference in the mean scores of citizenship education awareness between male and female in B.Ed college students.
- There is no significant difference in the mean scores of citizenship education awareness between urban and rural students.
- There exist different levels of citizenship education awareness among B.Ed college students for the total sample and relevant sub samples. Among the total sample 90.7 percent show high, 9.3 percent show moderate and zero percent show low levels of awareness in citizenship education.
- Among the sub sample of males 83.3 percent has high, 11.1 percent has moderate, and 5.6 percent has low levels of citizenship education awareness.
- Among the sub sample of females 91.6 percent has high, 7.6 percent has moderate and 0.8 has low levels of citizenship education awareness.
- Among the sub sample of urban students 69 percent has high, 6 has high and zero has low levels of citizenship education awareness.
- Among the sub sample of rural students 67 has high, 6 has moderate and 2 low levels of citizenship education awareness.
- Educational Implication of the Study
- The present study was to find out that the B.Ed students shown an average level of Knowledge of Citizenship Education.

The result of present study helped the investigator to suggest the following.

- Introduce Citizenship Education in other primary, secondary and Higher secondary classes.
- Democracy facing challenges, Citizenship Education helps to foster democratic and human values.
- Provide Special classes for Citizenship Education for secondary and higher secondary classes.
- Conduct seminar, workshop and symposium in Citizenship Education.
- It helps the curriculum frame workers to create a safe and supportive society to protect democracy.

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