

# A Study on Civic Sense of Secondary School Students

Manjunatha B.K.

Principal  
Sri Kongadiyappa College of Education  
Doddaballapura, Bengaluru Rural District, Karnataka, India

**Abstract:** The purpose of study is to examine the study on Civic Sense of secondary school students with regard to gender, type of family and type of schools. The present study used a survey research design and quantitative approach as the substantial method of the study. In a quantitative method, the researcher collects, analyses and interprets THE different kinds of numerical data obtained from Participants. A sample of 180 secondary school students was selected by using stratified random sampling technique from few schools. Data was collected using Civic Sense developed by Dr. Haseen Taj and Anupriya Kumary (2013) along with personal proforma. Further the data was analyzed using 't' test analysis. The level of significance was fixed at 0.05 and 0.01 level of confidence. From the 't' test result it was observed that there was a significant difference in the Civic Sense of secondary school boys and girls. The girls had more civic sense than other counter part. Secondary school boys can be educated on civic values and their importance through various methods, such as lectures, workshops, seminars, and group discussions. From the 'F' test analysis shows that there was a significant difference in the Civic Sense of secondary school students studying in government, private aided and private unaided schools. The civic sense of students from private unaided schools is more when compared with students studying in private aided and government schools. Government and aided schools should provide opportunities for their students to engage in practical experiences namely field trips, community service projects and leadership programmes.

**Index Terms:** Secondary School Students, Civic Sense, Gender, Type of Family, Type of School.

## I. INTRODUCTION

Civic sense refers to the understanding and practice of responsible citizenship and the ability to actively participate in the civic life of one's community. In the context of secondary school students, civic sense refers to the knowledge, attitudes, and behaviors that students possess and exhibit in relation to their roles and responsibilities as citizens. This research analyze the civic sense of secondary school students and its implications for their future as responsible citizens.

The civic sense of secondary school students is influenced by a variety of factors, including their family, school, and community environments. For example, students who come from families that actively participate in civic life and encourage their children to do the same are more likely to develop strong civic sense. Similarly, schools that provide opportunities for students to participate in civic activities, such as volunteering or participating in student government, can also help to develop a strong civic sense. On the other hand, students who come from families or communities that do not value civic engagement or who do not have access to civic education opportunities may struggle to develop strong civic sense.

The civic sense of secondary school students has important implications for their future as responsible citizens. Students with strong civic sense are more likely to be engaged, informed, and active citizens who actively participate in the civic life of their communities. They are more likely to vote and participate in political processes, volunteer in their communities, and advocate for social and political issues that they care about. Additionally, students with strong civic sense are more likely to be responsible and informed consumers, and to make informed choices about the products and services they use. However, students with weak civic sense may struggle to be active and engaged citizens, and may struggle to make informed choices about the products and services they use. They may also be more susceptible to misinformation and manipulation by powerful interests.

Factors such as family, school, and community environments all play a role in shaping the civic sense of secondary school students. It is important for schools and communities to provide opportunities for students to develop strong civic sense, including civic education, volunteering, and participation in student government. This can help to ensure that future generations of citizens are active, informed, and engaged in the civic life of their communities.

Civic sense refers to the responsible and respectful behavior that individual's exhibit towards their community and society. Education at the secondary level plays a critical role in shaping an individual's civic sense. The social studies curriculum in secondary education can be designed to teach students about the importance of civic sense and the responsibilities that come with being a citizen. This can include topics such as civic duty, community service, and civic engagement. Incorporating civic sense into secondary education can help students become responsible and engaged citizens. By teaching them the importance of civic responsibility, educators can help create a more just and equitable society.

## Review of Related Literature

**Subramaniam (2019)** has investigated the study of Sense of Civic Responsibility among University Students. The results showed that respondents across the five institutions demonstrated a high level of sense of civic responsibility. Campus climate perception was the main contributor that caused the respondents to have a sense of civic responsibility.

**George (2018)** has found out the relationship between Civic Sense and academic performance of 10th standard students in Social Science. The findings of the study shows average civic sense students have better Performance in Social Science subject. Those who have high civic sense have no good Performance in the Social Science.

**Saleem and Muneer (2017)** have studied on Civic Sense among Tribal Higher Secondary School Students of Wayanad district of Kerala state. The results revealed that the level of Civic Sense and its components among Tribal higher students was satisfactory to certain extent.

**Pandey and Rathore (2016)** compared the relationship between Civic Sense and Civic Responsibility of junior high school students and results found no significant difference between girls and boys on civic sense scores. Girls having equal level of civic sense are more responsible in comparison to boys of the same age group.

**Lenzi and et al (2014)** evaluated the theoretical model linking perceived democratic school climate with adolescent civic engagement (operationalized as civic responsibility and intentions for future participation) taking into account the mediating role of civic discussions and perceived fairness at school. It was found that adolescents' civic responsibility was positively associated with a stronger intention to participate in the civic domain in the future.

**Mapiasse (2007)** found democratic climate of classrooms on students' engagement and learning outcomes to find out a more satisfactory model of learning in civic training classrooms and results confirmed that the majority rule environment of civic instruction classrooms had significant impact on student commitment, student civic information and translation skill and student concepts of citizenship.

## Need and Importance of the Study

Civic sense is nothing but an ethics to be followed by the people in public. Civic sense is the sense which makes us a human which makes us feel and act as a human by asking us to do things which does not do any kind of damage to the civic society. Civic sense is all about having consideration for a fellow human being. It means being polite, showing consideration to the elderly, women, children, and disabled people. In spite of all changes, school is still standing with its role and responsibilities. In shaping of the beliefs and behaviour of a child, the role of schools has become even more important in the present situation. Dewey (1916), a prominent educationist, considers schools as a miniature of society. A State imparts the knowledge of the rights and responsibilities to its citizens through schools. The civic education plays a prominent role there and it helps in developing a sense of being responsible citizens in students. As mentioned earlier, civic sense has been part of the curriculum in India since Independence. In schools, the co-curricular activities are accordingly structured keeping the premises of civic education in mind. Civic sense education is a critical component of secondary education, as it helps students develop responsible and respectful behavior towards their community and society. The social studies curriculum can be designed to include lessons on civic sense, responsibilities that come with being a citizen, and ways to engage with the community. These lessons can help students understand their role in society and how to contribute positively to it. Schools can organize events such as community outreach programs, charity drives, or volunteer activities that encourage students to engage with their community. These events help students develop a sense of ownership and responsibility towards their community and they learn to contribute to it positively.

## Statement of the Problem

**The topic selected for the present research is: "A STUDY ON CIVIC SENSE OF SECONDARY SCHOOL STUDENTS."**

## Objectives of the Study

1. To find out the difference in the Civic Sense of secondary school students with regard to sex.
2. To find out the difference in the Civic Sense of secondary school with regard to type of family.
3. To find out the difference in the Civic Sense of secondary school with regard to different type of school management.

## Hypotheses

1. There is no significant difference in the Civic Sense of secondary school boys and girls.
2. There is no significant difference in the Civic Sense of secondary school students from nuclear and joint family.
3. There is no significant difference in the Civic Sense of secondary school students studying in government, private aided and private unaided schools.

**II. METHODOLOGY**

The present study used a survey research design and quantitative approach as the substantial method of the study. In a quantitative method, the researcher collects, analyses and interprets different kinds of numerical data obtained from Participants. A sample of 180 secondary school students was selected using stratified random sampling technique from few schools. Data was collected using Civic Sense developed by Dr. Haseen Taj and Anupriya Kumary (2013) along with personal proforma. Further the data was analyzed using ‘t’ test analysis. The level of significance was fixed at 0.05 and 0.01 level of confidence.

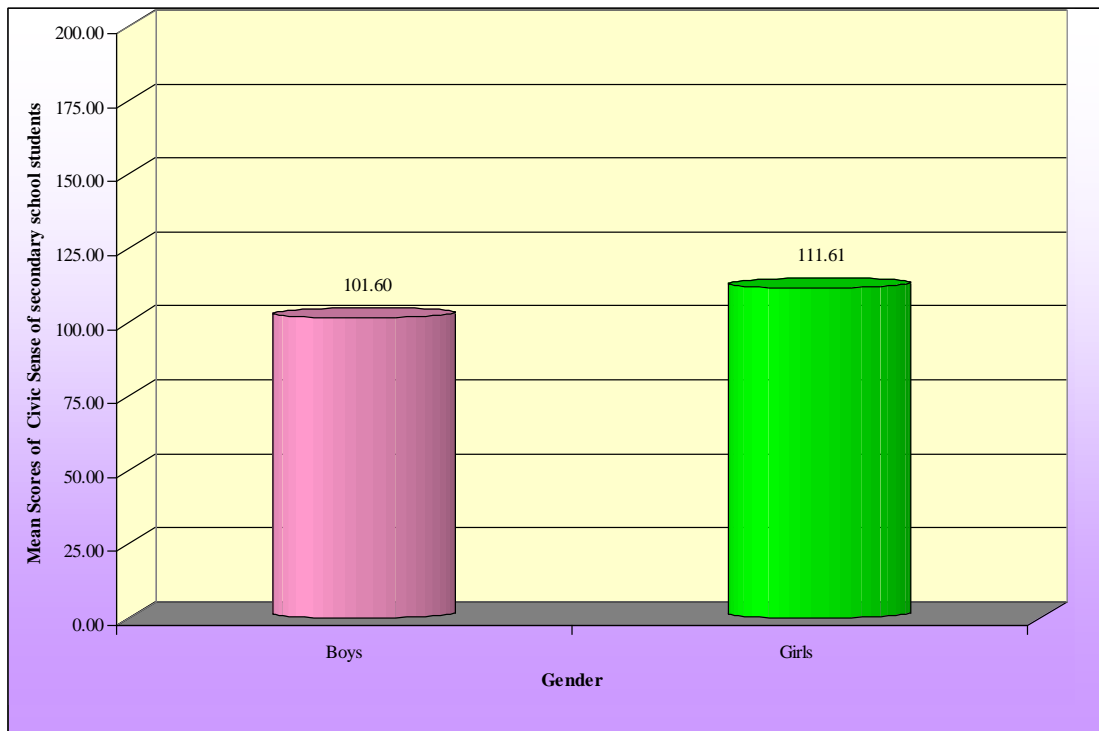
**III. DATA ANALYSIS AND INTERPRETATION**

**Table-1:** Shows independent ‘t’ test results related to Civic Sense of secondary school students with respect to Gender.

Name of the Variable	Groups	Number of Sample	Mean scores	Std. Deviation	‘t’ Value	Sig. level
Gender	Boys	90	101.60	15.887	4.12	**
	Girls	90	111.61	16.699		

\*\*Significant at 0.01 level (N=180; df=178, 0.01=2.61)

Table-1 reveals the variables along with groups, number of samples, mean scores, standard deviation, ‘t’ value and level of significance pertaining to Civic Sense of secondary school students due to variations in the gender. From the independent ‘t’ test it shows that, the obtained ‘t’ value (t=4.12) related to Civic Sense of boys and girls is higher than the tabulated value (2.61) at 0.01 level of confidence. Hence, the stated hypothesis-1 is **rejected** and in its place an alternate hypothesis has been formulated that is ‘there is a significant difference in the Civic Sense of secondary school boys and girls’. The girls mean scores of Civic Sense (M=111.61) is higher than the mean scores of boys (M=101.60). It can be accomplished that secondary level girls’ civic sense is better than that of boys.



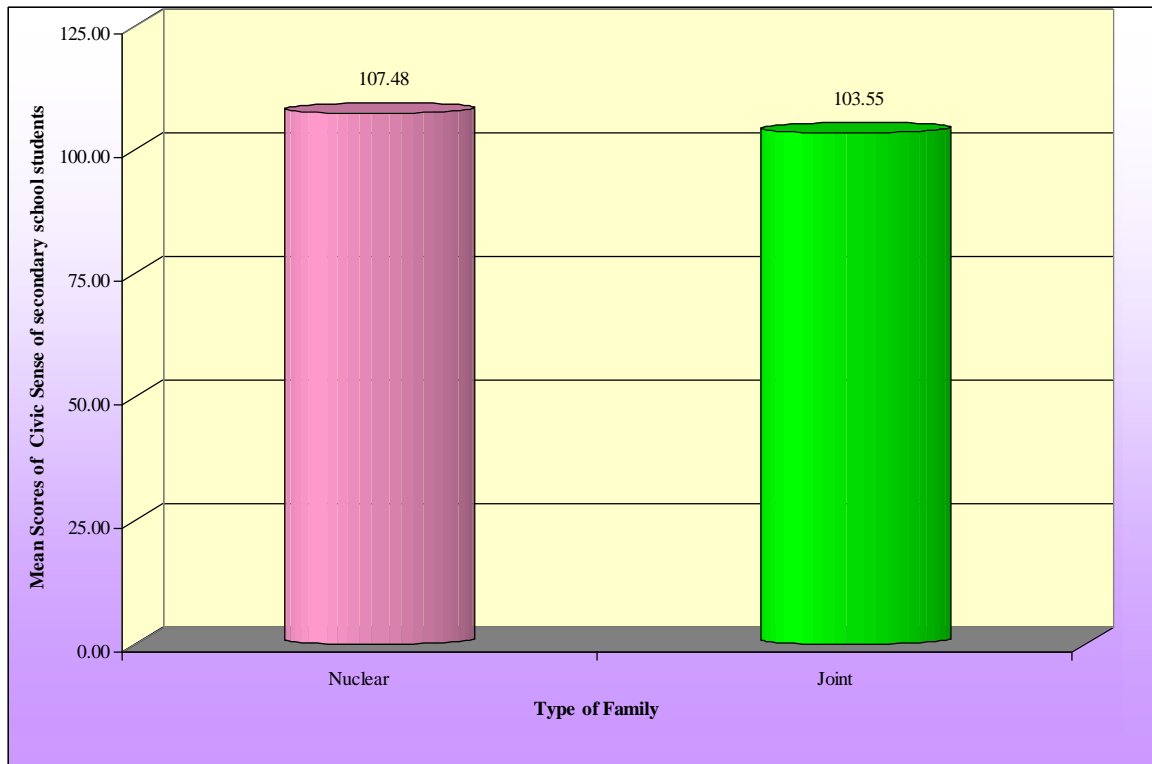
**Fig.1:** Comparison of mean Civic Sense scores of secondary school boys and girls.

**Table-2:** Shows independent ‘t’ test results related to Civic Sense of secondary school students with respect to Type of Family.

Name of the Variable	Groups	Number of Sample	Mean scores	Std. Deviation	‘t’ Value	Sig. level
Type of Family	Nuclear	140	107.48	16.939	1.28	NS
	Joint	40	103.55	17.118		

<sup>NS</sup>Not Significant (N=180; df=178, 0.05=1.98)

Table-2 reveals the variables along with groups, number of samples, mean scores, standard deviation, ‘t’ value and level of significance pertaining to Civic Sense of secondary school students due to variations in the type of family. From the independent ‘t’ test it was shown that, the obtained ‘t’ value ( $t=1.28$ ) related to Civic Sense of students from nuclear and joint family is less than the tabulated value (1.98) at 0.05 level of confidence. Hence, the stated hypothesis-2 is **accepted** that is ‘there is no significant difference in the Civic Sense of secondary school students from nuclear and joint family.’ It was inferred that both the students from nuclear and joint family had a similar type of civic sense.



**Fig.2:** Comparison of mean Civic Sense scores of secondary school students from nuclear and joint family.

**Table-3:** Shows ‘F’ test results (One-way ANOVA) related to Civic Sense of secondary school students due to variation in the type of school.

Source of Variance	Sum of squares	Degree of Freedom	Mean Square	‘F’ Value	Sig. level
Between Groups	13236.844	2	6618.422	30.38	**
Within Groups	38556.150	177	217.831		
Total	51792.994	179			

\*\*Significant at 0.01 level (N=180; df=177, 0.01=4.75)

The above table-3 exhibits One-way ANOVA results to identify the significant differences in the Civic Sense of secondary school students due to variations in type of school. From the Analysis of Variance results it is seen that, the Sum of squares and Mean squares considered at ‘df 2 and 177’ related to Civic Sense of secondary school students for ‘between groups’ are 13236.844 and 6618.422 and for ‘within groups’ are 38556.150 and 217.831 respectively enrolled in government, private aided and private unaided schools. As per the statistical applications, the obtained ‘F’ value of 30.38 related to Civic Sense of students from different type of schools is higher than the tabulated value 4.75 (df=177, 2) at 0.01 level of confidence and thus, it shows statistically significant at 0.01 level. Hence, the stated hypothesis-3 is **rejected** and in its place an alternate hypothesis has been formulated that is ‘there is a significant difference in the Civic Sense of secondary school students studying in government, private aided and private unaided schools.’

Seeing as the F value was established to be significant in Civic Sense of secondary school students due to variations in the type of school. Further Scheffe’s Post hoc procedure was applied to find out which group diverges significantly from other groups in the Civic Sense of secondary school students in the type of school in the following table-3(a).

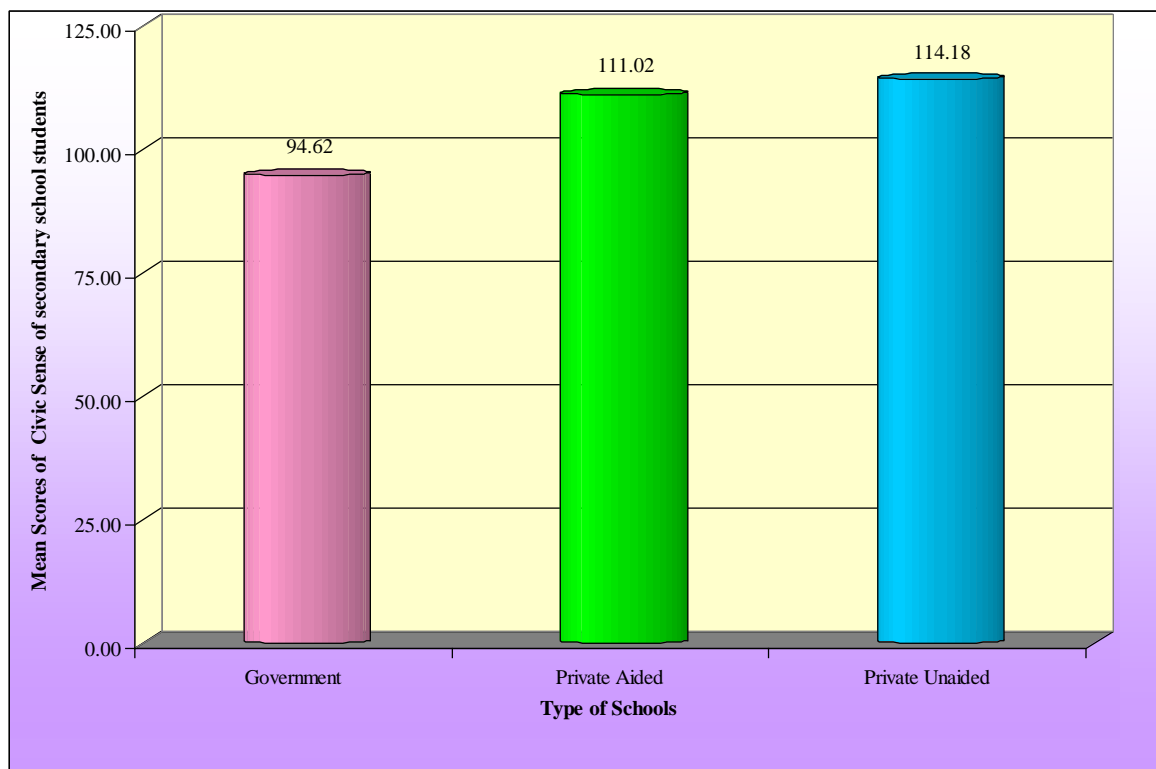
**Table-3(a)** : Shows Post Hoc Test results related to Civic Sense of secondary school students due to variation in type of school.

Name of the Variable	Groups			Mean Difference
	Government	Private Aided	Private Unaided	
Type of School	94.62	111.02	-	16.40*
	-	111.02	114.18	3.16
	94.62	-	114.18	19.56*

\*Significant at 0.05 level

Table-3(a) illustrates post-hoc test results which is mean scores and paired mean differences related to Civic Sense of secondary school students studying in government, private aided and private unaided schools by making the use of Scheffe's post hoc test.

It was found that there is significant differences in the Civic Sense related to secondary school students studying in government, private aided and private unaided schools, as the obtained mean differences of 16.40 (government and private aided schools) and 19.56 (government and private unaided schools) were greater than the critical differences at 0.05 level of confidence. Hence, they found significant difference in the said mean differences, but the obtained mean difference of 3.16 (private aided and private unaided schools) was lesser than the critical difference at 0.05 level of confidence. Hence it was not found significant difference in the Civic Sense of students from private aided and private unaided schools. The civic sense mean scores of students from private unaided schools (M=114.08) is more when compared with students studying in private aided (M=111.02) and government (M= 94.62) schools.



**Fig.3:** Comparison of mean Civic Sense scores of government, private aided and private unaided secondary school students.

#### IV. MAJOR FINDINGS

The findings are as under

1. There was a significant difference in the Civic Sense of secondary school boys and girls.
2. There is no significant difference in the Civic Sense of secondary school students from nuclear and joint family.
3. There was a significant difference in the Civic Sense of secondary school students studying in government, private aided and private unaided schools.

## V. CONCLUSION AND IMPLICATIONS

From the 't' test result it was observed that there was a significant difference in the Civic Sense of secondary school boys and girls. The girls had more civic sense than other counter part. Secondary school boys can be educated on civic values and their importance through various methods, such as lectures, workshops, seminars, and group discussions. Educating boys on the importance of respecting others, following rules and laws, and being responsible citizens can help inculcate civic sense among them.

From the 'F' test analysis shows that there was a significant difference in the Civic Sense of secondary school students studying in government, private aided and private unaided schools. The civic sense of students from private unaided schools is more when compared with students studying in private aided and government schools. Government and aided schools should provide opportunities for their students to engage in practical experiences namely field trips, community service projects and leadership programmes. These experiences can help students understand the importance of civic values and develop a sense of responsibility towards their community. The 't' test also confirmed that there was no significant difference in the Civic Sense of secondary school students from nuclear and joint families.

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