



TRANSFORMATION APPROACH TO MULTICULTURAL EDUCATION FOR GLOBAL CITIZENSHIP AS PERCEIVED BY STUDENTS

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ABSTRACT

The aim of education should be to tutor young minds to unleash their creative energy in countering prevalent critical problems faced by humanity. A good place to start would be through multicultural education. Education at different levels has a responsibility to edify the students to deal with global concerns and prepare them to be global citizens. 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 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 ANOVA, Tukey's HSD and Pearson's Coefficient of Correlation r .

KEYWORDS: Transformation approach to multicultural education, global citizenship qualities, 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. Diversity in terms of culture, religion, gender, nationality, economics, and sexual orientation among others leads to intolerance for the views and actions of others. Thus, it is essential to include youth in peace building initiatives through inquiry-led education. The motive of education is not to prepare students for a global workforce but it should aim to tutor young minds to unleash their creative energy in countering prevalent critical problems faced by humanity. A good place to start would be through multicultural education.

Multicultural education is a philosophical concept that 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.

Global or world citizenship is conceptually defined as a person who places their identity with a "global community" above their identity as a citizen of a particular nation or place. The idea is that one's identity transcends geography or political borders and that the planetary human community is interdependent and whole humankind, is essentially one.²

Education at different levels has a responsibility to edify the students to deal with global concerns and prepare them to be global citizens. It should be a process of revealing world-views, with the aim of revising belief systems. Education should create a respect for diversity by eliminating unawareness.

It is with this view that the present research has been undertaken, to understand from a student's perspective 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

"Transformation Approach to Multicultural Education for Global Citizenship Qualities as Perceived by Students at Different Levels of Education".

VARIABLES OF THE STUDY

Independent Variable: Transformation Approach to Multicultural Education

Dependent Variable: Global Citizenship Qualities

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.

SCOPE AND DELIMITATIONS OF THE STUDY

The scope of the present study includes the transformation approach to multicultural education and different levels of education, that is, primary, secondary, and junior college.

The delimitations of the present study are: 1) It does *not include the use of the Additive approach, the Social Action approach, and the Contribution approach.*

2) *The study is conducted in schools and colleges only with English as a medium of instruction.* 3) *It considers schools affiliated to the Maharashtra State Board of Secondary and Higher Secondary Education (MSBSHSE) only.* 4) *The study excludes variables such as academic achievement and learning style of the student.*

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 at different levels of education? Also to what extent do the students' perception of transformation approach to multicultural education and their global citizenship qualities differ at different levels of education? Is there a relationship between the students' perception of transformation approach to multicultural education and their global citizenship qualities at different levels of education?

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

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

RESEARCH DESIGN

Research Methodology

The present research study, uses **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 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 Proformato 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 weretested using:

- 1) ANOVA
- 2) Tukey's HSD Test
- 3) 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 at different levels of education.

Technique used: ANOVA

Variable: Students' perception of transformation approach tomulticultural educationat different levels of education

Group: Primary, Secondary and Higher Secondary

Table 1**Difference in Students' Perception of Transformation Approach to Multicultural Education based on Levels of Education**

Variable	Groups	Source of Variation	SS	df	MS	F	p-value	L.O.S.
Transformation Approach to Multicultural Education	Primary	Between groups	10603.05	2	5301.52	28.16	1.0755 * 10 ⁻¹²	S
	Secondary	Within groups	239822.23	1274	188.24			
	Higher Secondary	Total	250425.28	1276				

NS=Not Significant, S=Significant

FINDINGS AND CONCLUSIONS

From Table 1, it can be seen that the F- ratio is significant and the p- value is less than 0.05. Hence, there is a significant difference in the students' perception of transformation approach tomulticultural education at different levels of education. Therefore, the null hypothesis is rejected. Thus, it can be concluded that primary, secondary and higher secondary students' perception differ and are distinct.

Since the F-ratio is significant, Tukey's test was computed to find out the difference in the students' perception of transformation approach tomulticultural education at different levels of education.

The Tukey's test shows that there is significant difference in the mean scores of students from the primary, secondary and higher secondary sections. The primary students perceive the use of transformation approach to multicultural education in their classroom and schools to be maximum, followed by secondary students and least by the higher secondary students.

Testing Hypothesis 2

There is no significant difference in the global citizenship qualities as perceived by students at different levels of education.

Technique used: ANOVA

Variable: Students' global citizenship qualities at different levels of education

Group: Primary, Secondary, and Higher Secondary

Table 2
Difference in Students' Global Citizenship Qualities based on Levels of Education

Variable	Groups	Source of Variation	SS	df	MS	F	p-value	L.O.S.
Global Citizenship Qualities	Primary	Between groups	21475.41	2	10737.71	52.37	1.1102 * 10 ⁻¹⁶	S
	Secondary	Within groups	261231.82	1274	205.05			
	Higher Secondary	Total	282707.23	1276				

NS=Not Significant, S=Significant

Findings and Conclusions

From Table 2, it can be seen that the F-ratio is highly significant and the p-value is less than 0.05. Hence, there is a significant difference between the groups. The null hypothesis is, therefore, rejected. There is a significant difference in the students' global citizenship qualities at different levels of education.

Since the F-ratio is significant Tukey's test is computed to find out the difference in the students' global citizenship qualities at different levels of education.

The Tukey's test shows that there is significant difference in the mean scores of students among primary and secondary sections and also primary and higher secondary sections. The primary students exhibit the qualities of global citizenship the most, followed by the secondary students; while the higher secondary students exhibit it the least.

Testing Hypothesis 3

There is no significant relationship between transformation approach to multicultural education and global citizenship qualities as perceived by students at different levels of education.

Technique used: Pearson's Coefficient of Correlation

Variable: Transformation approach to multicultural education and global citizenship qualities

Group: Primary, Secondary, and Higher Secondary

Table 3
Relationship between Students' Perception of Transformation Approach to Multicultural Education and Global Citizenship Qualities based on Levels of Education

Variables	Levels of Education	N	Df	Tabulated r- Values	Obtained r- Values	L.O.S.	Variance R ²
Transformation Approach to Multicultural Education and Global Citizenship Qualities	Primary	383	381	0.087	0.59	S	0.35
	Secondary	347	345	0.087	0.31	S	0.09
	Higher Secondary	547	545	0.087	0.21	S	0.05

Tabulated r value at 0.05 level=0.087 and at 0.01 level=0.114;

NS=Not Significant, S=Significant

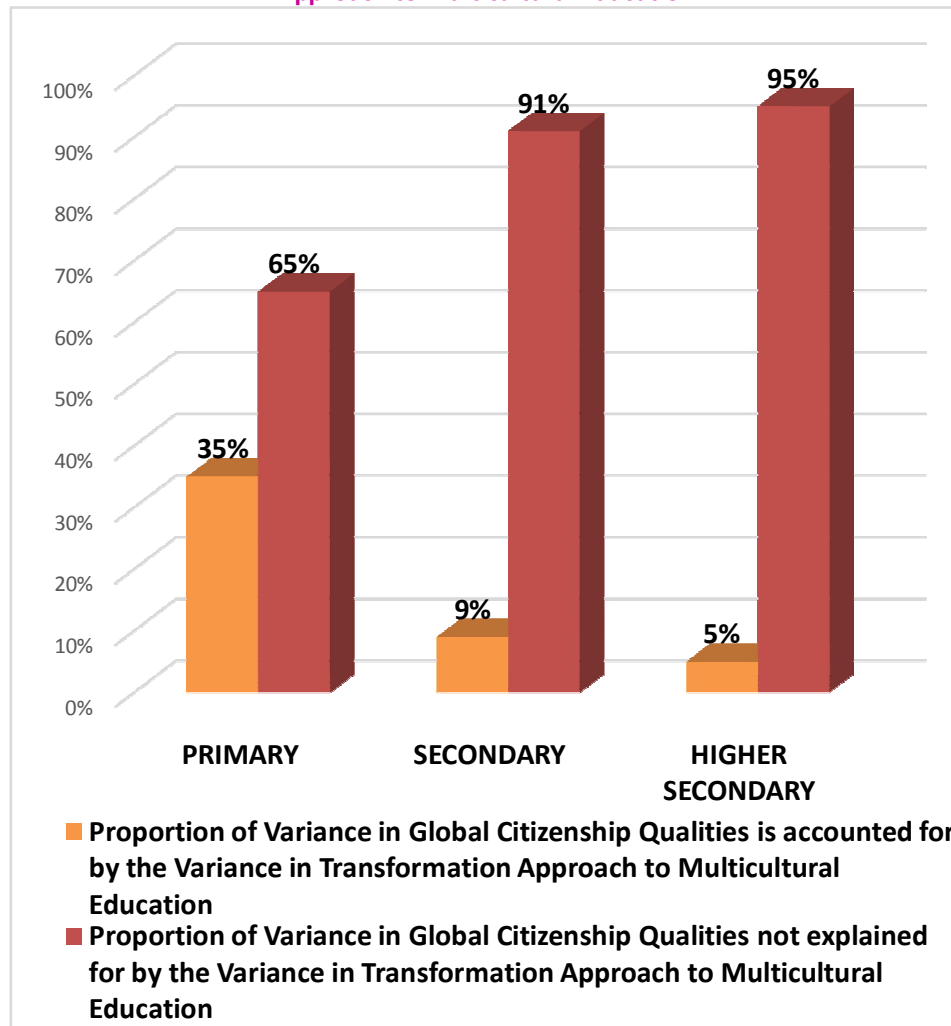
Findings and Conclusion

From Table 3, it can be seen that there is a significant relationship between students' perception of transformation approach to multicultural education and their global citizenship qualities at different levels of education. 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 promotes a comprehension of other societies, way of life, and mores; leading to global citizenship qualities of sympathetic awareness towards mankind and the living world, in general.

The variance indicates that the transformation approach to multicultural education contributes around 35% to variance in the global citizenship qualities in primary students while it accounts for 9% of the variance in global citizenship qualities in secondary students and around 5% of the variance in global citizenship qualities in higher secondary students.

Figure 1 shows the proportion of variance of students' global citizenship qualities accounted for by the variation in their perception of transformation approach to multicultural education at different levels of education.

Figure 1
Proportion of Variance of Students' Global Citizenship Qualities accounted for by Transformation Approach to Multicultural Education



CONCLUSION AND DISCUSSION

There is a **significant difference** in the transformation approach to multicultural education as perceived by students at different levels of education. The primary students perceive the use of transformation approach to multicultural education in their classroom and schools to be maximum, followed by secondary students and least by the higher secondary students. This indicates that education at the higher level, that is, secondary and higher secondary, focuses on academic discipline or it provides a core set of curricula options with certain elective subjects; essentially it is academically inclined. Comprehensive education, which encompasses cultural, political, social, and economic aspects, that would help the students to develop critical thinking ability is not provided in schools at the secondary and higher secondary levels and the same has been perceived by the students.

There is also a **significant difference** in the students' global citizenship qualities at different levels of education. The primary students exhibit the qualities of global citizenship the most, followed by the secondary students and the higher secondary students exhibit it the least. With the schools and colleges focusing on academics and an increased demand for career readiness, leaves the students at higher

education levels with very little time to learn about global issues or take actions to improve their lives or that of the community they live in.

Additionally, there is **asignificant relationship** between students' perception of transformation approach to multicultural education and their global citizenship qualities at different levels of education. The obtained r values indicate that the primary students' perception of transformation approach to multicultural education shows a moderate correlation with their global citizenship qualities. On the other hand, the secondary and higher secondary students' perception of transformation approach to multicultural education 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 students at different levels of education.

To summarise, the research analysis shows that learning to live together peacefully remains one of the biggest challenges humankind is afflicted with. This can be countered with individual perception building through reflection and interpretation of information provided from multiple perspectives.

SIGNIFICANCE OF THE STUDY

The present study will help throw light on whether teachers incorporate transformation approach to multicultural education in order to prepare students for global citizenship. It has the potential to convince education institutions, especially in India, to develop strategies to incorporate multicultural education into their system. This study will encourage educational institutions to provide training to the teachers for implementing multicultural curricula.

Further, this study would also contribute to policy makers by pointing emerging issues in multicultural education and, thereby, influence future policy affairs. Most importantly, this study will lay the foundation to prepare students for a global environment.

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