

## **A STUDY OF TEACHERS' KNOWLEDGE AND PRACTICES OF GOOD CITIZENSHIP**

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### **Abstract**

The aim of this study was to study the teachers' knowledge and practices of good citizenship in Insein Township, Yangon Region. Quantitative and qualitative methods were used in this study. Nine Basic Education Schools were selected by using systematic sampling method including four Basic Education High Schools and five Basic Education Middle Schools in Insein Township, Yangon Region. Two hundred and twenty five junior teachers were selected as sample by using simple random sampling method. The set of questionnaire included 8 items for demographic data, 30 true-false items for knowledge, 30 four-point Likert scale items for practice, and 6 open-ended questions. The reliability coefficient of Cronbach's alpha ( $\alpha$ ) of junior teachers' practices concerning good citizenship was 0.86. The Statistical Package for the Social Sciences (SPSS) software version 24 was used in this study. Descriptive statistics, independent samples *t* test, one-way ANOVA, and Pearson correlation were used to analyse the data obtained in this study. The research showed that the knowledge level of most of junior teachers concerning good citizenship was above satisfactory level. The practice level of junior teachers regarding good citizenship was moderately high (Mean= 3.18, SD=0.38). There was no significant difference in junior teachers' practice levels grouped by their knowledge levels. Moreover, there were no significant differences in their knowledge and practice levels grouped by their total years of service and teaching subjects. According to quantitative results, junior teachers' knowledge concerning good citizenship was positively low correlated with their practices.

**Keywords:** good citizenship

### **Introduction**

Today is a dynamic competitive changing world. If a country keeps up with transformations occurring in digital era, this country will stand up for its development in the world. To create a developed country, human resources play an important role. These human resources need to be good citizens for the country. Therefore, possessing the valuable good citizens is an extremely important factor for the country.

Generating good citizens depends upon the education system of a country. Since there is a saying "Today's youth tomorrow's leaders," youth need to be educated people in order to shape the future of their country. Therefore, education reflects not only for the development of children but also for the future society in which they will be the participants. Moreover, education can mould students to become good citizens by imparting such knowledge as how to accept diversity, how to perform civic duties and how to focus on justice. Thereby, students can possess the good manners as good citizens.

Hence, schools carry the top responsibility in helping students to become active participants in their community as good citizens. In order to help students to become good citizens, teachers need to possess the characteristics of good citizens and need to practise according to these characteristics. In other words, teachers play an imperative role in educating students to become good citizens because they are role models not only for their students but also for their society. So, they need to demonstrate their behaviour concerned with good citizenship

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by engaging in community affairs. Because teachers' behaviour reflect the facts that how they understand the notion of good citizenship and how they practise due to their notion of good citizenship. For that reason, fostering good citizens for the country depends not only on education but also on teachers' knowledge and practices of good citizenship.

### **Significance of the Study**

According to Dewey (1946), a good citizen is one who discovers his participation as a member of a political community group enriching to other aspects of life. The notion of good citizenship is important because it plays key role in political discourses.

Schools play an important role in teaching citizenship education, in fostering students to take responsibility, and to engage in political and civic affairs. Since the life of adult is the image of the life of children, teaching students to become good citizen is of paramount importance for every teacher.

In order to teach students to become good citizens, every teacher needs to possess the highest level of good citizenship. Moreover, they need to practise according to their good citizenship levels. By doing so, they can teach students to become good citizens more effectively and efficiently. So, Brophy and Van Sledright (1997) described that what teachers know and how they transfer it to their students reflects on their students' understanding and attitude.

Therefore, the aim of this study is to investigate the teachers' knowledge and practices of good citizenship. This study will uncover the teachers' knowledge and practice levels of good citizenship. Moreover, this study will inform policy makers to consider an outline for creating a component of citizenship education for teachers. This component of citizenship education will promote teachers' knowledge and practice levels of good citizenship.

### **Objectives of the Study**

#### **General objective**

- (1) To study the junior teachers' knowledge and practices of good citizenship

#### **Specific objectives**

- (1) To study the junior teachers' knowledge levels concerning good citizenship
- (2) To study the junior teachers' practice levels concerning good citizenship
- (3) To investigate the variations of junior teachers' practice levels concerning good citizenship according to their knowledge levels
- (4) To study the differences in junior teachers' knowledge levels of good citizenship according to their personal factors
- (5) To study the differences in junior teachers' practice levels of good citizenship according to their personal factors
- (6) To study the relationship between junior teachers' knowledge and practices of good citizenship

## **Research Questions**

The following research questions were posed:

- (1) To what extent do junior teachers have the knowledge levels of good citizenship?
- (2) What are the practice levels of junior teachers concerning good citizenship?
- (3) What are the variations of junior teachers' practice levels concerning good citizenship according to their knowledge levels?
- (4) Are there any significant differences in junior teachers' knowledge levels of good citizenship according to their personal factors?
- (5) Are there any significant differences in junior teachers' practice levels of good citizenship according to their personal factors?
- (6) Is there any relationship between junior teachers' knowledge and practices of good citizenship?

## **Theoretical Framework**

This research work was guided by following theoretical framework. In this study, good citizenship was investigated with personally responsible citizen, participatory citizen and justice-oriented citizen developed by Westheimer and Kahne (2004). They are described as follows.

### **Personally Responsible Citizen**

In order to be a personally responsible citizen, a person should have the following characteristics. A person should act responsibly by paying the taxes for the country and obeying the laws described by the country, volunteer to help others, donate blood for saving the lives of thousands of people who are in need, keep the community clean, recycle the things that can use return, maintain the natural resources, protect the country by having the sense of patriotism, and treat other people with respect.

### **Participatory Citizen**

A person should have the following characteristics in order to be a participatory citizen. A person should be an active participant in the community-based organizations and voluntary associations, use social media, read newspapers and watch television to know about the information such as functions of government, political issues and other knowledgeable contents and discuss about it, vote in election, take leadership position during the time of crisis, treat other people with tolerance, participate in decision-making process, and participate in the environmental conservation activities.

### **Justice-Oriented Citizen**

A person should have the following characteristics in order to be a justice-oriented citizen. A person should critically analyze the media reports about political and other information related to social and economic structures, criticize about the functions of government, solve problems by seeking out the root causes of these problems, buy the registered products, point out what things are needed to change, make a change himself to improve the community, challenge inequalities, participate in voting process by holding the sense of fairness, and accept the diversity.

## Definitions of Key Terms

### Good Citizenship

Good citizenship is self-reliant, concerned with the common good, engaged in civil society and critical of authority (Kymlicka and Norman, 1994).

### Personally Responsible Citizen

Personally responsible citizen is one who acts responsibly in the communities (Westheimer and Kahne, 2004).

### Participatory Citizen

Participatory citizen is one who is an active member of community and organizes efforts to improve community (Westheimer and Kahne, 2004).

### Justice-Oriented Citizen

Justice-oriented citizen is one who critically assesses social, political and economic structures by addressing the root causes of problems, focuses on social justice and promotes for social change (Westheimer and Kahne, 2004).

## Operational Definition

### Good Citizenship

Good citizenship refers to a citizen who behaves responsibly, participates in community and performs the tasks by focusing on social justice.

## Methodology

### Quantitative Method

#### Sample

There are four high schools, five middle schools and the number of two hundred and twenty five junior teachers in Insein Township participated in this study (see Table 1).

**Table 1: Personal Factors for Junior Teachers**

No.	Variables	Group	No. of Participants	Total
1.	Total Years of Service	7-18 years	51	225
		19-30 years	86	
		31 and above years	88	
2.	Teaching Subjects	Social Studies	55	225
		Languages	83	
		Science Subjects	87	

### Instrumentation

There are three parts in the questionnaire. The first one was to collect the personal information concerning gender, age, qualification, specialized subject, total years of teaching service, position and current teaching class and subject.

The second one was junior teachers' knowledge about good citizenship. This questionnaire was made by defining true-false item and measured by scoring 1-mark for one true item and 0-mark for one false item on 30-item questionnaire. In this true-false item, a high score was indicated a much more knowledgeable about good citizenship and a low score was indicated a less knowledgeable about good citizenship.

The third one was junior teachers' practices about good citizenship based on four-point Likert scale ranging from 1 to 4 (1=never, 2=sometimes, 3=often, 4=always) for 30 items. The questionnaire for both junior teachers' knowledge and practices about good citizenship was based on three dimensions such as personally responsible citizen (item 1 to item 10), participatory citizen (item 11 to item 20), and justice-oriented citizen (item 21 to item 30) respectively.

**Instrument Validity:** In order to obtain the content validity for Teachers' Knowledge and Practices of Good Citizenship, expert review was conducted by twelve experienced educators, who have special knowledge and close relationship with this area, from the Department of Educational Theory.

**Instrument Reliability:** To measure the reliability of this questionnaire, the Cronbach's alpha was used. The internal consistency ( $\alpha$ ) of the whole scale of Teachers' Practices of Good Citizenship was 0.86.

### **Procedure**

Firstly, the related literature was reviewed to study the junior teachers' knowledge and practices of good citizenship. A theoretical framework was developed based on the related literature. It consists of three dimensions for juniorteachers' knowledge and practices of good citizenship such as personally responsible citizen, participatory citizen, and justice-oriented citizen. After that, in order to get the required data, the instruments were constructed under the guidance of the supervisor. For the content validity, the advice and guidance were taken twelve experienced educators, who had special knowledge and close relationship with this area, from the Department of Educational Theory. For item clarity, wording and contents of items were also revised in accordance with the suggestions of expertreview. Then, as a pilot study, questionnaires for teachers were distributed to 36 juniorteachers who were not participated in the study area. After the permission from Township Education Office was taken to do the research in Basic Education High Schools and Basic Education Middle Schools in Insein Township, Yangon Region, questionnaires were distributed to these schools on 8<sup>th</sup>, November, 2018. Distributed questionnaires were collected again by the researcher after one week later. The respondent rate was 100%.

### **Data Analysis**

The collected data of this study were analyzed using the Statistical Package for the Social Sciences (SPSS) software version 24. Descriptive statistics was used to examine the frequency counts, percentage, means and standard deviations for individual items and groups of items. Independent Samples<sup>t</sup> Test was used to examine the variations of junior teachers practice levels concerning good citizenship grouped by their knowledge levels. One-Way Analysis of Variance (ANOVA) was conducted to search whether there was a significant difference or not among their total years of service and teaching subjects. Pearson correlation was used to explore the relationship between junior teachers' knowledge and practices of good citizenship.

## Qualitative Methodology

Qualitative research was used to study the juniorteachers' knowledge and practices of good citizenship. Required data was obtained through open-ended questionnaire about teachers' knowledge and practices of good citizenship.

### Instrumentation

As an instrument, open-ended questions were used to obtain the required data. The open-ended questionnaire consists of two parts. The first one is juniorteachers' knowledge concerning good citizenship which consists of 3 items and the second one is juniorteachers' practices concerning good citizenship which consists of 3 items.

### Procedure

According to the related literature review, (6) open-ended questions were administered to obtain in-depth information about juniorteachers' knowledge and practices of good citizenship. Reliability and content validity were taken as in quantitative method.

## Findings

Research findings are presented by using descriptive statistics, independent samples *t* test, One-Way ANOVA, and Pearson correlation. Junior teachers' responses to open-ended questions were also presented.

### Investigating Junior Teachers' Knowledge Levels about Good Citizenship

The number and percentage of junior teachers' knowledge levels about good citizenship were identified as shown in Table 2.

**Table 2 Number and Percentage of Junior Teachers' Overall Knowledge Levels about Good Citizenship (N=225)**

Scoring Range	No. of Teachers (%)	Remark
< 50%	0	Below Satisfactory Level
50%-74%	37 (16.4%)	Satisfactory Level
≥75%	188 (83.6%)	Above Satisfactory Level

<50%= Below Satisfactory

50%-74%=Satisfactory

≥75%=Above Satisfactory

### Analyzing Junior Teachers' Practice Levels about Good Citizenship

To know the junior teachers' practice levels about good citizenship, mean value and standard deviation were used.

Findings for research question (2) were presented in Table 3.

**Table 3 Mean Values, Standard Deviations and Levels of Junior Teachers' Practice for Good Citizenship (N=225)**

Variables	Mean	SD	Remark
Personally Responsible Citizen	3.33	0.41	High
Participatory Citizen	3.14	0.45	Moderately high
Justice-Oriented Citizen	3.07	0.47	Moderately high
<b>Overall GC Practice</b>	<b>3.18</b>	<b>0.38</b>	<b>Moderately high</b>

1.00-1.75=Low

1.76-2.50= Moderately low

2.51-3.25=Moderately high

3.26-4.00=High

### Investigating Junior Teachers' Practice Levels concerning Good Citizenship in terms of their Knowledge Levels

Findings for research question (3) were presented in Table 4.

**Table 4 Overall Mean Values and Standard Deviations of Junior Teachers' Practice Levels concerning Good Citizenship Grouped by Knowledge Levels (N=225)**

Variables	Group	Mean	SD
Overall GC Practices	Group A	3.22	0.38
	Group B	3.00	0.34

1.00-1.75=Low      1.76-2.50= Moderately low      2.51-3.25=Moderately high      3.26-4.00=High

In Table 5, the results of independent samples *t* test for the junior teachers' practice levels concerning good citizenship grouped by their knowledge levels were shown.

**Table 5 Results of Independent Samples *t* Test for Junior Teachers' Practice Levels concerning Good Citizenship Grouped by Knowledge Levels (N=225)**

Variables	Group	<i>t</i>	<i>df</i>	<i>p</i>
Overall GC Practices	Group A	-3.180	223	ns
	Group B			

\**p*<.05, \*\**p*<.01, ns=not significant

### Investigating Junior Teachers' Knowledge Levels about Good Citizenship based on their Personal Factors

In Table 6, mean scores and standard deviations of junior teachers' knowledge levels about good citizenship grouped by total years of service were shown.

**Table 6 Mean Scores and Standard Deviations of Junior Teachers' Knowledge Levels concerning Good Citizenship Grouped by Total Years of Service (N=225)**

Area	Total Years of Service	n	Rated by Junior Teachers			
			PRC	PC	JOC	Overall GC
			Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)
Knowledge for Good Citizenship	7-18	51	8.33 (0.93)	7.71 (1.25)	<b>9.02</b> (1.03)	8.35 (0.70)
	19-30	86	8.24 (0.87)	7.73 (1.29)	<b>8.66</b> (1.22)	8.22 (0.81)
	31 and above	88	8.38 (1.01)	7.81 (1.14)	<b>8.98</b> (1.03)	8.38 (0.80)

Below 7.54=Below Satisfactory

7.54-9.10=Satisfactory

Above 9.10=Above Satisfactory

In Table 7, the results of One-Way ANOVA for the junior teachers' knowledge levels about good citizenship grouped by total years of service were shown.

**Table 7 One-Way ANOVA Results of Junior Teachers' Knowledge Levels concerning Good Citizenship Grouped by Total Years of Service (N=225)**

Variables		Sum of Squares	df	Mean Square	F	p
Personally Responsible Citizen	Between Groups	.765	2	.383	.434	ns
	Within Groups	195.830	222	.882		
	Total	196.596	224			
Participatory Citizen	Between Groups	.403	2	.201	.134	ns
	Within Groups	333.153	222	1.501		
	Total	333.556	224			
Justice-Oriented Citizen	Between Groups	5.844	2	2.922	2.384	ns
	Within Groups	272.156	222	1.226		
	Total	278.000	224			
Overall GC Knowledge	Between Groups	12.366	2	6.183	1.130	ns
	Within Groups	1214.994	222	5.473		
	Total	1227.360	224			

\* $p < .05$ , \*\* $p < .01$ , ns=not significant

In Table 8, mean scores and standard deviations of junior teachers' knowledge levels about good citizenship grouped by teaching subjects were shown.

**Table 8 Mean Scores and Standard Deviations of Junior Teachers' Knowledge Levels concerning Good Citizenship Grouped by Teaching Subjects (N=225)**

Area	Teaching Subjects	n	Rated by Junior Teachers			
			PRC	PC	JOC	Overall GC
			Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)
Knowledge for Good Citizenship	Social Studies	55	8.38 (0.80)	7.62 (1.35)	<b>8.67</b> (1.28)	8.22 (0.84)
	Languages	83	8.40 (0.85)	7.84 (1.15)	<b>8.94</b> (1.05)	8.40 (0.73)
	Science Subjects	87	8.20 (1.08)	7.76 (1.20)	<b>8.92</b> (1.06)	8.29 (0.80)

Below 7.54=Below Satisfactory

7.54-9.10=Satisfactory

Above 9.10=Above Satisfactory

In Table 9, the results of One-Way ANOVA for the junior teachers' knowledge levels about good citizenship by their teaching subjects were shown.



**Table 9 One-Way ANOVA Results of Junior Teachers' Knowledge Levels concerning Good Citizenship Grouped by Teaching Subjects (N=225)**

Variables		Sum of Squares	df	Mean Square	F	p
Personally Responsible Citizen	Between Groups	2.056	2	1.028	1.173	ns
	Within Groups	194.539	222	.876		
	Total	196.596	224			
Participatory Citizen	Between Groups	1.679	2	.839	.562	ns
	Within Groups	331.877	222	1.495		
	Total	333.556	224			
Justice-Oriented Citizen	Between Groups	2.755	2	1.378	1.111	ns
	Within Groups	275.245	222	1.240		
	Total	278.000	224			
Overall GC Knowledge	Between Groups	8.475	2	4.237	.772	ns
	Within Groups	1218.885	222	5.490		
	Total	1227.360	224			

\* $p < .05$ , \*\* $p < .01$ , ns=not significant

### Investigating Junior Teachers' Practice Levels about Good Citizenship based on their Personal Factors

In Table 10, mean values and standard deviations of junior teachers' practice levels about good citizenship grouped by total years of service were shown.

**Table 10 Mean Values and Standard Deviations of Junior Teachers' Practice Levels about Good Citizenship Grouped by Total Years of Service (N=225)**

Area	Total Years of Service	n	Rated by Junior Teachers			
			PRC	PC	JOC	Overall GC
			Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)
Practice for Good Citizenship	7-18	51	<b>3.34</b> (0.38)	3.15 (0.36)	3.12 (0.43)	3.21 (0.33)
	19-30	86	<b>3.30</b> (0.33)	3.10 (0.41)	3.02 (0.42)	3.14 (0.30)
	31 and above	88	<b>3.35</b> (0.48)	3.17 (0.53)	3.09 (0.54)	3.20 (0.46)

1.00-1.75=Low

1.76-2.50= Moderately low

2.51-3.25=Moderately high

3.26-4.00=High

In Table 11, the results of One-Way ANOVA for the junior teachers' practice levels about good citizenship grouped by total years of service were shown.

**Table 11 One-Way ANOVA Results of Junior Teachers' Practice Levels about Good Citizenship Grouped by Total Years of Service (N=225)**

Variables		Sum of Squares	df	Mean Square	F	p
Personally Responsible Citizen	Between Groups	.115	2	.058	.347	ns
	Within Groups	36.821	222	.166		
	Total	36.937	224			
Participatory Citizen	Between Groups	.219	2	.110	.536	ns
	Within Groups	45.410	222	.205		
	Total	45.629	224			
Justice-Oriented Citizen	Between Groups	.338	2	.169	.760	ns
	Within Groups	49.309	222	.222		
	Total	49.646	224			
Overall GC Practices	Between Groups	.198	2	.099	.690	ns
	Within Groups	31.926	222	.144		
	Total	32.124	224			

\* $p < .05$ , \*\* $p < .01$ , ns=not significant

In Table 12, mean values and standard deviations of junior teachers' practice levels about good citizenship grouped by teaching subjects were shown.

**Table 12 Mean Values and Standard Deviations of Junior Teachers' Practice Levels about Good Citizenship Grouped by Teaching Subjects (N=225)**

Area	Teaching Subjects	n	Rated by Junior Teachers			
			PRC	PC	JOC	Overall GC
			Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)
Practice for Good Citizenship	Social Studies	55	<b>3.28</b> (0.49)	3.10 (0.47)	3.01 (0.54)	3.13 (0.45)
	Languages	83	<b>3.33</b> (0.43)	3.15 (0.45)	3.07 (0.47)	3.18 (0.38)
	Science Subjects	87	<b>3.37</b> (0.31)	3.17 (0.45)	3.11 (0.43)	3.21 (0.33)

1.00-1.75=Low      1.76-2.50= Moderately low      2.51-3.25=Moderately high      3.26-4.00=High

In Table 13, the results of One-Way ANOVA for the junior teachers' practice levels about good citizenship by their teaching subjects were shown.

**Table 13 One-Way ANOVA Results of Junior Teachers' Practice Levels about Good Citizenship Grouped by their teaching subjects (N=225)**

Variables		Sum of Squares	df	Mean Square	F	p
Personally Responsible Citizen	Between Groups	.257	2	.129	.779	ns
	Within Groups	36.679	222	.165		
	Total	36.937	224			
Participatory Citizen	Between Groups	.146	2	.073	.357	ns
	Within Groups	45.483	222	.205		
	Total	45.629	224			
Justice-Oriented Citizen	Between Groups	.311	2	.155	.699	ns
	Within Groups	49.336	222	.222		
	Total	49.646	224			
Overall GC Practices	Between Groups	.230	2	.115	.801	ns
	Within Groups	31.894	222	.144		
	Total	32.124	224			

\* $p < .05$ , \*\* $p < .01$ , ns=not significant

### The Relationship between Junior Teachers' Knowledge and Practices of Good Citizenship

To find out the relationship between junior teachers' knowledge and practices about good citizenship, Pearson Correlation was performed and the result obtained was displayed in table given below.

**Table 14 Relationship between Junior Teachers' Knowledge and Practices of Good Citizenship (N=225)**

Variables	Knowledge on Good Citizenship	Practices on Good Citizenship
Knowledge on Good Citizenship	1	.254**
Practices on Good Citizenship	.254**	1

\*\* Correlation is significant at the 0.01 level (2-tailed).

According to Table 14, it was found that there was a significant and positive relationship ( $r=.254$ ), ( $p=0.000$ ) between junior teachers' knowledge and practices about good citizenship.

## Qualitative Findings

### Open-ended Questions

There are six open-ended questions in the instrument concerning junior teachers' knowledge and practices about good citizenship.

The open-ended question (1) is ***“What do you understand the word personally responsible citizen?”*** For this question, the junior teachers participated in this study answered as follows.

63.56% (n=143) of junior teachers stated that “a person who follows the rules.” 20.44% (n=46) of junior teachers stated that “a person who tries and performs the tasks.” 8% (n=18) of junior teachers stated that “a person who teaches the children to possess good character.” 3.56% (n=8) of junior teachers stated that “a person who helps the people suffering from flood by performing volunteer.” 2.67% (n=6) of junior teachers stated that “a person who pays the taxes for the country.” 1.76% (n=4) of junior teachers stated that “a person who picks up the trash and puts them into the trash can to keep the community clean.”

The open-ended question (2) is ***“What do you understand the word participatory citizen?”*** For this question, the junior teachers participated in this study answered as follows.

49.33% (n=111) of junior teachers stated that “a person who has the spirit of altruism.” 33.33% (n=75) of junior teachers stated that “a person who participates in community-based activities.” 8.89% (n=20) of junior teachers stated that “a person who has the spirit of sympathy.” 4.44% (n=10) of junior teachers stated that “a person who participates in environmental conservation activities.” 4% (n=9) of junior teachers stated that “a person who performs the duty successfully.”

The open-ended question (3) is ***“What do you understand the word justice-oriented citizen?”*** For this question, the junior teachers participated in this study answered as follows.

36.4% (n=82) of junior teachers stated that “a person who performs the tasks with justice.” 25.55% (n=58) of junior teachers stated that “a person who accepts the diversity.” 21.59% (n=49) of junior teachers stated that “a person who wants justice and solves injustice that occurs in society by standing from the right side.” 8.81% (n=20) of junior teachers stated that “a person who performs the tasks for getting equal opportunities in society.” 4.85% (n=11) of junior teachers stated that “a person who reports narcotic information.” 2.22% (n=5) of junior teachers stated that “a person who criticizes the functions of government by analysing the reports of media and the performances of representatives to vote.”

The open-ended question (4) is ***“Describe your contributions as a personally responsible citizen.”*** For this question, the junior teachers participated in this study answered as follows.

39.11% (n=88) of junior teachers stated that they threw the garbage systematically, prohibited the use of narcotic, and cultivated students to possess the habit of picking up the garbage. 29.7% (n=67) of junior teachers stated that they served as coaches in religious courses, helped other people, put drinking fountains for the people, and taught waifs and strays to reach the right way. 20.89% (n=47) of junior teachers stated that they complained about the selling of invalid economic products and narcotic to the respective people, taught students to have patriotism. 9.78% (n=23) of junior teachers stated that they served as volunteers.

The open-ended question (5) is ***“Describe your contributions as a participatory citizen.”*** For this question, the junior teachers participated in this study answered as follows.

35.56% (n=80) of junior teachers stated that they participated in ceremonies concerning neighbourhood, anti-trafficking in persons activities, extirpation of child raping case activities, collecting census activities, and illiteracy extirpation activities. 30.22% (n=68) of junior teachers stated that they participated in Red Cross Society, and Myanmar Women's Affairs Federation, Myanmar Maternal and Child Welfare Association, religious organization. 20.89% (n=47) of junior teachers stated that they participated in voluntary associations. 4.89% (n=11) of junior teachers stated that they cultivated plants for green school compound. 4.44% (n=10) of junior teachers stated that they participated in voting. 3.11% (n=7) of junior teachers stated that they participated in school related activities. 1% (n=2) of junior teachers stated that they served as chairman of Myanmar Women's Affairs Federation and leader of voluntary association.

The open-ended question (6) is ***“Describe your contributions as a justice-oriented citizen.”*** For this question, the junior teachers participated in this study answered as follows.

56% (n=126) of junior teachers stated that they served as polling-station duty in polling-day, and taught students to avoid bullying 24.44% (n=55) of junior teachers stated that they served as school duties with justice, and solved the problems that take place between neighbours by pointing out the root causes of these problems. 10.67% (n=24) of junior teachers stated that they taught students without discrimination. 4.44% (n=10) of junior teachers stated that they voted the party that can serve to improve the country. 3.11% (n=7) of junior teachers stated that they were not participated in justice-oriented activities. 1.32% (n=3) of junior teachers stated that they collected the numbers of 5 years children to attend the school as child right, and participated in activities to get equal chance.

## Discussion

A state was composed of copious citizens. The success or failure of a state depends upon the handle of its citizens. A state likes a horse and a citizen likes a dragoon. A horse can reach the desired course or wrong course under the manoeuvrability of a dragoon. To reach the desired course, a dragoon's competency is extremely important. In other words, if a dragoon is expert, a horse will reach the desired course. Like this, every citizen like a dragoon should try to be good rider or good citizen to reach the desired goal for the state as in building the successful democracy or building the developed state. If a state possesses numerous good citizens, they will build an all-round developed state. Hence, teachers need to teach students to become good citizens by contributing their knowledge and practices about good citizenship.

In the findings of knowledge levels respecting good citizenship, most of junior teachers were above satisfactory level and there was no junior teacher who was below satisfactory level. Furthermore, there were junior teachers who were at the satisfactory level of good citizenship. Hence, junior teachers who were at the satisfactory level should try to reach the above satisfactory level of good citizenship. Since they were teachers, they had to attend refresher courses every year, so that they got good citizenship knowledge as hidden curriculum. When they attend next refresher courses, they should be active learners to absorb whatever the instructors teach. Moreover, they should listen carefully the reports of media regarding good citizenship and they should ingest information regarding good citizenship that obtained from reading books. Through this, they will possess much knowledge concerning good citizenship and disseminate

their knowledge to their students. Therefore, teachers are the foundations of producing good citizens.

According to findings, the practice levels of junior teachers regarding good citizenship including participatory citizen and justice-oriented citizen were moderately high and that of personally responsible citizen was high. Therefore, it could be concluded that junior teachers performed personally responsible citizen more than participatory citizen and justice-oriented citizen. Moreover, it could be assumed that they obeyed rules and laws, and paid the taxes for creating a developed state by understanding the facts that “obeying discipline can free from dangerous” and “the standing of government depends upon the taxes given by the people” more than solved problems as leaders, discussed political news, treated people with tolerance, and expressed their opinions concerning injustice in social media to point out the need for change.

For the result of junior teachers’ practice levels grouped by their knowledge levels, junior teachers from Group A and that of Group B were having the moderately high practice levels of good citizenship.

According to total years of service, the group of junior teachers who had total years of service “7-18”, that of “19-30” and that of “31 and above” possessed the satisfactory knowledge levels of personally responsible citizen, participatory citizen and justice-oriented citizen. The mean score of the group of junior teachers who had total years of service “7-18” concerning justice-oriented citizen was higher than the other two groups. On the other hand, the practice levels of these three groups of junior teachers were high in personally responsible citizen and moderately high in participatory citizen and justice-oriented citizen. The mean value of the group of junior teachers who had total years of service “31 and above” concerning personally responsible citizen was higher than the other two groups.

In the findings of teaching subjects, the three groups of junior teachers who teach social studies, languages, and science subjects possessed the satisfactory knowledge level of personally responsible citizen, participatory citizen and justice-oriented citizen. The mean score of junior teachers who teach languages was higher than the other two groups. On the other hand, the practice levels of these three groups of junior teachers were high in personally responsible citizen and moderately high in participatory citizen and justice-oriented citizen. The mean values of the group of junior teachers who teach science was higher than the other two groups.

Thus, according to the results of both total years of service and teaching subjects, although the mean scores of groups of junior teachers’ knowledge respecting justice-oriented citizen were high, the mean values of their practice respecting justice-oriented citizen were low. Although the mean scores of their knowledge regarding personally responsible citizen were low, the mean values of their practice regarding personally responsible citizen were high. Therefore, these results highlighted that they did not perform according to their knowledge.

For the findings of correlation, the knowledge of junior teachers concerning good citizenship was low correlated with practice because the value of correlation coefficient was less than 0.35.

To sum up, a person’s behaviour can reflect how much knowledge he possesses. Therefore, this study informed that the teachers who are the most extremely important people should practise according to their knowledge about good citizenship in order to be qualified ideal

people for their students. As a result of doing this, they will be good citizens for the state and will also produce enormous good citizens for building the developed state.

### **Recommendation**

Arising from the findings of this study, the following recommendations are made:

1. Teachers should discuss political news with their colleagues by exchanging their opinions to increase their political knowledge.
2. Teachers should point out the need for transformation to create the better society with justice.
3. Teachers should contribute their civic knowledge to their students by reinforcing them to participate in such activities as religious organization, voluntary organization, Scouts organization, Red Cross Society, sports team, etc. In this regard, students will enhance their communication skills and will possess “we spirit.”
4. Teachers should contribute their democratic behaviour to their students by holding classroom election and school election to select classroom leaders and chairman of school council. Through this, students will comprehend how to elect representative by voting system and they will intimate the process of democracy before they reach adulthood.
5. Teachers should teach students to accept diversity and to respect one’s religion for creating a peace world, prohibiting from becoming war and saving the lives of thousands of people.
6. Teachers should transmit future generations through education to possess good character such as respect for people, standing for equality, obeying rules and laws, paying the taxes, possessing the spirit of altruism, and taking responsibility for one’s action.
7. Teachers should try to comprehend the widespread sense of hidden curriculum to teach their students more about good citizenship.
8. Department of Educational Research, Planning and Training (DERPT) should arrange adequate training for teachers to understand more about citizenship education.

### **Need for Further Research**

This study investigated the junior teachers’ knowledge and practices of good citizenship in Insein Township, Yangon Region. Therefore, it is necessary to conduct such study in junior teachers from other states, regions and townships to represent the whole country. Moreover, the similar study should be conducted by considering other personal factors such as gender, and school location. Additionally, the investigation of knowledge and practices of primary teachers and senior teachers concerning good citizenship should be operated. Furthermore, the research about students’ knowledge and practices of good citizenship should be carried out for modifying the curriculum. Finally, the research about how teachers use teaching strategies for promoting students’ political knowledge should be investigated when curriculum include new contents concerning politics.

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