Citizenship Literacy Among 16-Year old Secondary School Students in Malaysia

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Abstract

The purpose of this study is to investigate the citizenship literacy of secondary school students in Malaysia. Citizenship literacy was examined from two perspectives, namely, the level of knowledge; and secondly, the perception of selected aspects of citizenship. A questionnaire was developed to elicit the response of the subjects. A total of 4,040 sixteen year old secondary school students participated in the study. The Crammer's V Correlation Coefficient was used to analyze the relationship between citizenship literacy and the selected variables. A similar analysis was conducted to determine the relationship between the perceptions of the subjects and the variables.
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Informed and discriminative citizenship is essential to effective participation in the democratic processes of governance (O’Brien & Kohlmeier, 2003). In developed countries like the United States, the United Kingdom, and Australia, education for citizenship to meet the responsibilities of a growing complex world has become a key concern for educational policy makers. According to Gilbert (1996), the increase in the number of reports, curriculum guidelines, and school programs on citizenship in many countries provides strong evidence for this concern. These include Parliamentary inquiries and national curriculum statements produced in the United Kingdom (Commission on Citizenship, 1990; National Curriculum Council, 1990) as well as guidelines and statements of national standards for education for citizenship in the United States (Bahmueller, 1991; Center for Civic Education, 1994) and Parliamentary inquiries in Australia (Civics Expert Group, 1994; Senate

Keywords

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