



Gender Wise Differences In Transformation Approach To Multicultural education For Global Citizenship As Perceived By Students At Different Levels Of Education

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Abstract

The world as it exists is full of diversity: diversity of race, religion, culture, gender, and caste. It is essential to strengthen cultural awareness among the future generation, as an unwillingness to accept the beliefs and opinions that differ from one's own leads to social issues like prejudicial behavior, religious intolerance, racism, classism, and violence. The goal of education in school systems should not only be to provide scholastic knowledge but develop reasoning, problem solving, and decision making abilities among the children; thereby making them contributing members of society. Introducing multicultural education in schools and classrooms through different approaches aids in creating mutual respect and tolerance among the students. It is with this view that the present research has been undertaken, to understand from a student's perspective if the transformation approach to multicultural education is undertaken in educational institutions and to review their global citizenship qualities. The study also analyses if there exists a relationship between the two. The present study includes the descriptive research study which comprises of the correlational and comparative methods. The respondents considered for the present study are male and female students at three levels of education, that is, primary, secondary and higher secondary in Maharashtra State Board of Secondary and Higher Secondary Education (MSBSHSE) schools and junior colleges in Greater Mumbai. The data was analysed using parametric tests namely t-test and Pearson's Coefficient of Correlation r.

Keywords: Transformation approach to multicultural education, global citizenship qualities, gender wise, different levels of education.

Introduction

The world, as it exists today, is a far cry from the idealistic idea of global community. It is being torn asunder by violence and terrorism. The upsurge in global conflict is rooted in diversity.

It is essential to strengthen cultural awareness among the future generation, as an unwillingness to accept the beliefs and opinions that differ from one's own leads to social issues like prejudicial behavior, religious intolerance, racism, classism, and violence. The goal of education in school systems should not only be to provide scholastic knowledge but develop reasoning, problem solving, and decision making abilities among the children; thereby making them contributing members of society. Introducing multicultural education in schools and classrooms through different approaches aids in creating mutual respect and tolerance among the students.

Multicultural education is a philosophical concept which affirms the need to prepare students for their responsibilities in an interdependent world. It recognizes the role schools can play in developing the attitudes and values necessary for a healthy society.

Dr. James A. Banks; has identified four approaches that teachers can use for integrating multiculturalism into their curriculum. These include:

The Contributions Approach: This approach is incorporated by selecting books and activities that celebrate holidays, heroes, and special events from various cultures (Banks, 2013).¹

The Additive Approach: In this approach content, concepts, themes, and perspectives are added to the curriculum without changing its basic structure (Banks, 2013).

The Transformation Approach: This approach actually changes the structure of the curriculum and encourages students to view concepts, issues, themes, and problems from several ethnic perspectives and points of view. This type of instruction involves critical thinking and involves a consideration of diversity as a basic premise (Banks, 2013).

The Social Action Approach: This approach combines the transformation approach with activities to strive for social change (Banks, 2013).

The present study focuses on the transformation approach to multicultural education. This approach, through multiple perspectives, helps in perception building by creating awareness among students about the interconnectedness with people around the world and the environment. This awareness of the multiple cultures and the responsibility of each individual as an inhabitant of this planet; can be termed as global citizenship quality.

NEED FOR THE STUDY

At present, challenges faced by society are complex. It is not possible to find solutions to these problems through unidirectional approach. The transformational approach to

multicultural education is learning about the multiple perspectives involved in any historical or contemporary experience. This will enable students to understand the rich meaning therein.

If individuals have multiple perspectives, then they can bring more balance to the ways in which they approach problem solving. The transformation approach to multicultural education programme adds a multicultural overtone to a standard curriculum. It is a process which prepares the students with skills, attitude and knowledge which brings forth an awareness and sensitivity about the differences and similarities in society.

The transformation approach to multicultural education is essential to prepare students for roles as productive citizens of the world and empower them to create an equitable society. The outcome of this study could help comprehend and throw light on the significance of infusion of transformation approach to multicultural education at different levels of education with an aim of creating global citizens.

STATEMENT OF THE PROBLEM

“Gender wise Differences in Transformation Approach to Multicultural Education for Global Citizenship Qualities as Perceived by Students at Different Levels of Education”.

DEFINITION OF THE VARIABLES OF THE STUDY

Multicultural Education

For the present study, multicultural education is operationalised as any form of education or teaching that incorporates the histories, texts, values, beliefs, and perspectives of people from different cultural backgrounds.

Transformation Approach to Multicultural Education

In the present study, transformation approach to multicultural education has been operationalised as the seamless weaving of new materials and perspectives with current frameworks of knowledge to provide new levels of understanding from a more complete and accurate curriculum.

Levels of Education

In the present study, the levels of education has been operationalised as education imparted at the primary and secondary level, followed by two years of higher secondary education, that is, the 10+2 level.

Global Citizenship

The term global citizenship has been operationalised as individuals who recognize themselves as citizens of the world or members of the world-wide community, who cultivate an active care for the world and for those with whom they share it.

RESEARCH QUESTION

This research is an attempt to answer the following research questions- Is there a difference in the students' perception of transformation approach to multicultural education and their global citizenship qualities on the basis of gender? Is there a relationship between students' perception of transformation approach to multicultural education and their global citizenship qualities?

OBJECTIVES OF THE STUDY

The objectives of the present study are:

1. To study and compare transformation approach to multicultural education as perceived by students on the basis of gender.
2. To study and compare global citizenship qualities of students at different levels of education on the basis of gender.
3. To ascertain the relationship between transformation approach to multicultural education and global citizenship qualities as perceived by students on the basis of gender.

NULL HYPOTHESES OF THE STUDY

The hypotheses framed for the present study are:

1. There is no significant difference in the transformation approach to multicultural education as perceived by students on the basis of gender.
2. There is no significant difference in the global citizenship qualities of students at different levels of education on the basis of gender.
3. There is no significant relationship between transformation approach to multicultural education and global citizenship qualities as perceived by students on the basis of gender.

RESEARCH DESIGN

Research Methodology

The present research study, uses a **descriptive research design**, where the variables are studied as they exist naturally without any attempt at manipulation. The descriptive research methods used are the correlational and comparative methods.

Samples

Respondents considered for the present study are students of both gender at three levels of education, that is, primary, secondary and higher secondary in Maharashtra State Board of Secondary and Higher Secondary Education (MSBSHSE) schools and junior colleges in Greater Mumbai.

Tools

The tools used to collect data in this study are-

- 1) Students Proforma to gather personal details of the students such as name, school name, and standard.
- 2) Global Citizen Scale by Stephen Reysen (2012)
- 3) Transformation Approach to Multicultural Education Scale (Researcher designed)

Data Analysis

Technique of data analysis refers to the application of statistical techniques. This helps to describe and summarise the data and also differentiate between the groups. The data in the present study is described in terms of the Measures of Central Tendency: (mean, median and mode); Measure of Variability: (Standard deviation), and Measures of Divergence from Normality: (Skewness, Kurtosis).

The null hypotheses in the present study were tested using:

- 1) t-test
- 2) Pearson's Coefficient of Correlation r

TESTING OF HYPOTHESES

➤ Testing Hypothesis 1

There is no significant difference in the transformation approach to multicultural education as perceived by students on the basis of gender

- a) Male
- b) Female

Technique used: t-test

Variable: Students' perception of transformation approach to multicultural education

Group: Male and Female students at different levels of education

Table 1

Differences in Students' Perception of Transformation Approach to Multicultural Education based on Gender

Variable	Groups	Gender	Size	Mean	Variance	df (N-2)	t Stat	p-value	L.O.S.
Transformation approach to Multicultural Education	Primary	Male	222	119.10	237.14	340	-0.41	0.68	NS
		Female	161	118.45	247.67				
	Secondary	Male	218	114.43	195.09	263	0.66	0.51	NS
		Female	129	115.47	204.95				
	Higher Secondary	Male	244	111.07	143	522	1.57	0.12	NS
		Female	303	112.69	145.66				

NS=Not Significant, S=Significant

Findings and Conclusions

From Table 1, it can be seen that the p-value is more than 0.05. Hence, gender wise there is no significant difference in the perception of transformation approach to multicultural education of students at primary, secondary and higher secondary levels. The null hypothesis is, therefore, accepted. The primary, secondary and higher secondary students, of both gender, perceive transformation approach to multicultural education in a similar manner.

➤ **Testing Hypothesis 2**

There is no significant difference in the global citizenship qualities of students at different levels of education on the basis of gender

- a) Male
- b) Female

Technique used: t-test

Variable: Students' global citizenship qualities

Group: Male and Female students at different levels of education.

Table 2

Differences in Students' Global Citizenship Qualities based on Gender

Variable	Group	Gender	Size	Mean	Variance	df (N-2)	t Stat	p-value	L.O.S.
Global Citizenship Qualities	Primary	Male	222	122	271.02	352	0.85	0.39	NS
		Female	161	123.43	252.10				
	Secondary	Male	218	114.51	154.73	298	1.58	0.12	NS
		Female	129	116.52	117.69				
	Higher Secondary	Male	244	111.39	216.60	506	2.37	0.017	S
		Female	303	114.31	192.22				

NS=Not Significant, S=Significant

Findings and Conclusions

From Table 2, it can be seen that the p-value of primary and secondary students is more than 0.05. Hence, there is no significant difference between the groups. The null hypothesis is, therefore, accepted for primary and secondary students. There is no significant difference in the primary and secondary students' global citizenship qualities on the basis of gender. This indicates that both boys and girls at the primary and secondary level have global citizenship qualities to a similar extent. Understanding of the world, its interconnectedness and its diversity is not influenced by gender at the primary and secondary level. The students of both gender, do have a sense of the role that they play as global citizens, to the same degree.

From Table 2, it can be also be seen that the p-value of higher secondary students is less than 0.05. Hence, there is a significant difference between the groups. The null hypothesis is, therefore, rejected for higher secondary students. Thus, we can conclude that gender wise difference is seen in the higher secondary students' global citizenship qualities. There is a substantial difference in the mean values between the boys and girls, with the girls showing a higher mean value. This indicates that girls at the higher secondary level have developed the global citizenship qualities to a greater extent than the boys.

➤ **Testing Hypothesis 3**

There is no significant relationship between transformation approach to multicultural education and global citizenship qualities as perceived by students on the basis of gender.

- a) Male
- b) Female

Technique used: Pearson's Coefficient of Correlation

Variable: Transformation approach to multicultural education and global citizenship qualities

Group: Male and Female students at different levels of education

Table 3

Relationship Between Students' Perception of Transformation Approach to Multicultural Education and Global Citizenship Qualities at Different Levels of Education based on Gender

Variables	Groups	Gender	N	Df	Tabulated r- Values ($\alpha = 0.05$)	Obtained r- Values	L.O.S.	Variance R ²
Perception of transformation approach to multicultural education and global citizenship qualities	Primary	Male	222	220	0.087	0.65	S	0.42
		Female	161	159	0.087	0.51	S	0.26
	Secondary	Male	218	216	0.087	0.29	S	0.09
		Female	129	127	0.178	0.33	S	0.11
	Higher Secondary	Male	244	242	0.087	0.22	S	0.05
		Female	303	301	0.087	0.2	S	0.04

Tabulated r value at 0.01 level=0.114; NS=Not Significant, S=Significant
 Tabulated r value at 0.01 level=0.232 (Secondary Females)

Findings and Conclusion

From Table 3, it can be seen that there is a significant relationship between students' perception to transformation approach to multicultural education and their global citizenship qualities at different levels of education on the basis of gender. The null hypothesis is, therefore, rejected. 99% confidence can be placed in the results. The relationship is perhaps influenced by the fact that the transformation approach to multicultural education addresses global, social, and environmental issues; leading to more cosmopolitan outlook by inculcating unprejudiced, broad-minded views.

CONCLUSION AND DISCUSSION

There is no **significant difference** in the transformation approach to multicultural education as perceived by students on the basis of gender. The primary, secondary and higher secondary students, of both gender, perceive transformation approach to multicultural

education in a similar manner. Thus, it can be deduced that there is some commonality between the way, both boys and girls, have perceived the usage of diverse support materials and teaching-learning strategies in the classroom.

There is **no significant difference** in the primary and secondary students' global citizenship qualities on the basis of gender. This indicates that both boys and girls at the primary and secondary level do have an understanding of the world, its interconnectedness and diversity, which has led to a sense of the role that they play as global citizens. There is **significant difference** in the higher secondary students' global citizenship qualities on the basis of gender. The data shows that the girls at the higher secondary level have developed the global citizenship qualities to a greater extent than the boys. This could be due to the character traits which are observed more frequently in girls of being caring, emotional and empathetic, as compared to the boys. It could also be due to the fact that girls are more aware and concerned about current world issues.

Additionally, there is **a significant relationship** between students' perception of transformation approach to multicultural education and their global citizenship qualities at different levels of education on the basis of gender. The obtained r values indicate that the perception of transformation approach to multicultural education, by both genders of primary students, shows a moderate correlation with their global citizenship qualities. Whereas, the perception of transformation approach to multicultural education, by both genders of secondary and higher secondary students, shows a low correlation to their global citizenship qualities. This indicates that there are other factors besides the transformation approach to multicultural education that influence global citizenship qualities in both boys and girls at different levels of education.

The other factors which influence perception building could be newspapers, social and television media, and internet; that exposes the students to stimulating information which in turn leads to objective analysis of facts, making them more discerning. It could also be due to the fact that the students have an innate sense of responsibility, tolerance, and empathy, which was developed in their home environment.

Thus, it can be inferred from the present study that students require a more supportive and positive classroom environment which promotes interaction. Also, industrious and conscientious teachers, who are willing to go the extra mile to provide information about a concept which is beyond the syllabus and from a different perspective, would help in developing students critical thinking abilities. The focus should be less academic and more towards holistic development of the students, which would promote harmony and shared understanding, an essential requirement of a pluralistic society.

REFERENCES

1. Banks, J. (2013). An Introduction to Multicultural Education. Boston: Allyn and Bacon.

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