

**YANGON UNIVERSITY OF ECONOMICS
DEPARTMENT OF APPLIED ECONOMICS
MASTER OF PUBLIC ADMINISTRATION PROGRAMME**

**MEASURING THE CITIZENSHIP COMPETENCIES
(A CASE STUDY OF THE STUDENTS AT YANGON UNIVERSITY
OF ECONOMICS)**

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**MEASURING THE CITIZENSHIP COMPETENCIES
(A CASE STUDY OF THE STUDENTS AT YANGON UNIVERSITY
OF ECONOMICS)**

This thesis submitted as a partial fulfillment towards the requirement for the
degree of Master of Public Administration (MPA)

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This is to certify that this thesis titled “**Measuring the Citizenship Competencies (A Case Study of The Students at Yangon University of Economics)**” submitted in partial fulfillment towards the requirements for the degree of Master of Public Administration has been accepted by the Board of Examiners.

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ABSTRACT

This study assesses the citizenship competencies of students at Yangon University of Economics (YUECO), aiming to evaluate how these future leaders acquire essential skills for effective civic engagement. A descriptive method is employed, utilizing both primary and secondary data. Primary data is collected from 400 students through structured questionnaires. Citizenship competencies are measured using four factors: attitude, skills, reflection, and knowledge. The study aligns social tasks with these competencies, finding that YUECO students are developing social tasks in conjunction with their citizenship competencies. The study reveals a need to enhance student engagement with current events and global diversity to prepare them as competent citizens in a globalized world, particularly regarding attitudes. In terms of skills, the university can better prepare its students to fulfill their roles as capable and responsible citizens by focusing on decision-making, cooperation, conflict resolution, adaptability, and interaction within the academic environment. For reflection, advanced studies and professional development contribute to a more consistent application of reflective thinking and problem-solving abilities. Regarding knowledge, improvements in comprehensive civic understanding, digital literacy, and practical technology use can further empower students at all levels to become more effective and civically engaged citizens.

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LIST OF ABBREVIATIONS

5Cs	Collaboration, Communication, Critical Thinking, Creativity, Citizenship
CCA	Child Centered Approach
COVID-19	Coronavirus Disease 2019
EMPA	Executive Master of Public Administration
MOE	Ministry of Education
NESP	National Education Strategic Plan
S. D	Standard Deviation
SES	Socioeconomic Status
SPDC	State Peace and Development Council
UNESCO	United Nations Educational, Scientific and Cultural Organization
USDP	Union Solidarity and Development Party
YUECO	Yangon University of Economics

CHAPTER I

INTRODUCTION

1.1 Rationale of the Study

Billy Graham poignantly stated, “When wealth is lost, nothing is lost; when health is lost, something is lost; when character is lost, all is lost.” The critical role of character in the fabric of society, especially as the world becomes increasingly interconnected, has been emphasized by this saying. As cultural boundaries blur and global cooperation becomes imperative, the cultivation of strong character traits and citizenship competencies emerges not just as an individual aspiration but as a crucial societal necessity for nation-building.

The development of citizenship competencies – encompassing attitudes, skills, reflection, and knowledge – is crucial. These competencies enable individuals to participate actively and responsibly in democratic processes, enhance social cohesion, and contribute to the common good. Well-developed citizenship competencies promote mutual respect, civic responsibility, and social participation, laying the foundation for a resilient and inclusive society.

This study focuses on Yangon University of Economics (YUECO), assessing how well students have developed competencies such as respect for diversity, empathy, justice, critical thinking, problem-solving, and a deep understanding of civic institutions and citizens’ rights. Since 2017, Myanmar’s Ministry of Education has been committed to fostering these values from an early age through civic education programs at the primary, secondary, and high school levels.

The integration of civic education within the basic education curriculum is expected to bolster social interaction, leadership qualities, and community involvement, preparing students to tackle communal and national challenges effectively. However, since formal civic education only started in 2017, many current undergraduates at YUECO have received limited exposure to it, potentially limiting the extent to which these benefits are apparent at this stage. This research, which extends the examination of civic education to the tertiary level, specifically targets the

student body at YUECO to explore their strengths and potential in citizenship capabilities. The findings recommend specific improvements at YUECO, highlighting crucial areas for the further development of student citizenship competencies. These recommendations aim to cultivate a learning environment that not only fosters academic success but also prepares students for professional challenges in a rapidly evolving world. This strategic approach aligns with broader educational goals to develop well-rounded, civic-minded individuals equipped to contribute meaningfully to society.

1.2 Objectives of the Study

The objectives of the study are:

1. To describe the civic education in Myanmar.
2. To investigate the extent of citizenship competencies of students at Yangon University of Economics.

1.3 Method of Study

This research employs a combination of descriptive methods using both primary and secondary data sources. Primary data were gathered from students at YUECO using a structured questionnaire designed on a five-point Likert scale. The sample size for this quantitative survey was determined using the Yamane formula, ensuring statistical representation and validity. Concurrently, secondary data were sourced from an array of academic literature, research papers, digital resources, and documents from the Ministry of Education, Myanmar.

1.4 Scope and Limitations of the Study

This study is designed to comprehensively assess the citizenship competencies of students at YUECO, encompassing aspects such as knowledge, attitudes, skills, and reflections. The study involves a sample of 400 students, distributed across different levels of study, selected from the total student population of 5,925 at YUECO. The sample size was determined using the Yamane formula, which provides a simplified method to calculate sample sizes given a known population size and desired level of precision. This specific focus on a distinct student population at YUECO is intended to provide an in-depth analysis of the perceptions and competencies regarding citizenship within this group.

The findings from this study represent the citizenship competencies of the YUECO students. This is a significant constraint of the study, as it excludes students from other institutions. Therefore, while this research offers valuable insights into the citizenship competencies of YUECO students, future research could expand its scope to include a more diverse sample from various universities across Myanmar, providing a broader perspective on citizenship competencies in the country's higher education sector.

1.5 Organization of the Study

The study is organized into five chapters. Chapter one is an introduction to the study's rationale, objectives, method, scope, and limitations, as well as the study's organization. Chapter two presents a literature review and theory related to citizenship competencies. Chapter three is about civic education in Myanmar. Chapter four provides an analysis of measuring the citizenship competencies of students at Yangon University of Economics. Chapter five is a conclusion with findings and suggestions for the study.

CHAPTER II

LITERATURE REVIEW

2.1 Concept of Citizenship

The concept of citizenship, historically rooted in the ancient city-states, has evolved to encompass not only legal and political rights within a nation-state but also social and cultural dimensions that transcend national boundaries (Smith, 2001). In the contemporary era, citizenship extends beyond mere legal status; it represents an individual's connection to a community, entailing responsibilities, privileges, and participation in civic life (Marshall, 1950). This evolution reflects the dynamic relationship between individuals and the state, shaped by historical, cultural, and socio-political contexts. Citizenship today is multifaceted, incorporating aspects of identity, belonging, and active engagement in societal development (Kymlicka, 1995).

The evolution of citizenship as a concept has witnessed significant transformations across different eras and civilizations. In ancient Greece, the idea of citizenship was intrinsically linked to small-scale direct democracy, primarily available to free men with property and focus on participation in the polis, or city-state (Hansen, 1999). This concept evolved during the Roman era, where citizenship became a broader legal status, conferring certain privileges and responsibilities and playing a crucial role in the expansive Roman administration system (Dixon, 1997). The Middle Ages marked a period where the prominence of citizenship waned, overshadowed by feudal structures.

However, the Renaissance and the rise of city-states revived the importance of citizenship, aligning it more with civic responsibilities and rights within burgeoning urban centers. The Enlightenment brought a pivotal shift, with thinkers like John Locke and Jean-Jacques Rousseau emphasizing natural rights and the social contract, laying the groundwork for contemporary notions of citizenship that extend beyond legal status to encompass a sense of identity, social belonging, and active participation in a nation's political and social life (Locke, 1689; Rousseau, 1761). This historical journey illustrates how citizenship has transitioned from a status limited to a select

few in ancient societies to a more inclusive and rights-based concept in modern democracies.

2.1.1 National Citizenship

National citizenship, as a legal bond between an individual and a nation-state, embodies both rights and duties. These rights often include participation in the political process, access to social welfare, and the protection of the law, while duties encompass obeying laws, paying taxes, and, in some countries, compulsory military service or jury duty. The criteria for obtaining national citizenship vary, often based on birthplace (*jus soli*), parental citizenship (*jus sanguinis*), or through naturalization processes (Brubaker, 1992).

National citizenship also plays a critical role in defining a person's legal identity and sense of belonging. It shapes individuals' access to opportunities and resources and can significantly influence their socio-economic status within the nation-state framework. The concept is not static; it has evolved over time, influenced by political, social, and historical contexts (Marshall, 1950). Furthermore, national citizenship is entwined with issues of national identity, cultural integration, and social cohesion. Debates around citizenship often reflect broader societal concerns about immigration, national identity, and the rights of minority groups, making it a dynamic and sometimes contentious field of study (Kymlicka, 1995).

2.1.2 Global Citizenship

Global citizenship transcends traditional geopolitical boundaries, embodying a collective identity and shared responsibility towards pressing global challenges. The philosophy of a united humanity, striving for justice, peace, and sustainability, roots this concept (Cabrera, 2010; Tetyana et al., 2023). Stephen & Alastair (2000) underscore the importance of civic lifelong education in shaping well-informed global citizens capable of navigating complex modern challenges like misinformation and the erosion of democratic values.

The evolution from the conventional 'one people, one state' citizenship model to a more inclusive global narrative introduces complexities in our understanding of citizenship (Melanie & Roberta, 2016). Melanie and Roberta advocate for an expanded definition of citizenship that embraces universal human rights and moral obligations beyond national limits.

This shift towards global citizenship mirrors an increasing recognition of our interconnectedness and the need for collective action on global issues like climate change and human rights (Aydin & Cinkaya, 2012; Grimwood, 2018). Today's global challenges necessitate a reimagined understanding of citizenship, one that values global cooperation and shared responsibility.

2.1.3 Digital Citizenship

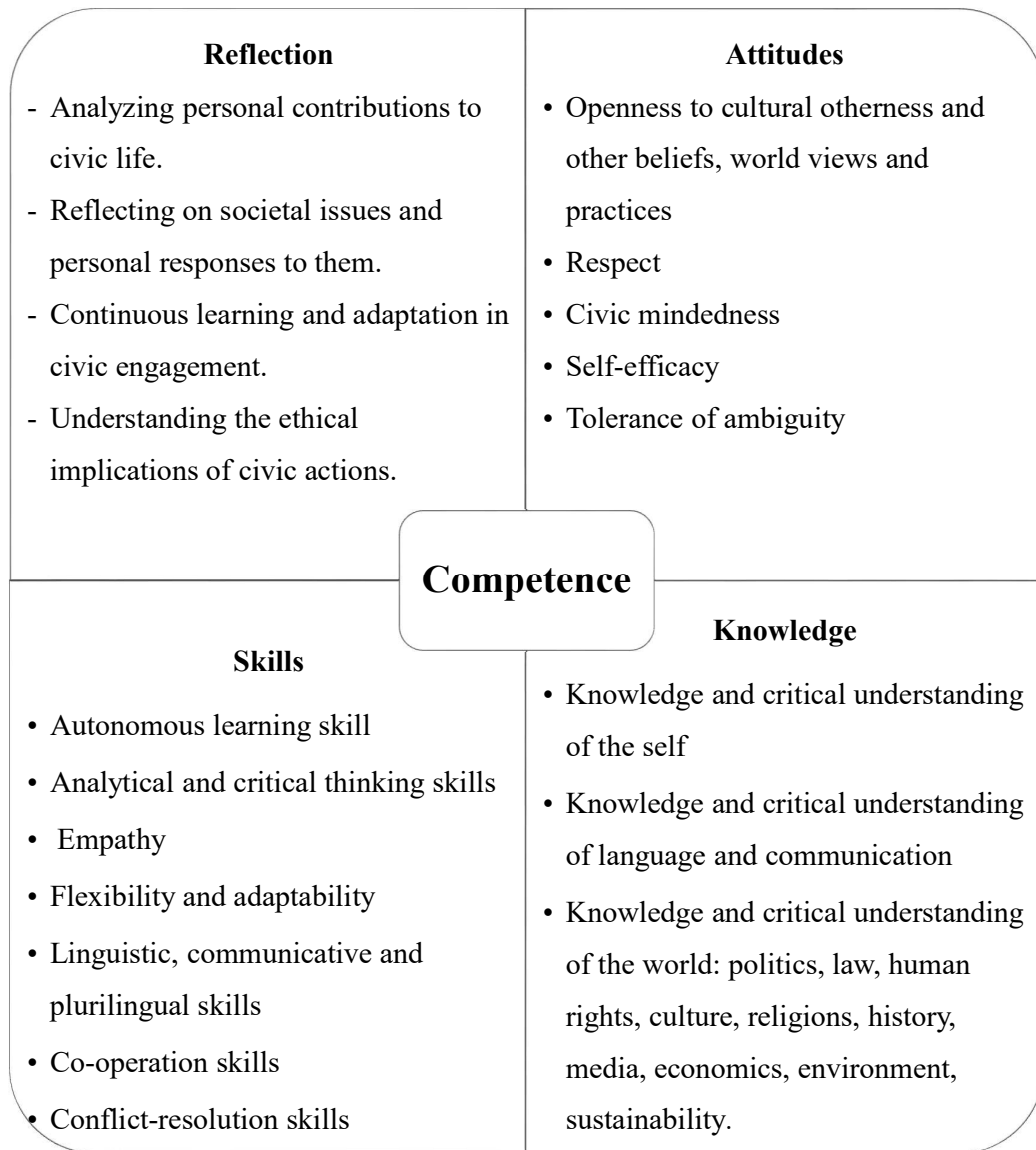
Digital citizenship encompasses the norms of appropriate, responsible behavior regarding technology use. It is a multifaceted concept involving various components such as digital literacy, ethics, etiquette, and security. Understanding and respecting digital rights and responsibilities are crucial in this era where technology is deeply intertwined with daily life (Ribble & Bailey, 2007).

The rise of digital platforms has fundamentally altered communication, information access, and community engagement, necessitating a new set of skills and behaviors. Digital citizens must navigate online environments safely and ethically, protecting their own and others' privacy and digital footprints (Ribble & Shaaban, 2011). Moreover, digital citizenship includes the ability to critically assess online information and recognize biases and misinformation. This skill is increasingly vital in an age of abundant information and varying content quality (Mossberge et al., 2007). This concept extends to creating positive and productive online communities. Digital citizens are encouraged to contribute meaningfully to digital spaces, fostering collaboration, respect, and inclusivity (Mitchell & Jones, 2016).

2.2 Citizenship Competencies

Citizenship competencies include a comprehensive set of skills, knowledge, attitudes, and values that are indispensable for individuals to participate actively and effectively in democratic processes. In a dynamic global landscape, these competencies are not merely desirable but essential for the promotion of inclusive, participatory, and sustainable democracies (UNESCO, 2021). According to the framework provided by Tandem (2011), citizenship competencies can be detailed into four main components: knowledge, skills, attitudes, and reflection.

Figure (2.1) Framework of Citizenship Competencies



Source: Ten Dam et al., 2011

“Knowledge” refers to the understanding of civic and societal structures, political systems, and the historical context of citizenship. It includes awareness of civic rights and responsibilities, environmental sustainability, human rights, and the impact of global interconnectedness. Key elements of knowledge in citizenship competencies include understanding civic rights and responsibilities, awareness of political, legal, and social systems, knowledge of historical and contemporary issues impacting society, and comprehension of cultural diversity and global

interdependence. This foundational knowledge is crucial. Additionally, digital literacy is increasingly important, encompassing proficiency in using as it underpins other competencies and enables individuals to navigate and contribute effectively to their communities (Ten Dam et al., 2011).

“Skills” involve practical abilities that enable individuals to engage effectively in civic life. These include critical thinking and problem-solving, which are essential for analyzing information, evaluating arguments, and solving problems constructively. Communication and interpersonal skills are vital for effective verbal and written communication, as well as for working collaboratively with others. Conflict resolution skills help individuals manage and resolve conflicts peacefully, understand different perspectives, and find common ground. Furthermore, digital literacy is becoming increasingly important, encompassing proficiency in using digital tools responsibly as well as the ability to critically evaluate online information (Ten Dam et al., 2011; Ribble & Bailey, 2007). Key skills in citizenship include engaging in democratic processes and civic activities, collaborating with diverse groups, navigating social and political environments effectively, and applying critical thinking to societal issues.

“Attitudes” reflect the dispositions and mindsets that individuals bring to their civic engagement. Civic mindedness entails a sense of community responsibility and an inclination to contribute to the common good. Openness to cultural diversity fosters respect for and appreciation of cultural differences, promoting inclusion and social cohesion. Self-efficacy involves the belief in one’s ability to make a difference and effect change in the community. Tolerance of ambiguity is the capacity to navigate and embrace uncertain or complex situations with resilience and adaptability (Ten Dam et al., 2011; Kymlicka, 1995). Key attitudes in citizenship competencies include valuing democratic principles and human rights, demonstrating empathy and respect for others, showing commitment to social justice and equity, and being proactive in community involvement.

“Reflection” involves the ability to critically assess one’s actions, beliefs, and experiences in relation to civic engagement. This includes self-reflection, which entails understanding one’s own values, biases, and motivations for civic participation, and reflective thinking, which involves evaluating the impact of one’s actions on the community and considering ways to improve or adapt strategies for better outcomes (Ten Dam et al., 2011). Key elements of reflection in citizenship competencies include analyzing personal contributions to civic life, reflecting on

societal issues and personal responses to them, continuous learning and adaptation in civic engagement, and understanding the ethical implications of civic actions.

The integration of citizenship competencies within educational systems is paramount to their development and widespread adoption. This involves adapting curricula to include civic education, offering practical experiences that encourage active civic engagement, and fostering an educational environment that promotes democratic values and critical thinking (UNESCO, 2021). However, cultivating citizenship competencies requires addressing several challenges. Cultural and societal variability can influence the interpretation and prioritization of these competencies, necessitating flexibility in educational approaches. Striking a balance between theoretical knowledge and practical application is crucial to ensuring the relevance of civic education (Joel & Joseph, 2004). Moreover, the evolving nature of democracies, marked by digitalization, migration, and climate change, requires adapting civic education to address emerging global challenges (Field, 2012).

Policy and governance play pivotal roles in shaping the framework for citizenship competencies. Governments and policymakers are responsible for policy formulation, resource allocation, and creating platforms that facilitate civic engagement (Torney-Purta, 2001).

The impact of citizenship competencies on society is profound, potentially resulting in increased civic engagement, more inclusive and resilient democracies, and a citizenry better equipped to address complex global challenges (Zimmerman, 2000). As societies continue to evolve, citizenship competencies must also adapt. Continuous research, policy adjustments, and the flexibility of educational systems are imperative to equip future generations with the competencies necessary for effective citizenship in an ever-changing world (European Commission, 2018).

2.3 21st Century Skill-Based Citizenship Competencies

21st Century Skill-Based Citizenship Competencies encompass a range of skills and knowledge essential for individuals to effectively participate in and contribute to a rapidly evolving global society. These competencies include critical thinking, digital literacy, collaboration, communication, creativity, and global awareness. These competencies equip individuals to navigate intricate social, economic, and technological landscapes, empowering them to act as informed, responsible, and engaged citizens.

The need for these competencies arises from several key factors. Globalization has made the world increasingly interconnected, requiring collective action and understanding to address global issues such as climate change, economic disparities, and pandemics (Lee, 2012). Technological advancements necessitate a workforce proficient in digital tools and literate in information technology, fostering innovation and productivity (Shun et al., 2019). The shift from industrial to knowledge-based economies demands skills like critical thinking, problem-solving, and creativity to adapt to new job markets and drive economic growth (Wrahatnolo & Munoto, 2018). Furthermore, effective social and civic engagement requires strong communication, collaboration, and leadership skills, empowering individuals to participate in democratic processes and advocate for social justice (Saavedra & Opfer, 2012).

Critical thinking and problem-solving skills enable individuals to analyze complex issues, evaluate evidence, and develop innovative solutions, essential for navigating real-world challenges (Panchal et al., 2012). Digital literacy, the proficiency in using digital technologies to access, evaluate, and create information, is crucial for effective communication, learning, and professional development in the modern world (Shun et al., 2019). Collaboration and communication skills allow individuals to work effectively in teams, communicate ideas clearly, and understand diverse perspectives, which are vital for success in both personal and professional contexts (Saavedra & Opfer, 2012). Creativity and innovation encourage original thinking and the development of new ideas or products, driving progress and adaptability in a rapidly changing world (Wrahatnolo & Munoto, 2018). Global awareness and civic literacy, understanding global issues, and engaging in civic activities with a sense of responsibility and ethical awareness, foster informed and active participation in community and global affairs (Lee, 2012).

To implement these competencies, educational reform is essential. Integrating 21st-century skills into school curricula through project-based learning, interdisciplinary studies, and the use of digital tools ensures that students develop essential competencies in real-world contexts (Lauria, 2017). Professional development for educators is also crucial, providing training to adopt new teaching methods that emphasize critical thinking, collaboration, and digital literacy and helping teachers stay updated with educational best practices (Sharon et al., 2019). Encouraging participation in community and global engagement programs such as Model United Nations, community service projects, and global exchange programs

can enhance these competencies (Nilufer et al., 2022). Additionally, leveraging digital platforms to facilitate collaborative learning, virtual simulations, and interactive educational experiences can enhance the development of 21st-century skills by providing diverse and dynamic learning environments (Macarena-Paz & Haïfat, 2022).

A modern citizen is envisioned as possessing a comprehensive skill set, ranging from collaborative problem-solving to environmental stewardship and proactive civic involvement (Cogan & Derricott, 1998). The pervasive influence of digital platforms necessitates a curriculum that encompasses character and citizenship, underscoring the role of educators in instilling civic virtues in the digital landscape (Stewart & Matt, 2020). This lifelong moral journey begins in the formative years, emphasizing the continuity of character education (Kristjánsson, 2010). Civic education today is structured around a tripartite framework focusing on information literacy, advanced communication strategies, and ethical-social interactions, particularly in digital contexts.

The post-COVID-19 era has given rise to the concept of post-pandemic citizenship, accentuating traits such as health literacy, empathic understanding, and collaborative resilience as integral to the global citizenship narrative (Saperstein, 2022). This shift underscores the adaptive nature of civic education to confront contemporary global challenges, fostering a civic consciousness that intertwines public health, social justice, and civic duty.

In Myanmar, the Ministry of Education has recognized the importance of these competencies in its educational reforms. The National Education Strategic Plan (NESP) 2021-2030 emphasizes digital literacy and critical thinking as essential components for improving educational outcomes and aligning with economic growth strategies (Ministry of Education, 2021).

2.4 Development of Citizenship Competencies

Citizenship is a multifaceted concept, encompassing various interpretations that range from communitarian to liberal and critical-emancipatory views, all anchored in democratic principles (Joel & Joseph, 2004). The distinction introduced by Benjamin Barber in 1984 between ‘thin’ democracies, which focus on individual rights, and ‘strong’ democracies, which emphasize active participation in social and political life, provides a robust framework for understanding the complexities of

citizenship (Barber, 1984). This perspective is particularly relevant when examining how citizenship is conceptualized and nurtured among youth, where research often focuses on political dimensions such as engagement, voting behaviors, and democratic attitudes (Print, 2010).

Westheimer (2008) further defines citizenship as the ability to engage responsibly and critically within a community, effectively balancing adherence to social norms with proactive democratic engagement and a commitment to equality. In this framework, schools play a pivotal role as environments where children and adolescents can develop these competencies through social and political participation. The educational setting is crucial during childhood and adolescence as it lays the foundation for the expansion of social skills, attitudes, and behaviors essential for well-rounded citizenship.

Research conducted by Dijkstra et al. (2015) reveals a complex interplay between individual student factors and school environments in fostering citizenship competencies. Their findings highlight that individual characteristics often have a more significant impact than school policies and demographics, suggesting the need for personalized approaches in civic education (Mulder, 2021). This aligns with the broader recognition that educational systems must adapt to accommodate diverse student needs and backgrounds.

Children and adolescents engage in a variety of social and political practices in their daily lives that contribute to the development of their citizenship competencies. Schools not only provide a structural part of young people's daily lives but also create contexts where they meet peers and participate in social endeavors. These experiences are vital for learning to navigate challenges such as caring for one another and developing personal identity within an interdependent environment (Berson, 2013).

In Myanmar, the integration of these theoretical perspectives is evident in the educational reforms undertaken by the Ministry of Education. The National Education Strategic Plan 2021-2030 emphasizes digital literacy and critical thinking as essential components for improving educational outcomes and aligning with economic growth strategies. Additionally, civic education programs at the primary, secondary, and high school levels aim to foster good citizenship, mutual service, and peaceful coexistence, reflecting the country's commitment to developing responsible and engaged citizens within both thin and strong democratic frameworks (Ministry of Education, 2021).

Adding to this, theorists like Audrey Osler and Hugh Starkey advocate for integrating human rights education into the citizenship curriculum, emphasizing the importance of fostering global perspectives and human rights awareness among students. This approach ties civic education to broader global educational goals and supports the development of a more inclusive and empathetic citizenry.

Furthermore, incorporating empirical examples from diverse geopolitical contexts, such as the tailored civic education approaches in Nordic countries that promote democratic engagement along with sustainability and global responsibility, could provide valuable insights into effective educational strategies for developing citizenship competencies (Reichert, 2016). Making sure that the references are up-to-date and seeing if more recent studies have built on earlier studies' results could give us newer information about how the relationships between individual student factors and educational environments change over time when it comes to developing citizenship skills.

2.5 Educational Environment and Citizenship Competencies

Being part of a school community involves a dual aspect: firstly, students are preparing for future citizenship roles and engagement in communities beyond the school; secondly, they are actively engaging in citizenship within the school environment. Within the school setting, students are exposed to various lifestyles and viewpoints (Parker, 2006). Consequently, the diversity of the student body can create both opportunities and challenges for students as they simultaneously practice and embody the principles of citizenship. This influence depends on the mechanism at play for particular social tasks (Dijkstra et al., 2015). Supporting this view, underscored the crucial role of both social and school environments in the development of citizenship competencies during adolescence, illustrating the multifaceted nature of these influences.

Dijkstra et al. (2015) draw on functional community theory and the ecological development model, suggesting that consistency between different social settings like home, neighborhood, and school can create a fruitful context for citizenship learning and development. Homogenous settings usually show higher degrees of social cohesion, which may be conducive to learning certain aspects of citizenship such as shared norms and conduct rules. In contrast, heterogeneous environments may foster

out-group trust and offer more opportunities to access new information, attitudes, and behavior options (Moncrieff, 1991).

Furthermore, diversity within the school context can be beneficial in learning to handle differences and conflicts, important aspects of citizenship competencies (Ten Dam et al., 2011). However, research on school ethnic composition and students' citizenship outcomes is often non-conclusive, with both positive (Janmaat, 2012) and negative (Campbell, 2007) associations reported.

Dijkstra et al. (2015) provide a comprehensive study examining the association between school composition and pupils' citizenship competencies in primary education. Their findings revealed that school ethnic diversity positively relates to citizenship knowledge and reflection. The current study aims to extend this research by focusing on secondary education and differentiating between social tasks in the measurement of citizenship competencies. The degree of heterogeneity in school context might have contrasting effects on citizenship competencies, depending on the specific task measured, underscoring the relevance of considering the content of social tasks.

2.6 Citizenship Competencies in the Context of Students' Daily Lives

Engagement of citizens in various forms of social life takes place both within the domain of politics and within the larger social domain. It involves knowledge of civic institutions and the separation of powers, skills to actively participate in political and social life, and positive attitudes towards others and society (Schulz et al., 2016). In other words, citizenship competencies refer to the ability to live together in different roles, in relation to other individuals and groups, and as citizens interacting with government (Rychen & Salganik, 2003).

Despite this seeming consensus on what citizenship competencies mean, different views on what constitutes good citizenship coexist (Eidhof et al., 2016). These views reflect both normative understandings of a just society and changes in the context in which citizenship is considered (Knight & Jason, 2006). Several overviews have shown that citizenship competencies refer to a wide range of civic domains (Schulz et al., 2016).

Assessing citizenship competencies requires further differentiation of which behaviors in social domains or situations are relevant to the assessment. The competencies pertaining to these situations are considered distinct competencies

regarding specific kinds of behaviors, as there is little evidence that citizenship competencies can be considered a single composite measure applicable to all domains (Somnual, 2012).

When considering the citizenship competencies of young people, another relevant question is whether these competencies refer to citizenship behaviors when students have become adults, or if students are already considered citizens. Lawy and Biesta (2006) advocate that citizenship should extend to children and young people. For civic education to be effective, it should recognize meaningful practices of citizenship in which young people engage. This viewpoint aims at a more personally meaningful, educationally, and socially relevant conception of citizenship for young people.

In line with this perspective, Ten Dam et al. (2011) conceptualize citizenship competencies as relevant to the daily lives of students. To evaluate the capabilities of students to actively participate in a democratic society, young people's citizenship is considered in four exemplary social tasks: acting democratically, acting socially responsible, dealing with conflicts, and dealing with differences. Adequate performance of these tasks depends on students' relevant knowledge, attitudes, and skills. Citizenship competencies can thus be measured by assessing students' knowledge, attitudes, and skills pertaining to each social task.

2.7 Review on Previous Studies

Ten Dam et al. (2011) found that the relations between attitudes, skills, reflection and knowledge of citizenship competence, young people who estimate their citizenship skills as relatively high also report more positive attitudes towards citizenship. The knowledge component shows the least association with the other components. The relation between knowledge and reflection is particularly weak. Young people with more citizenship knowledge do not report thinking more about topics related to citizenship. The special position of knowledge in young people's citizenship competencies stands out in the analyses of the construct validity of the social tasks. For every social task, strong interrelations are found for attitudes, skills, and reflection, but not for knowledge. Whilst knowledge is theoretically part of the concept of citizenship competencies and therefore included as an essential component of the measurement instrument, it seems that citizenship knowledge differs from citizenship attitudes, skills, and reflection. It therefore constitutes an independent

element in the concept of citizenship competencies when viewed from the perspective of the social tasks.

Ten Dam et al. (2013) delved into the interaction between social desirability and student citizenship in the Netherlands. The goal here was to critically examine the potential bias in students' responses in citizenship competency surveys. Utilizing large-scale survey data from Dutch educational institutions, the research presented two perspectives on this relationship: viewing social desirability either as a trait affecting responses or as integral to the concept of citizenship itself. This study is crucial for understanding the complexities of assessing civic education and refining survey methodologies.

Geboers et al. (2014) focused on the Dutch educational system, specifically identifying distinct types of student citizenship. The research aimed to categorize these types into four groups: committed, indifferent, ordinary, and self-assured, based on students' orientations and knowledge in citizenship. By employing a comprehensive analytical approach, the study correlated these types with factors such as gender, age, and school level. The findings are significant for developing tailored civic education programs, offering a nuanced understanding of how diverse student needs and backgrounds impact learning.

Geboers et al. (2015) provided an in-depth longitudinal analysis of citizenship competencies among Dutch adolescents. Tracking over 5000 students aged 12-16 for three years, the study focused on the evolution of societal interest, prosocial ability, reflective thinking, assertiveness, and societal and interpersonal knowledge. The researchers observed general increases in citizenship knowledge but noted declines in societal interest, prosocial ability, and reflective thinking. Additionally, the study uncovered variations in citizenship development based on gender, educational track, and ethnic background, highlighting the necessity for adaptive approaches in civic education.

Saito (2021) studied the ethical challenges faced by teacher educators in Myanmar following the major political shift in February 2021. It spotlights the impact of the nation's changed political landscape on the education sector, emphasizing the participation of teachers and students in civil movements and the resultant ethical and professional predicaments for educators. This study underscores the need for international solidarity and support for Myanmar's educators as they navigate these complex challenges. These studies collectively provide a detailed and nuanced

understanding of civic education and competencies. They highlight the various nature of citizenship development, influenced by individual, institutional, and societal factors. The research underscores the importance of adapting educational approaches to cater to diverse student needs and backgrounds, especially in rapidly changing sociopolitical landscapes like that of Myanmar. These insights are invaluable for policymakers, educators, and scholars in the fields of public administration and education policy, offering guidance for developing effective, inclusive, and context-sensitive civic education programs.

Sincer et al. (2022) examined the influence of school ethnic diversity and teacher-student relationships on students' citizenship competencies in Dutch secondary schools. This study highlighted that both school diversity and teacher support have a significant impact on citizenship competencies, pointing out the crucial role of the school environment and teacher-student relationships in students' developmental process.

Remmert et al. (2016) found that the linking of citizenship competencies to contexts related to the students' lives increases the validity of the measurement and potentially make citizenship and citizenship knowledge, skills, and attitudes more meaningful for students. Furthermore, this contextualization increases opportunities for specific reflection on students' knowledge, attitudes and skills by both students themselves and teachers. This may thus contribute to promoting deliberation of the concept of citizenship, its relevance, and opportunities for shaping the learning process. Further development of using rubrics to assess citizenship competencies might particularly benefit from approaches that stimulate students to share more information on their views and experiences to further increase the reliability and validity of such an assessment.

CHAPTER III

CIVIC EDUCATION IN MYANMAR

Located in Southeast Asia, Myanmar is renowned for its vast landscapes and diverse cultural heritage. In an era marked by significant transformations, the role of education in shaping Myanmar's future becomes increasingly important. Education equips individuals with the necessary skills to adapt to new economic and social changes, crucial in a transforming society. It promotes civic awareness, fostering a sense of community and responsibility essential for a cohesive society. Additionally, by preparing a competitive workforce, education drives economic growth, which is vital as Myanmar integrates more with the global economy. Moreover, incorporating the country's rich cultural heritage and diverse identities into education helps promote mutual respect and peaceful coexistence.

In response to these educational needs, the National Education Strategic Plan (NESP) for 2021-2030, building on the previous plan (NESP 2016-2021), aims to enhance educational outcomes to support lifelong learning and equitable access throughout the nation. A key priority of this strategic plan is the implementation of blended learning strategies and the promotion of quality education, especially in remote areas, aiming to develop a globally competitive and knowledgeable populace. Importantly, the plan underscores the integration of civic education to instill core values, foster global citizenship among youth, preserve traditions, value national characteristics alongside global diversity, and promote peaceful coexistence and harmonious living.

Civic education is vital for the sustenance of a cohesive society. The curriculum focuses on developing citizenship competencies, which include understanding civic institutions, fostering positive societal attitudes, and encouraging active participation in community and national affairs. By emphasizing these competencies, Myanmar aims to nurture responsible and informed citizens who can contribute to the country's overall development.

Fostering partnerships between schools, local communities, and government agencies enhances the availability of resources for civic education and ensures a more integrated approach to teaching core values. Stakeholder engagement is also crucial; feedback from teachers, students, parents, and policymakers enriches the curriculum and aligns it with community needs and expectations.

As Myanmar continues its development, the strategic focus on civic education is not only improve educational outcomes but also contribute to the broader growth of the country. Through these efforts, Myanmar is creating a foundation for a vibrant and participatory society, equipped to meet the challenges of the future with informed and engaged citizens.

3.1 Early Traditions and British Colonial Influences

The roots of education in Myanmar are deeply entrenched in the Buddhist monastic system, dating back to the early centuries of the second millennium. Monastic schools served as the primary institutions for educating Myanmar's young male population. These schools, attached to Buddhist monasteries and staffed by monks, provided free education to boys irrespective of their socio-economic status. The curriculum primarily focused on teaching Pali (the liturgical language of Theravada Buddhism), Burmese, religious scriptures, and basic arithmetic, alongside moral and ethical teachings. Monastic education extended beyond mere literacy and numeracy; it was instrumental in instilling a sense of civic duty and ethical responsibility among students, intertwining religious instruction with moral development. Although there was no formal education specifically labeled as "Civic education," the teachings from Buddhist principles and elder guidance implicitly laid the foundation for good citizenship by emphasizing moral values, community responsibility, and ethical conduct.

During the British colonial period starting in the mid-19th century, significant educational transformations occurred. The British introduced a Western-style education system, which was a departure from the traditional monastic education prevalent in Myanmar. This shift not only altered the educational landscape but also introduced concepts of civic responsibilities and governance structures that were integral to colonial administration. Modeled after the education system in India, another British colony, it aimed to create an educated local workforce to assist in the colony's administrative duties. The introduction of English as the medium of

instruction had profound implications for monastic schools, which gradually lost their prestige and relevance. English-language instruction and Western curricula became synonymous with progress and modernity, attracting elite and middle-class families who aspired to upward social mobility and better employment opportunities under the colonial regime. Consequently, monastic schools saw a decline in enrollment and their influence over the educational sector waned.

The British also established secular schools that did not offer religious education, further diminishing the role of Buddhist monastic education. These secular schools were primarily located in urban centers, making them less accessible to the rural majority and contributing to a divide in educational opportunities. The focus on English and secular subjects in government-run schools distanced a significant portion of the population, who viewed the colonial education system as a departure from traditional Burmese and Buddhist values. Despite this, the colonial education system introduced new elements of civic understanding, including knowledge of civic institutions and governance structures, which were essential for administrative roles within the colony.

While the British colonial system shifted the focus of education towards creating a workforce proficient in English and Western subjects, it also inadvertently introduced a new dimension of civic understanding. This included an understanding of civic structures, law, and governance, albeit through a colonial lens. Thus, the colonial period marked a significant transformation in the approach to education in Myanmar, blending traditional values with new administrative and civic knowledge.

During the British colonial period (1885-1942), the curriculum structure underwent significant changes, yet it did not include direct instruction in civic education. Instead, informal education through traditional religious teachings and elder guidance continued to play a crucial role in shaping civic values.

The British curriculum introduced a structured, formal education system with three primary types of schools: traditional religious schools, English and Myanmar bilingual schools, and English schools. The traditional religious schools continued to offer a curriculum rooted in Buddhist teachings, with compulsory subjects such as the mother tongue, mathematics, elementary science, and geography at the elementary level. Higher levels included additional subjects like history, geometry, and health management for girls.

English and Myanmar bilingual schools provided a more secular curriculum, emphasizing English, Burmese, arithmetic, geography, and a range of optional subjects such as physical education, history, and sewing for girls. English schools, primarily attended by the elite, focused on English, mathematics, geography, and history, with options for advanced subjects in science and the arts.

Despite these structural changes, the essence of civic education during this era remained informal, relying heavily on religious teachings and traditional methods imparted by elders. The British colonial education system aimed more at producing an educated workforce for administrative purposes rather than fostering civic consciousness and national identity. Consequently, the period saw a blend of Western educational practices with traditional Burmese values, shaping the early foundations of civic education in Myanmar.

3.2 Educational Reforms (1920-1947)

The student strikes of 1920 at Rangoon University marked a pivotal moment in the history of education in Myanmar under British rule. Discontent with the University Act proposed by the colonial government, which aimed to impose strict controls over the university's administration and curtail student participation, led to significant protests. These strikes were not merely a response to educational policies but also an assertion of national identity and resistance against colonial domination.

In the wake of these protests, there was a renewed emphasis on developing an education system that could foster a sense of national identity and civic responsibility. This period saw the establishment of national schools driven by nationalist sentiments stirred by the student movements. The curriculum in these schools, while still largely focused on creating a compliant workforce for administrative and clerical roles, began to include elements that emphasized the rights and responsibilities of citizens, albeit informally through traditional and religious teachings (Phay, 1956).

During the Japanese occupation period (1942-1945), the education system in Myanmar underwent further changes. The curriculum was modified to include basic subjects like language, mathematics, and science, with some additions reflecting the Japanese influence, such as the Japanese language where possible. Optional subjects included ethnic languages and practical subjects like home economics for girls. Despite these modifications, formal civic education was not explicitly part of the

curriculum. Instead, traditional and religious teachings continued to play a significant role in imparting values related to civic duty and community responsibility¹.

In the immediate post-World War II period (1945-1947), the Myanmar government sought to rehabilitate and reform the education system with support from the British military budget. The curriculum was revised to include subjects like Myanmar, English, mathematics, geography, science, history, and civic education. However, teaching civic education presented challenges due to a lack of trained teachers and appropriate materials, leading to varied interpretations and practices in schools.

The post-war curriculum aimed to integrate civic ethics and foster a sense of national identity and civic responsibility among students. However, the implementation faced numerous obstacles. Teachers and students were unfamiliar with the concept of civic education, leading to confusion about its content and teaching methods. In some schools, civic education was mistaken for public health topics like disease prevention and hygiene, while in others, it was conflated with historical events, focusing on the country's history rather than civic responsibilities (Phay, 1956).

Despite these challenges, the 1947 educational reforms proposed significant changes, including the introduction of free, compulsory, universal primary education, and the integration of civic education into the curriculum. These reforms aimed to build a more cohesive and informed citizenry, although the lack of trained teachers and suitable teaching materials meant that the implementation of these ideas varied widely across different schools (Lwin, 2000).

3.3 Post-Independence Education Systems (1947-1997)

Following Myanmar's independence in 1948, significant transformations were undertaken in the educational system to redefine national identity and align the curriculum with nationalistic and cultural values. The post-independence era saw efforts to decolonize education, focusing on promoting the Burmese language, culture, and national pride. These changes can be traced through various political regimes and reforms, each impacting the education system and civic education.

¹ "Curriculum of British Colonial Era (1885-1942)," internal policy paper from the Ministry of Education of Myanmar. Specific details such as the exact date of publication and archival information are unavailable. This document was provided during a research visit to the Ministry in 2024.

Early Post-Independence Period (1947-1961)

In the early post-independence period, Myanmar's educational reforms aimed to forge a national identity and address the educational needs of a newly independent nation². The Education Reconstruction Committee of 1947 emphasized universal, compulsory primary education and integrated civic education into the curriculum to foster a sense of national unity and responsibility.

- Post-WW2 Period (1945-1947): The curriculum for this period included civic education as a compulsory subject at both elementary and higher primary levels. This initiative aimed to promote national unity and civic responsibility among students, alongside other core subjects like Myanmar, English, mathematics, geography, and science.
- 1952-1961 Reforms: During this period, civic education was integrated into the curriculum at both middle and high school levels. The focus was on fostering civic responsibility and national identity, promoting a sense of national unity among diverse ethnic groups. Core subjects were complemented by civic education, which aimed to instill civic values and responsibilities.

The Socialist Period (1962-1988)

The Socialist Era brought significant transformations to the educational system, with a focus on integrating socialist ideology within the curriculum.

Union Revolutionary Council (1962-1973):

- 1961-1962: Civic education was included as a compulsory subject, designed to instill a sense of national duty and responsibility among students. This curriculum aimed to promote national unity and civic engagement.
- 1966: The curriculum was further refined to continue including civic education at both middle and high school levels. The emphasis was on promoting civic duties and national pride within a socialist framework, alongside other core subjects.

Burma Socialist Programme Party (1974-1988):

² "The Curriculum Reform of Basic Education," internal policy document from the Ministry of Education of Myanmar. Due to the nature of the source, specific bibliographic details such as the publication date and archival information are unavailable. This document was provided during a research visit to the Ministry in 2024.

- 1977-1981: The revised curriculum included moral science, with a focus on socialist values and national unity as part of civic education. This period aimed to instill a strong sense of civic responsibility and national identity among students.
- 1981-1988: Moral science remained a core component of the curriculum, fostering civic responsibility and national identity. The curriculum was modernized to meet contemporary needs while retaining a focus on moral science.

State Law and Order Restoration Council Period (1988-1997)

The Post-Socialist Era marked significant improvements in Myanmar's educational landscape, aimed at modernizing the education system while maintaining national unity and cultural identity.

- 1988-1997: During this period, civic education was not explicitly included in the curriculum reforms. The focus was more on updating and modernizing the educational content and structure to improve overall standards and access. However, the broader aim of maintaining national unity and promoting civic responsibility continued to strengthen educational policies and practices.

Throughout these periods, Myanmar's educational reforms consistently aimed to build a sense of national identity and civic responsibility among students. By integrating civic education into the curriculum during specific periods and promoting values of unity, responsibility, and cultural pride, Myanmar's educational system sought to prepare students to be informed and engaged citizens, contributing positively to the nation's development.

3.4 Shift Towards Modernization

The late 20th and early 21st centuries marked a significant shift towards modernization and globalization in Myanmar's education sector. During this period, political and economic reforms facilitated an evolving focus on aligning civic education with global standards of democracy, human rights, and global citizenship. Educational reforms were introduced to develop critical thinking, encourage active participation, and broaden the understanding of civic responsibilities beyond national borders.

During the State Peace and Development Council (SPDC) era, Myanmar's education system maintained a centralized approach. The SPDC undertook initiatives to update the curriculum and improve educational infrastructure, reflecting an effort to modernize the education system despite various challenges.

- 1999-2000 Academic Year: The moral science curriculum for secondary and high school levels was revised to include subjects that emphasized union spirit and national unity. Although not directly linked to formal civic education, the focus on union spirit aimed to instill a sense of national unity and collective responsibility.
- 2000-2001 Academic Year: From this academic year, middle and high school levels, union spirit lessons were emphasized, promoting civic duties and national cohesion. Start planning to teach civic education at middle school level.
- 2002-2003 Academic Year: The curriculum included teaching Burmese-Thailand relations at higher levels and replaced social studies with geography and history in upper primary levels. Civic education starts teaching primary students (Third and Fourth grade). This period saw the inclusion of subjects like life skills, general science, and vocational education, enhancing the overall educational experience.

The period following the 2010 general elections marked the beginning of significant political and educational reforms. The transition to a more open and inclusive approach to education. Union Solidarity and Development Party (USDP) emphasized improving educational quality and expanding access, with a focus on active citizenship and participation in democratic processes. These reforms aimed to create a more engaged and informed citizenry, fostering a deeper understanding of civic responsibilities and democratic principles.

In accordance with the National Education Law of 2014, the curriculum was designed to understand and accept diversity, emphasize equality, value democratic practices, and adhere to human rights standards. This approach included respecting the identity and value of each student, fostering an inclusive and equitable school environment. Efforts were also made to ensure that classrooms were gender-neutral and inclusive of all students regardless of social status and disability.

The curriculum began to integrate 21st-century skills and personal skills (soft skills), essential for navigating the complex world of life and work. The key skills emphasized included:

- Collaboration/Group Work: Encouraging students to work in groups, share ideas, and engage in collaborative problem-solving.
- Communication: Developing verbal and non-verbal communication skills, including reading, writing, speaking, and listening.
- Critical Thinking and Problem Solving: Enabling students to find solutions to problems and correct errors.
- Creativity and Innovation: Encouraging students to think outside the box to find new ideas and solve problems.
- Citizenship: Promoting active participation in school social organizations, justice, and conflict resolution.

The Child-Centered Approach (CCA) was also introduced from this period, focusing on making education more inclusive and student-oriented. The CCA emphasized the importance of tailoring teaching methods to meet the individual needs of students, fostering an environment where all students could thrive regardless of their background. This approach aimed to make learning more engaging and effective, ensuring that students were active participants in their education.

The period from 2015 to 2020 marked another fruitful period for civic education. Efforts were made to align civic education with global standards. During this period, educational reforms aimed to develop critical thinking and encourage active participation among students. The focus shifted from rote learning to more interactive and student-centered pedagogical approaches. These reforms sought to prepare students to navigate the challenges of a globalized world while remaining rooted in their cultural heritage. By promoting critical thinking, these reforms aimed to equip students with the skills necessary to engage thoughtfully and responsibly in both national and global contexts.

3.5 Status of Civic Education

The status of civic education in Myanmar has been significantly influenced by transformative reforms introduced under the National Education Law of 2014 and the National Curriculum Framework. These reforms aimed to revitalize the civic education curriculum to better prepare students for their roles as active and informed

citizens. Emphasizing a shift from rote learning to more participatory, student-centered approaches, the reforms sought to integrate democratic values, human rights, and global citizenship into the educational framework.

The civic education curriculum now places a strong emphasis on democratic principles, including the roles and responsibilities of citizens, the importance of participation in democratic processes, and the protection of human rights. This initiative aims to cultivate a culture of respect for human rights and the rule of law, fostering informed, engaged citizens capable of contributing positively to society. Additionally, the curriculum integrates global citizenship, teaching students about global issues such as environmental sustainability, peace, and international cooperation. This approach encourages students to understand and appreciate different cultures and global challenges, preparing them to navigate and contribute to an interconnected world.

Critical thinking and effective communication skills are central to the civic education curriculum. The curriculum encourages students to question, analyze, and articulate their thoughts and opinions constructively. This pedagogical shift aims to create a dynamic and interactive learning environment that promotes active participation in civic life and public discourse.

The curriculum content related to civic education in Myanmar has undergone significant revisions to incorporate a broader range of knowledge, skills, reflection, and attitudes towards citizenship. The new curriculum framework aims to foster basic education that not only imparts knowledge but also emphasizes the development of civic virtues and a deep understanding of democracy and diversity. Key areas of focus include the promotion of “union spirit,” appreciation of the country’s diverse cultures and languages, and the development of skills necessary for participation in a democratic society.

The curriculum is explicitly designed to foster an inclusive and equitable educational environment. It aims to respect and cater to the diverse identities of all students, irrespective of social status or abilities. Such inclusivity ensures that classrooms not only uphold gender neutrality but also embrace and celebrate ethnic and social diversity, which is crucial in a country as diverse as Myanmar.

Table (3.1) The Civic Education Curriculum

Grade	Learning Objective	Learning Outcome	Achievement Indicators
Grade 1	Introduce young students to fundamental concepts of morality, civics, and social responsibilities.	Students understand ethics, citizenship, and their roles within families and communities.	Demonstrates understanding of basic moral values and ethical behavior; participates in critical thinking discussions.
Grade 2	Build on foundational knowledge, emphasizing moral values, social ethics, and civic responsibilities.	Students gain a deeper understanding of social norms, ethical behavior, and community roles.	Applies ethical behavior in varied social settings; engages in community service projects.
Grade 3	Deepen knowledge of social ethics, discipline, rights and responsibilities, and peaceful coexistence.	Develops a comprehensive grasp of social ethics, responsibilities towards community, and environmental conservation.	Exhibits ethical decision-making; engages in community and environmental conservation activities.
Grade 4	Focus on developing social ethics, civic responsibilities, and environmental awareness.	Awareness of community, respect for diversity; fostering civic engagement and environmental stewardship.	Participates in environmental initiatives; demonstrates problem-solving and leadership in civic activities.
Grade 5	Enhance understanding of moral values, social ethics, and civic	Develops critical thinking and problem-solving abilities; understands justice and	Leads community projects; applies lessons in practical settings effectively.

Grade	Learning Objective	Learning Outcome	Achievement Indicators
	responsibilities with a focus on practical application and critical thinking.	integrity within social interactions.	
Grade 6	Deepen understanding of moral values, social ethics, civic responsibilities, and practical life skills.	Holistic understanding of cultural values and laws; fostering a sense of national pride and identity.	Actively participates in community welfare; reflects on personal and cultural values.
Grade 7	Enhance understanding of social ethics, responsibilities, and the importance of active civic participation	Critical thinking and real-life problem-solving within ethical and inclusive learning environments.	Solves complex problems using critical thinking; engages actively in civic responsibilities and discussions.
Grade 8	Deepen understanding of social ethics, civic responsibilities, and public integrity with a focus on active participation in a democratic society.	Prepares students for active participation in democracy; enhances understanding of citizenship and constitutional functions.	discussions on citizenship and constitution; participates in school and community organizations.
Grade 9	Foster a deep understanding of morality, public integrity, and civic responsibilities.	Engages with moral values and public integrity on a national and international level.	Participates in respectful communications with international focus; applies moral values in community interactions.

Grade	Learning Objective	Learning Outcome	Achievement Indicators
Grade 10	Comprehensive understanding of social ethics, national values, and global citizenship.	Robust understanding of social ethics and responsibility; practical application of global human rights standards.	Models' ethical behavior; demonstrates understanding and application of human rights in community settings.
Grade 11	Develop understanding of social ethics, global citizenship, and roles within various societal and international contexts.	Deep insights into global social ethics and international cooperation; appreciation of global agreements.	Engages in scholarly research and presentations on international relations; articulates global issues effectively.

Source: Ministry of Education, Myanmar (2023)

The table (3.1) provides a structured overview of the civic education curriculum in Myanmar, highlighting key focus areas, skills developed, and the student experience across different grade levels.

From Grades 1 to 9, the curriculum is structured to introduce young students to fundamental principles of morality, ethics, and civic responsibilities. It begins with basic concepts such as understanding and respecting rules and responsibilities, and gradually incorporates more complex themes like community engagement and environmental awareness. The learning methods employed are highly interactive, involving storytelling, group activities, and practical projects that not only educate civic content but also foster essential social skills such as empathy, respect, and collaboration. These early years are critical in laying the groundwork for students to develop a foundational understanding of their role in society and the importance of ethical conduct. By Grade 9, students are exposed to the intricacies of Myanmar's governance structures, democratic processes, and human rights. The learning strategies evolve to include more debates, discussions, and role-playing exercises, which are instrumental in enhancing students' analytical and communicative skills.

Grades 10 to 11 build upon the previous levels by deepening students' understanding of social ethics, civic responsibilities, and public integrity. In these

grades, the focus shifts towards global citizenship, where students explore international relations, global issues, and the complex dynamics of international cooperation. This stage aims to equip students with critical thinking and research skills through advanced discussions, research projects, and presentations that prepare them for their future roles as informed and active global citizens.

Throughout their education, students are expected to acquire a comprehensive set of skills that are essential for active and informed citizenship. These include ethical reasoning, critical thinking, public speaking, and a deep understanding of civic duties and rights. The curriculum not only aims to provide knowledge but also to shape students into responsible, proactive members of society who can contribute positively both locally and globally. The assessment methods used throughout the curriculum are designed to measure students' understanding and application of civic principles in real-world scenarios, ensuring that the educational goals are met effectively.

By integrating the 5 Cs (Collaboration, Communication, Critical Thinking, Creativity, and Citizenship) into the curriculum, Myanmar's educational system ensures that students are well-equipped with essential skills for modern life and work environments. The focus on inclusivity, respect for diversity, and the development of civic virtues prepares students to become responsible and engaged citizens, capable of contributing positively to society and navigating the challenges of a globalized world.

According to Table 3.2, the enrollment data from 2008 to 2020 indicates a stable and robust educational infrastructure in Myanmar, particularly in primary education. High primary enrollments, peaking around 2012-2014, reflect a strong foundational education system. However, beyond the 2018-2019 academic year, primary school enrollment declined while middle and high school enrollments remained high.

The National Education Strategic Plan (NESP) for 2021-2030, building on the previous plan (NESP 2016-2021), aims to enhance educational outcomes to support lifelong learning and equitable access throughout the nation. This plan includes policies to improve access to education, enhance teaching quality, and upgrade educational infrastructure. Significant investments were made to improve secondary education, contributing to increased enrollment in middle and high schools despite the decline in primary enrollments. These reforms aimed to create a more appealing and accessible secondary education framework.

Table (3.2) Number of Students Enrollment, Teachers Employment and Schools in Myanmar (2008-2020)

No.	Academic Year	Primary	Middle	High School	No. Of Schools	Total Teachers
1	2008-2009	5040525	2071528	651033	39398	259332
2	2009-2010	5074585	2124765	651643	39421	261472
3	2010-2011	5065961	2182532	636727	39445	265369
4	2011-2012	5064981	2278701	650273	39519	273346
5	2012-2013	5139632	2370861	669056	39722	277644
6	2013-2014	5166317	2542831	730866	39947	280090
7	2014-2015	5121203	2687801	792670	41395	285356
8	2015-2016	5079135	2736252	840706	42941	311925
9	2016-2017	5143230	2846812	926536	46002	333009
10	2017-2018	5038627	2935984	1009770	46492	389880
11	2018-2019	4951199*	3011643*	1048865*	45282*	397087*
12	2019-2020	4847542*	3087770*	1040030*	45282*	382807*

Source: Ministry of Education, *Statistical Yearbook 2022

Educational reforms introduced changes in the curriculum and the structure of education. The focus on secondary education improvements, such as a more comprehensive curriculum and better support for teachers and schools, likely made secondary education more attractive and feasible for students. These changes could explain the rise in secondary school enrollments during this period.

In Myanmar, a compulsory elementary education system was established to ensure that all children receive basic education; however, several socioeconomic factors have significantly impacted middle and high school enrollment rates. Students from low socioeconomic status (SES) backgrounds face significant challenges, including financial difficulties and the need to work to support their families, often forcing them to leave school prematurely. Many students, particularly in rural areas, are required to help with household chores or agricultural work, which interferes with their ability to attend school regularly. Additionally, family dynamics, including neglect, lack of parental encouragement, and unstable home environments, significantly affect students' ability to stay in school. These factors have led to a noticeable decline in middle and high school enrollment.

Achieving full enrollment at all educational levels remains a challenge in Myanmar. Economic constraints, cultural factors, and geographic disparities are significant barriers. Although substantial progress has been made, ongoing reforms are required to address these issues effectively. The National Education Strategic Plan for 2021-2030 emphasizes the implementation of blended learning strategies and the promotion of quality education, especially in remote areas. The plan also underscores the integration of civic education to instill core values, foster global citizenship among youth, preserve traditions, value national characteristics alongside global diversity, and promote peaceful coexistence and harmonious living.

The observed trends in enrollment data reflect the impacts of targeted educational policies and reforms. The focus on improving secondary education and the existing challenges in primary education contribute to the current enrollment patterns in Myanmar. These trends underscore the importance of continued efforts to enhance educational infrastructure, policies, and access at all levels to achieve comprehensive educational development.

Table (3.3) Student Enrollment in Universities of Economics (Yangon, Monywa, Meiktila)

Academic Year	Enrollment	
	Fresh	Total
2010 - 2011	5913	14966
2015 - 2016	2524	12346
2017 - 2018	3041	12838
2018 - 2019	3443	13717
2019 - 2020	3182	15086
2020 - 2021	-	-
2021 - 2022	4468	12756
2022 - 2023	3895	9275

Source: Statistical Yearbook, 2023

The fluctuations in enrollment figures over the years reflect various external factors and their impact on the University of Economics. The decline in enrollments between 2010-2011 and 2015-2016 shows potential challenges faced during that

period. However, the subsequent recovery from 2017-2018 to 2019-2020 indicates the positive effects of educational reforms and infrastructure improvements under the National Education Law of 2014. This period saw an increase in fresh enrollments, suggesting that the reforms were successful in making higher education more accessible and appealing to students.

The significant drop in enrollments during the 2020-2021 academic year is attributable to the disruptions caused by the COVID-19 pandemic, which affected educational institutions worldwide. Despite these challenges, the post-pandemic recovery in 2021-2022 and 2022-2023 shows resilience and adaptation within the university's framework. These trends suggest that YUECO's robust and adaptive educational environment has played a crucial role in maintaining and enhancing student engagement and enrollment in key academic programs, further supporting the development of strong civic competencies.

For this study, measuring the citizenship competencies of the students of YUECO includes undergraduate, graduate, and professional graduate students who were born and entered primary education in different years. The university offers majors in Accounting, Business Administration, Commerce, Development Studies, Economics, Population Studies, Public Administration, and Actuarial Science. Each major offering at YUECO is designed to provide a comprehensive education that includes training in civic responsibilities and ethical considerations.

YUECO undergraduate students, born between 2004 and 2008, likely entered elementary school from 2009 to 2014. During this time, the educational landscape in Myanmar was evolving, with significant reforms introduced under the National Education Law of 2014. Given the stable enrollment and improved infrastructure, undergraduate students at YUECO have likely benefited from a more participatory and critical thinking-oriented approach to civic education, resulting in strong foundational competencies in civic knowledge and skills.

Graduate students, who may be born between 1987 and 1996, entered elementary school from 1995 to 2001. During their schooling years, the education system was still rooted in traditional teaching methods with a strong emphasis on moral science subjects. While these students did not benefit as much from formal civic education, the stable and gradually improving enrollment figures of middle and high school students and educational infrastructure provided a solid base for their education. As a result, graduate students possess strong civic competencies due to

their foundational education in moral science and the gradual transition towards more participatory approaches in their later educational stages.

Professional graduate students, born between 1967 and 1986, attended elementary school from 1972 to 1991. Their curriculum emphasized traditional teaching methods with a focus on moral science subjects. While these students did not benefit from later civic education reforms, their moral science education was fundamental in shaping their ethical and moral outlook, promoting values such as honesty, respect for elders, and responsibility towards the community. Despite minimal formal civic education, professional graduate students have shown exceptional results in civic education attainment. Their advanced education and extensive professional experiences have significantly enhanced their civic competencies. This indicates that foundational moral education, combined with continuous learning and professional development, has played a critical role in shaping their civic understanding and skills.

YUECO provides a robust curriculum that emphasizes ethical practices and civic responsibilities. The administrative ethics module in the EMPA program, for instance, aligns closely with the principles of civic education, instilling values and ethical frameworks that are essential for civic understanding and engagement. This comprehensive approach ensures that EMPA students are well-prepared to contribute positively to society and uphold the values of good governance and ethical public service. Additionally, YUECO's commitment to ethics education is reflected in its curriculum, which integrates ethical decision-making, public service values, and civic duties across various courses. This holistic approach to education reinforces the importance of ethics in both personal and professional spheres, thereby enhancing students' overall civic competencies.

The positive trends in primary school enrollments and improvements in educational infrastructure from 2008 to 2020 have significantly impacted the civic education attainment of YUECO students. Younger cohorts, particularly undergraduates, have benefited from civic education reforms and a supportive educational environment. Graduate students, while rooted in traditional educational methods, have also shown strong civic competencies due to the gradual improvements in the system. Professional graduate students demonstrate exceptional civic education attainment, underscoring the value of advanced education and professional development. Additionally, the enrollment trends at YUECO highlight the importance

of continuous improvements in educational infrastructure and curriculum development. These efforts are critical for sustaining student engagement and fostering strong civic competencies, which are essential for building a well-informed and active citizenry. The relationship between demographic data and civic education achievements at YUECO demonstrates the effectiveness of recent educational reforms. These reforms, supported by a strong educational infrastructure, have been pivotal in developing robust civic competencies among students.

CHAPTER IV

SURVEY ANALYSIS ON MEASURING CITIZENSHIP COMPETENCIES OF THE STUDENTS AT YANGON UNIVERSITY OF ECONOMICS

This chapter outlines the methods used to assess the citizenship competencies of students at Yangon University of Economics. When assessing the Citizenship Competencies of YUECO students, it is essential to understand that these competencies include the knowledge, attitudes, skills, and attitudes that enable individuals to practice democracy, make well-informed choices, and act on societal matters. The outcomes of this study are expected to contribute to the discourse on civic education within higher education institutions and provide evidence-based insights for policymakers and educators aiming to foster engaged and competent citizens.

4.1 Survey Profile

The survey conducted at YUECO assesses the development of citizenship competencies among students, focusing on civic knowledge, critical thinking, conflict resolution, and teamwork. YUECO, with a student population of 5,925 as recorded in 2023, has campuses located at Hlaing, Kamayut, and Ywar Thar Gyi.

The university offers majors in Accounting, Business Administration, Commerce, Development Studies, Economics, Population Studies, Public Administration, and Actual Science. This study highlights the university's pivotal role in shaping students' civic attitudes and skills, which are crucial for tackling societal issues and contributing positively to the community. As students' progress through their higher education journey, their citizenship competencies develop significantly, underscoring the importance of continued education and practical experience in fostering these vital skills.

4.2 Sample Size Determination

The determination of an appropriate sample size is crucial for ensuring the representativeness and reliability of survey results. The sample size was calculated using the Yamane formula, which is widely recognized for its simplicity and effectiveness in large population studies.

The population size at YUECO was 5,925 students. To ensure representative results with a 95% confidence level and a 5% margin of error, the Yamane formula was applied:

$$n = \frac{N}{1 + N(e^2)}$$

Where:

- n is the sample size required,
- N is the total population size, and
- e is the margin of error, expressed as a decimal.

Applying the formula,

$$n = \frac{5925}{1 + 5(0.05^2)} = 375$$

This calculation shows that a sample size of approximately 375 students is sufficient to ensure that the survey results are statistically significant and reflective of the student body's citizenship competencies at Yangon University of Economics, balancing accuracy with resource efficiency.

4.3 Survey Design

The study employed a quantitative, descriptive approach to analyze the citizenship competencies of students at Yangon University of Economics. A structured questionnaire was used for data collection, organized into two main parts:

1. **Characteristics of Respondents:** This section gathered basic demographic and academic information to contextualize the responses.
2. **Citizenship Competencies Measuring Factor:** This part was subdivided into four critical areas of citizenship:
 - **Attitudes:** Evaluated students' readiness to engage in community activities and their openness to diverse perspectives.
 - **Skills:** Measured practical abilities such as conflict resolution, teamwork, and decision-making.

- **Knowledge:** Assessed students' understanding of civic laws, cultural norms, and social responsibilities. The results in this section are presented as percentages to highlight students' awareness of specific civic responsibilities and rights.
- **Reflection:** Explored how students perceive their impact on society and their role in upholding ethical standards.

The questionnaire utilized a 5-point Likert scale ranging from “Strongly Disagree” to “Strongly Agree,” enabling nuanced measurement of students' attitudes and perceptions. Yes/No questions were specifically included in the Knowledge section.

Institutional approval was obtained to ensure confidentiality and anonymity of participant responses. This survey design facilitated the calculation of mean scores and standard deviations, providing insights into the variability and central tendencies of the responses.

In designing the questionnaire, four primary components were focused on: Attitude, Skills, Knowledge, and Reflection. These components were derived from the concept of the 3 Pillars of Education outlined in UNESCO's 1996 report ‘Learning: The Treasure Within.’ The pillars include Learning to Know, which represents the wealth of knowledge and the ability to think; Learning to Do, which represents the ability to apply one's knowledge in real life; and Learning to Be, which represents personal growth and self-understanding. These pillars serve as the foundational elements supporting the entire educational system and guided the development of the questionnaire to comprehensively measure citizenship competencies.

From these three pillars, the four primary components were developed. The Attitude component includes welcoming different cultures and perspectives, social awareness, confidence to initiate change, and acceptance of uncertainty, aligning with ‘Learning to Be,’ which emphasizes self-awareness and personal growth. The Skills component encompasses independent learning, critical thinking, empathy, and natural acceptance of circumstances, aligning with ‘Learning to Do,’ which focuses on the practical application of knowledge. The Knowledge component involves understanding various subjects such as politics, law, human rights, history, economy, and the environment, aligning with ‘Learning to Know,’ representing broad thinking and knowledge acquisition. Lastly, the Reflection component involves the ability to review and critically assess the three components above, understand their impact on

one's environment, and comprehend the ethical implications of one's actions, also aligning with 'Learning to Be.'

To ensure a comprehensive evaluation, the Ministry of Education's guidelines from the 2017 Basic Education Curriculum Framework were followed. These guidelines include five objectives for civic education: developing students into good citizens beneficial to both Myanmar and the world; nurturing students to value and preserve traditional cultures and national characteristics; fostering mutual service within family, school, community, and society; developing awareness and skills necessary for peaceful coexistence and conflict resolution; and promoting equal learning opportunities for all children, regardless of gender, race, language, or economic conditions.

These five objectives were categorized into four social tasks, which were then aligned with the four components (Attitude, Skills, Reflection, Knowledge), resulting in 15 sub-factors. Additionally, for the Attitude and Skills components, an "Interaction at School" sub-component was added, bringing the total to 17 sub-components. Based on these 17 sub-components, 66 questions were formulated to comprehensively capture the various dimensions of citizenship competencies.

Table (4.1) Alignment of Social Tasks with Citizenship Competency

Social Tasks \ Factors	Attitude	Skills	Reflection	Knowledge
Fostering inclusivity: Embracing and contributing to an inclusive society.	Engaging and contributing to the organization	Considering everyone's preferences when making decisions.	Thinking and Ethics	Coordinating, engaging in community welfare, and using knowledge from school and life skills.
Demonstrating social responsibility: Sharing responsibility for the well-being of one's communities.	Collaborating and integrating within the community.	Collaborating with others.	Thinking and Ethics	Practicing good habits, fulfilling citizen responsibilities, and seeking methods for social responsibility and community cooperation.
Managing conflicts: Addressing minor conflicts or conflicts of interest.	Resolving disputes	Resolving conflicts or disagreements	Arguments and Solutions	Verifying information before sharing on social media.
Navigating differences: Handling social, cultural, religious, and physical differences.	Appreciating and respecting differences.	Interacting with diverse individuals.	Differences and Diversity	Using software for community projects and activities.

Each question was designed to assess one or more sub-components, ensuring that all aspects of the four primary components were covered. This methodical approach ensured that the questionnaire was robust and aligned with both the educational framework and the specific objectives for civic education. The design process aimed to create a tool that could effectively measure and provide insights into the citizenship competencies of students, supporting efforts to enhance educational outcomes and develop well-rounded, informed citizens.

4.4 Survey Result

This section of the thesis presents a detailed analysis of the citizenship competencies of students at Yangon University of Economics, drawing on data collected through a structured survey. The Citizenship Competencies Scale, developed by Ernesto L. Bastida Jr. (2023), is utilized to categorize the levels of competency observed among the students, ranging from “Not competent” to “Very competent.” This scale allows for a nuanced understanding of the various dimensions of citizenship competencies that students possess. The following analysis explores the implications of these findings for educational policy and practice, aiming to enhance the development of well-rounded citizenship skills in a university setting.

Citizenship Competencies Scale

Scale Numerical Value	Competent Level
4.20 – 5.00	Very competent
3.40 – 4.19	Competent
2.60 – 3.39	Moderately competent
1.80 – 2.59	Slightly competent
1.00 – 1.79	Not competent

Source: Ernesto L. Bastida Jr., 2023

4.5.1 Characteristics of Respondents

The survey involved a diverse group of 400 students, providing a representative sample of the student body. The demographic breakdown is crucial for understanding the context in which these competencies are developed. The following

table presents the characteristics of the respondents categorized by gender, age, and educational attainment:

Table (4.2) Characteristics of Respondents

Profile	Specification	Frequency	Percentage
Sex	Female	157	39.3
	Male	243	60.8
Age	18 - 27	268	67.0
	28 - 37	44	11.0
	38 - 47	40	10.0
	48 - 57	48	12.0
Education	Graduate	94	23.5
	Professional Graduate	59	14.8
	Undergraduate	247	61.8

Source: Survey Data, 2024

Among the 400 respondents, males represent 60.8% and females 39.3%, indicating a higher representation of males in the survey. Most participants (67%) fall within the 18-27 age bracket, predominantly reflecting the views of younger individuals likely at the undergraduate level. The age groups 28-37 and 38-47, representing 11% and 10% of the sample, respectively, typically correspond to graduate and professional graduate students. Additionally, 12% of respondents are aged 48-57, highlighting the inclusion of mature students who are likely pursuing further education.

A large proportion of respondents are undergraduates (61.8%), reflecting the typical demographic of tertiary educational institutions. Graduate students represent 23.5% of the sample, and professional graduate students, who possess diverse educational backgrounds, form 14.8% of the respondents.

4.5.2 Attitudes Towards Citizenship Competencies

This section explores the attitudes of YUECO students towards various dimensions of citizenship competencies.

Table (4.3) Attitude I: Engaging and Contributing to The Organization

Sr. No.	Particulars	Undergraduate		Graduate		Professional Graduate	
		Mean	S.D	Mean	S.D	Mean	S.D
1.	People should listen carefully to each other, even when they have different opinions.	4.02*	0.533	4.32**	0.469	4.44**	0.565
2.	Everyone should be given an opportunity to say something in a discussion.	4.13*	0.622	4.33**	0.495	4.44**	0.565
3.	I always allow the other person to finish talking before I respond.	4.03*	0.757	4.36**	0.505	4.36**	0.713
4.	I enjoy discussing current global events with others.	3.57*	0.777	4.11*	0.630	4.29**	0.589
5.	If we discuss news in the class, I want to contribute my views as well.	3.47*	0.758	3.84*	0.610	3.86*	0.730
	Overall Mean	3.84*	0.6894	4.19*	0.328	4.28**	0.471

Source: Survey Data, 2024

Note: ** Refers to “Very Competent”, * Refers to “Competent”

In Table (4.3), undergraduates demonstrate a robust appreciation for inclusive dialogue, indicated by individual scores such as 4.02 for listening despite differing opinions and 4.13 for ensuring everyone has a chance to speak. However, their lower engagement with global events, with scores of 3.57 and 3.47 for discussing current events and contributing to news discussions respectively, reflects less involvement in these areas. Graduate students showcase mature communication skills across the board, with notable scores of 4.32 and 4.36 for listening and participating in

discussions, suggesting that their educational experiences have significantly enhanced these abilities. Professional graduates attain the highest marks, exemplifying very high competence with scores like 4.44 for valuing diverse opinions and actively engaging in global discourse, evident in their score of 4.29.

The overall trend across educational levels reveals a progressive improvement in listening and participation skills, with average scores moving from 3.84 for undergraduates to 4.19 for graduates and reaching 4.28 for professional graduates, clearly illustrating an upward trajectory in these critical competencies as education level advances.

In Table (4.4), undergraduates acknowledge the importance of aiding the less well-off, reflected in their score of 3.67, demonstrating a foundational understanding of social responsibility. However, their lower engagement in routine tasks, such as classroom cleaning, is evident with a score of 3.02, indicating a potential need for reinforcement in practical applications of these ideals. Graduate students show a more pronounced sense of communal duty, with a higher score of 4.20 for active participation in cleaning public spaces and a strong capacity for empathy, indicated by a score of 4.32 for apologizing.

Professional graduates exhibit the highest commitment to community care, achieving top scores of 4.25 for cleaning up after social gatherings and 4.47 for apologizing, suggesting a deep integration of social responsibility into their ethics.

Overall, there is a clear trend of increasing responsibility and community involvement with higher education levels. Undergraduates start with a basic recognition of these values, with an overall mean of 3.73, which solidifies through graduate studies, reaching an overall mean of 4.07, and is fully embraced at the professional graduate level, with an overall mean of 4.13.

Table (4.4) Attitude II - Collaborating and Integrating Within the Community

Sr. No.	Particulars	Undergraduate		Graduate		Professional Graduate	
		Mean	S.D	Mean	S.D	Mean	S.D
1.	Individuals who are financially well-off should assist those who are less fortunate.	3.67*	0.729	3.89*	0.538	3.98*	0.656
2.	I prefer not to help other students at school.	3.83*	0.673	4.03*	0.517	4.03*	0.586
3.	It is customary for us to clean up our trash after having a picnic in the park with friends.	4.01*	0.801	4.20*	0.585	4.25**	0.604
4.	One should apologize if their actions have caused someone else to feel upset.	4.10*	0.766	4.32**	0.590	4.47**	0.626
5.	I find pleasure in cleaning up the classroom after school hours.	3.02	0.869	3.97*	0.679	4.05*	0.753
6.	Participating in household chores is a normal responsibility for me. (for example, with washing up, setting the table, tidying up, cleaning).	3.79*	0.816	3.94*	0.636	3.97*	0.742
	Overall Mean	3.73*	0.776	4.07*	0.317	4.13*	0.382

Source: Survey Data, 2024

Note: ** Refers to “Very Competent”, * Refers to “Competent”

Undergraduates show a foundational willingness to maintain positive relationships during disagreements, with a mean score of 3.70, and to consider others’

opinions seriously, scoring 3.83 in Table (4.5). Their highest score, 3.95, for seeking common ground suggests a basic capacity for consensus-building in collaborative environments.

Table (4.5) Attitude III – Resolving Disputes

Sr. No.	Particulars	Undergraduate		Graduate		Professional Graduate	
		Mean	S.D	Mean	S.D	Mean	S.D
1.	I strive to maintain good relationships even when I disagree with someone.	3.70*	0.817	4.07*	0.492	4.32**	0.6
2.	I make a conscious effort to seriously consider the opinions of others.	3.83*	0.669	4.06*	0.482	4.24**	0.567
3.	I seek to identify points of agreement and disagreement in discussions.	3.95*	0.679	4.13*	0.572	4.32**	0.571
	Overall Mean	3.82*	0.722	4.07*	0.317	4.29**	0.511

Source: Survey Data, 2024

Note: ** Refers to “Very Competent”, * Refers to “Competent”

Graduate students exhibit more refined conflict management skills, with scores reflecting a nuanced understanding and experience in handling disputes 4.07 for maintaining good relations, 4.06 for valuing others’ opinions, and 4.13 for identifying areas of agreement and disagreement. These competencies likely benefit from advanced coursework that emphasizes debate and critical discussion. Professional graduates show the highest proficiency, with all scores in the ‘Very Competent’ range, including 4.32 for maintaining friendliness and 4.24 for appreciating diverse viewpoints. This group’s capability to delineate between agreement and disagreement, also scoring 4.32, showcases their critical thinking and

negotiation skills, essential for leadership and management roles. The ascending scores from undergraduates (Overall Mean = 3.82), through graduates (4.07), to professional graduates (4.29) underscore the positive impact of higher education on students' ability to manage disagreements constructively.

In the analysis of “Understanding the Differences,” undergraduates show a notable curiosity about different cultures and a readiness to engage with people who look different, with a mean score of 3.96, reflecting openness and acceptance in Table (4.6). However, their comfort level with people who have different habits is lower (Mean = 3.17).

Table (4.6) Attitude IV– Appreciating and Respecting Differences.

Sr. No.	Particulars	Undergraduate		Graduate		Professional Graduate	
		Mean	S.D	Mean	S.D	Mean	S.D
1.	I am curious about how people live in other countries.	3.76*	0.758	4.02*	0.703	4.31**	0.595
2.	I think it is beneficial to learn about other cultures.	3.83*	0.742	3.86*	0.727	4.22**	0.559
3.	I am interested in understanding different types of religions.	3.70*	0.733	3.84*	0.661	4.20**	0.637
4.	I believe that someone who looks very different can still be my friend.	3.96*	0.734	3.98*	0.568	4.03*	0.718
5.	I enjoy interacting with people who have different habits from my own.	3.17*	0.955	3.71*	0.728	4.1*	0.578
	Overall Mean	3.68*	0.784	3.88*	0.728	4.17*	0.50

Source: Survey Data, 2024

Note: ** Refers to “Very Competent”, * Refers to “Competent”

Graduate students display a slightly higher interest in cultural learning, with an increased curiosity about life in other countries (Mean = 4.02) and appreciating other cultures (Mean = 3.86). Their comfort with diverse appearances is also high (Mean = 3.98), and they show greater ease than undergraduates in interacting with people with different habits (Mean = 3.71).

Professional graduates exhibit the greatest level of curiosity and learning interest about different cultures and religions (Means = 4.31 and 4.22, respectively). Their proficiency in making friends with people who look different (Mean = 4.03) and their comfort with diverse habits (Mean = 4.10) suggest that professional experiences significantly enhance their appreciation for diversity. Overall, while there is a positive trend across educational levels—with undergraduates scoring 3.68, graduates 3.88, and professional graduates 4.17 in understanding cultural, religious, and social differences—there remains room for improvement.

Table (4.7) Attitude V– Class Participation

Sr. No.	Particulars	Undergraduate		Graduate		Professional Graduate	
		Mean	S.D	Mean	S.D	Mean	S.D
1.	I consistently work hard in class.	3.18	0.817	3.43*	0.740	3.69*	0.815
2.	I enjoy all the subjects taught at school.	3.20*	0.987	3.55*	0.728	3.80*	0.846
3.	I always adhere precisely to the rules at school.	3.59*	0.770	3.86*	0.697	4.10*	0.578
4.	I am consistently kind to my classmates.	3.91*	0.659	4.01*	0.577	4.25**	0.544
5.	Teachers are always treated with respect by me.	4.04*	0.800	4.28**	0.495	4.41**	0.495
6.	I always tell the truth.	3.56*	0.818	4.12*	0.653	3.69*	0.815
	Overall Mean	3.58*	0.808	3.87*	0.436	3.80*	0.846

Source: Survey Data, 2024

Note: ** Refers to “Very Competent”, * Refers to “Competent”

In Table (4.7), undergraduates show moderate dedication to their studies with lower scores in consistent hard work (Mean = 3.18) and enjoyment of all school subjects (Mean = 3.20). However, their high regard for teacher respect (Mean = 4.04) underscores a strong cultural or institutional emphasis on respect and hierarchy. Graduate students demonstrate greater discipline and engagement, likely influenced by the focused nature of their studies, which align more closely with professional objectives. This is evidenced by their higher scores in adherence to school rules (Mean = 3.86) and classroom respect (Mean = 4.28).

Professional graduates, with the highest engagement scores, are likely to apply their professional experiences to enhance their academic participation. High respect for peers (Mean = 4.25) and teachers (Mean = 4.41) indicates the incorporation of professional norms into their academic conduct, essential for effective teamwork and communication in their careers.

Overall, the progression from undergraduates (Overall Mean = 3.58) to professional graduates (Overall Mean = 3.80) suggests educational and professional advancements positively impact student engagement and respect. However, the overall lowest engagement at the undergraduate level highlights a need for curriculum enhancements to foster more engaging and relevant learning experiences, potentially through interactive and technology-integrated teaching methods.

The analysis from Table (4.8) indicates a progressive enhancement in attitudes toward citizenship across educational levels at Yangon University of Economics. Undergraduates have an overall mean score of 3.73, excelling in “Listening and Participating in the Organization” (Mean = 3.84) but struggling with “Class Participation” (Mean = 3.58). Graduate students demonstrate improved engagement with an overall mean of 4.02, showing adeptness in managing controversies (Mean = 4.09) and community responsibility (Mean = 4.07). Professional graduates score the highest at 4.20, displaying significant competence in handling disputes (Mean = 4.29) and enhanced class participation (Mean = 4.15).

Table (4.8) Attitude About Citizenship Competencies

Sr. No.	Particulars	Undergraduate		Graduate		Professional Graduate	
		Mean	S.D	Mean	S.D	Mean	S.D
1.	Engaging and contributing to the organization	3.84*	0.689	4.19*	0.328	4.28**	0.471
2.	Collaborating and integrating within the community.	3.73*	0.776	4.07*	0.317	4.13*	0.382
3.	Resolving disputes	3.82*	0.722	4.09*	0.363	4.29**	0.511
4.	Appreciating and respecting differences.	3.684*	0.784	3.88*	0.472	4.17*	0.50
5.	Class Participation	3.58*	0.808	3.87*	0.436	4.15*	0.375
	Overall Mean	3.73*	0.755	4.02*	0.383	4.20**	0.447

Source: Survey Data, 2024

Note: ** Refers to “Very Competent”, * Refers to “Competent”

Despite the positive trend, there remains a need to enhance student engagement with current events and global diversity to prepare them better as informed citizens in a globalized world. Addressing these areas could significantly improve the overall educational impact at Yangon University of Economics.

4.5.3 Skills Towards Citizenship Competencies

This section analyzes the development of practical skills essential for effective citizenship among students at Yangon University of Economics, emphasizing the overall growth observed as students advance through educational levels, as well as identifying specific areas requiring targeted improvements.

Table (4.9) Skill I - Considering Everyone's Preferences When Making Decisions

Sr. No.	Particulars	Undergraduate		Graduate		Professional Graduate	
		Mean	S.D	Mean	S.D	Mean	S.D
1.	I make clear what I want in a discussion.	3.79*	0.688	3.94*	0.636	4.19*	0.572
2.	I stick to my own opinion when I believe I am right.	4.04*	0.676	4.02*	0.548	4.19*	0.541
3.	I give others the opportunity to express themselves.	4.05*	0.699	4.01*	0.528	4.27**	0.582
4.	I listen to the reasons for why others choose something else.	3.75*	0.738	4.00*	0.508	4.24**	0.536
	Overall Mean	3.90*	0.700	3.99*	0.390	4.22**	0.428

Source: Survey Data, 2024

Note: ** Refers to “Very Competent”, * Refers to “Competent”

Undergraduates show a solid foundation in decision-making and valuing others’ opinions, with the highest score in giving others the opportunity to express themselves (Mean = 4.05) in Table (4.9). The slightly lower score in listening to the reasons for others’ choices (Mean = 3.75) could indicate a potential area for growth. Graduate students exhibit a slightly higher overall mean score (Mean = 3.99), reflecting increased maturity and academic development. Professional graduates score highest overall (Mean = 4.22), particularly excelling in listening to others (Mean = 4.24).

The survey results show a gradual improvement in decision-making skills across educational tiers. Undergraduates scored an average of 3.90, graduates 3.99, and professional graduates 4.22. This upward trend suggests that students enhance their decision-making abilities as they progress in their education.

Table (4.10) Skill II - Cooperating with Others

Sr. No.	Particulars	Undergraduate		Graduate		Professional Graduate	
		Mean	S.D	Mean	S.D	Mean	S.D
1.	I take others' emotions and views into account in decision-making.	3.68*	0.758	3.87*	0.513	4.15*	0.582
2.	I can imagine how others feel when I express an opinion about them.	3.75*	0.766	3.81*	0.534	4.00*	0.616
	Overall Mean	3.715*	0.762	3.84*	0.435	4.08*	0.563

Source: Survey Data, 2024

Note: ** Refers to “Very Competent”, * Refers to “Competent”

According to Table (4.10), undergraduates show a developing ability to consider others' emotions in decision-making (Mean = 3.68) and empathy (Mean = 3.75). Their overall Mean (3.72) reflects an understanding of cooperation's importance. Graduates display improved emotional consideration in decision-making (Mean = 3.87) and empathy (Mean = 3.81). Professional graduates score the highest in both categories, with a particularly strong display in recognizing others' emotions in decision-making (Mean = 4.15).

Cooperation is crucial for citizenship, and the data reflects a positive development trajectory: undergraduates at 3.72, graduates at 3.84, and professional graduates at 4.08.

From the result of Table (4.11), undergraduates demonstrate good skills in conflict resolution, with an emphasis on maintaining relationships (Mean = 3.81) and considering others' feelings (Mean = 3.99). The overall mean of 3.85 reflects a developing competence in conflict management. Graduates exhibit slight improvements in conflict resolution, with a higher mean score (3.89) for effective resolution while maintaining friendships. Professional graduates excel in resolving conflicts (Mean = 4.05) and have the highest score for listening to others' reasons (Mean = 4.14).

Table (4.11) Skill III – Resolving Conflicts or Disagreements

Sr. No.	Particulars	Undergraduate		Graduate		Professional Graduate	
		Mean	S.D	Mean	S.D	Mean	S.D
1.	I believe it is possible to resolve differences and remain friends.	3.81*	0.734	3.89*	0.497	4.05*	0.539
2.	I take the other person's feelings seriously.	3.99*	0.781	3.94*	0.459	4.14*	0.472
3.	I think up a solution that satisfies everyone involved.	3.74*	0.758	3.79*	0.566	4.03*	0.642
	Overall Mean	3.85*	0.757	3.87*	0.369	4.07*	0.484

Source: Survey Data, 2024

Note: ** Refers to “Very Competent”, * Refers to “Competent”

Conflict resolution is a key citizenship competence, with scores indicating room for enhancement, especially at lower educational levels. Undergraduates posted a score of 3.85, slightly improving to 3.87 for graduates and more substantially to 4.07 for professional graduates.

According to Table (4.12), undergraduates rate themselves as relatively adaptable, particularly in collective decision-making (Mean = 4.11). Their speech adaptability score is lower (Mean = 3.69). The overall mean of 3.88 suggests that while undergraduates are flexible, they might benefit from more exposure to diverse environments. Graduate students show improvement in behavioral adaptability (Mean = 3.99), which may be due to the increasing complexity of their academic and professional engagements. Professional graduates are most adept at adapting to local regulations and unfamiliar environments (Means = 3.95 and 4.05, respectively). Their overall mean of 4.01 reflects a group with advanced adaptability skills.

Adaptability scores reflect a steady increase across academic levels, with undergraduates scoring 3.88, graduates 3.90, and professional graduates 4.01.

Table (4.12) Skill IV – Interacting with Diverse Individuals

Sr. No.	Particulars	Undergraduate		Graduate		Professional Graduate	
		Mean	S.D	Mean	S.D	Mean	S.D
1.	I can adapt to local regulations and practices.	3.9*	0.604	3.84*	0.555	3.95*	0.655
2.	I can behave normally in an unfamiliar environment.	3.85*	0.655	3.99*	0.401	4.05*	0.506
3.	I can change my speech style to match the individuals I am dealing with.	3.69*	0.862	3.97*	0.566	3.93*	0.583
4.	When we decide together, we consider the desires of others.	4.11*	0.570	4.00*	0.508	4.12*	0.560
	Overall Mean	3.88*	0.672	3.90	0.320	4.01*	0.446

Source: Survey Data, 2024

Note: ** Refers to “Very Competent”, * Refers to “Competent”

According to the result of Table (4.13), undergraduates have respectable scores for teacher-student interactions but show a significant need for improvement in classroom attendance (Mean = 2.87), which is notably below the competent range. Conversely, their high scores for respecting teachers (Mean = 4.04) suggest a strong cultural norm of deference towards educators. Graduate students show an improvement in attendance (Mean = 3.30), and respect for teachers remains high (Mean = 3.93). Professional graduates score highest in almost all categories, particularly in respecting teachers (Mean = 4.02) and mutual trust (Mean = 4.02). Improved attendance (Mean = 3.47) also suggests a high level of dedication to learning and professional development.

This skill set, including respect and interaction with educators and peers, shows improvement with higher education levels but also highlights the need for enhanced engagement in academic settings, especially among undergraduates.

Undergraduates scored 3.51, with a notable increase to 3.79 for graduates and 3.92 for professional graduates.

Table (4.13) Skill V – Interaction at School

Sr. No.	Particulars	Undergraduate		Graduate		Professional Graduate	
		Mean	S.D	Mean	S.D	Mean	S.D
1.	Teachers treat students fairly.	3.7*	0.920	3.90*	0.588	4.02*	0.541
2.	Teachers are always willing to help students.	3.83*	0.873	3.93*	0.779	4.08*	0.535
3.	Teachers can understand the students.	3.61*	0.934	3.83*	0.650	4.00*	0.616
4.	There is mutual trust between teachers and students.	3.75*	0.801	3.93*	0.553	4.02*	0.656
5.	Teachers accept the existence of their students.	3.61*	1.006	3.89*	0.630	3.98*	0.601
6.	Teachers have an interest in the students.	3.62*	0.870	3.90*	0.632	3.97*	0.586
7.	Students regularly attend classes.	2.87	0.937	3.30	0.878	3.47*	0.626
8.	Students respect each other.	3.30	0.879	3.69*	0.762	3.81*	0.572
9.	Students are responsible for each other.	3.25	0.942	3.61*	0.898	3.71*	0.589
10.	Students have different views and customs, but they understand each other.	3.54*	0.784	3.96*	0.687	4.12*	0.672
	Overall Mean	3.508*	0.895	3.79*	0.512	3.92*	0.434

Source: Survey Data, 2024

Note: ** Refers to “Very Competent”, * Refers to “Competent”

According to the result of Table (4.14), the overall mean (3.77) for undergraduates indicates a solid foundation in skills, but there's variability across categories, with the lowest scores in "Interaction at School." Graduates show a consistent and slightly improved skill set across all areas with a higher overall mean (3.88). Professional graduates showcase the highest overall mean (4.06), with notable strengths in decision-making (Mean = 4.22*) and cooperation (Mean = 4.08).

Overall, while there is a visible improvement in skills necessary for effective citizenship as students' progress through their educational journey at Yangon University of Economics, there are clear opportunities to bolster these competencies further. By focusing on enhancing decision-making, cooperation, conflict resolution, adaptability, and interaction within the academic environment, especially at the undergraduate and graduate levels, the university can better prepare its students to fulfill their roles as capable and responsible citizens.

Table (4.14) Skill About Citizenship Competencies

Sr. No.	Particulars	Undergraduate		Graduate		Professional Graduate	
		Mean	S.D	Mean	S.D	Mean	S.D
1.	Considering everyone's preferences when making decisions.	3.90*	0.700	3.99*	0.390	4.22**	0.428
2.	Collaborating with others.	3.72*	0.762	3.84*	0.435	4.08*	0.563
3.	Resolving conflicts or disagreements	3.85*	0.757	3.87*	0.369	4.07*	0.484
4.	Interacting with diverse individuals.	3.89*	0.672	3.90*	0.320	4.01*	0.46
5.	Interaction at school.	3.51*	0.895	3.79*	0.512	3.92*	0.434
	Overall Mean	3.77*	0.577	3.88*	0.405	4.06*	0.474

Source: Survey Data, 2024

Note: ** Refers to "Very Competent", * Refers to "Competent"

4.5.4 Reflections Towards Citizenship Competencies

This section delves into how students at YUECO engage in reflective thinking about their roles as citizens.

Table (4.15) Reflection I - Thinking and Ethics

Sr. No.	Particulars	Undergraduate		Graduate		Professional Graduate	
		Mean	S.D	Mean	S.D	Mean	S.D
1.	There should be equal rights for all humans on earth, no matter what is their religion.	4.33**	0.783	4.27**	0.552	4.34**	0.545
2.	In accordance with the changing world, we should also follow and make progress.	4.17*	0.712	4.27**	0.532	4.31**	0.534
3.	In accordance with the changing era, appropriate changes in the school environment and learning should be undertaken.	4.20**	0.725	4.22**	0.607	4.31**	0.534
4.	We should listen more and discuss the words of students who are afraid to participate in discussions.	4.15*	0.683	4.09*	0.561	4.36**	0.550
5.	We should carry out awareness for abuses in the school environment. (e.g. classmates and colleagues).	4.27**	0.739	4.05*	0.575	4.12*	0.618
	Overall Mean	4.22**	0.612	4.18*	0.395	4.28**	0.430

Source: Survey Data, 2024

Note: ** Refers to “Very Competent”, * Refers to “Competent”

Undergraduate students show a high value for equality across religions with a mean score of 4.33 in Table (4.15). However, the standard deviation (SD) of 0.783, which is the highest across the groups for this item, suggests more variability in the undergraduate responses. Graduate students exhibit a consistent understanding of the need to adapt to change, both in the world and the educational sphere, with mean scores above 4.20 for relevant items. Professional graduate students demonstrate a heightened level of reflection, as indicated by their scores, which are consistently high across all items, with particularly high scores in considering others' opinions in discussions (4.36).

From the overall analysis for this sub-factor, the emphasis on inclusivity and the need to adapt to societal changes remains consistently high across all educational levels. Students across undergraduate to professional graduate levels show a strong consensus on equality for all humans, regardless of religion, and the necessity for educational and societal progress in line with changing times.

Table (4.16) Reflection II - Arguments and Solutions

Sr. No.	Particulars	Undergraduate		Graduate		Professional Graduate	
		Mean	S.D	Mean	S.D	Mean	S.D
1.	We should consider in advance to prevent the arguments before it happens.	3.86*	0.650	3.93*	0.513	4.08*	0.546
2.	What we did wrong can be reflect in controversy.	3.94*	0.746	3.93*	0.512	3.97*	0.556
3.	Disputes belonging to others are often resolved with all their ability to do so.	3.70*	0.781	3.79*	0.584	3.88*	0.590
	Overall Mean	3.83*	0.563	3.88*	0.414	3.98*	0.499

Source: Survey Data, 2024

Note: ** Refers to “Very Competent”, * Refers to “Competent”

In Table (4.16), undergraduate students exhibit a moderate ability to preemptively consider solutions to potential arguments, as seen by the mean score of 3.86 for considering disputes in advance. Their reflection on personal accountability in disputes, with a mean score of 3.94, shows a stronger inclination towards introspection. Graduate students have a slightly higher mean across the board compared to undergraduates, indicating that further education and exposure to conflict resolution have strengthened these reflective abilities. Professional graduate students show the highest mean scores, particularly in the ability to prevent arguments (4.08) and in reflecting on their actions during a controversy (3.97).

There is an increasing ability to proactively consider and prevent arguments as students' progress through higher education levels. Professional graduates show the highest competence in managing disputes, likely influenced by their advanced education and professional experiences.

Undergraduate students scored an overall mean of 4.10 in this factor, indicating a solid comprehension and acceptance of cultural diversity among these students in Table (4.17).

Graduate students show a similar trend in terms of their scores, with a slightly lower overall mean of 4.09 compared to undergraduates. Professional graduate students exhibit the highest overall mean of 4.18, suggesting that they have a slightly better grasp and acceptance of cultural differences than the other two groups.

From the data, the crucial factor across all educational levels is the consistent recognition of the importance of understanding and accepting cultural diversity. Professional graduate students display the most uniform and highest level of competence, suggesting that advanced education and professional experiences contribute to a deeper and more consistent appreciation of differences and diversity.

Table (4.17) Reflection III - Differences and Diversity

Sr. No.	Particulars	Undergraduate		Graduate		Professional Graduate	
		Mean	S.D	Mean	S.D	Mean	S.D
1.	It is important to understand and accept different cultural customs within today's society.	4.06*	.794	4.11*	0.497	4.19*	0.508
2.	It should be done to reduce cultural, religious, and social differences to people in their environment/workplace and to gain full participation in the organization.	4.08*	.685	4.02*	0.622	4.19*	0.473
3.	Exclude the person from the organization because of religion to social and cultural reasons can have a bad effect.	4.12*	.705	4.10*	0.509	4.17*	0.497
4.	Individual understanding is important for people with different cultures, customs, and religious backgrounds to be able to participate together in society.	4.15*	.675	4.12*	0.38	4.19*	0.572
	Overall Mean	4.1*	0.571	4.09*	0.382	4.18*	0.459

Source: Survey Data, 2024

Note: ** Refers to “Very Competent”, * Refers to “Competent”

According to the result of Table (4.18), the engagement of students at different educational levels in self-reflection and consideration of broader ethical issues was observed.

Table (4.18) Reflection About Citizenship Competencies

Sr. No.	Particulars	Undergraduate		Graduate		Professional Graduate	
		Mean	S.D	Mean	S.D	Mean	S.D
1.	Thinking	4.22**	0.613	4.18*	0.395	4.28**	0.430
2.	Arguments and Solutions	3.83*	0.563	3.88*	0.414	3.98*	0.499
3.	Differences Between People	4.1*	0.571	4.09*	0.382	4.18*	0.459
	Overall Mean	4.05*	0.502	4.05*	0.322	4.15*	0.400

Source: Survey Data, 2024

Note: ** Refers to “Very Competent”, * Refers to “Competent”

For undergraduates, the overall mean is 4.05, indicating a strong level of reflective thinking across the board, with students showing very competent engagement in thinking and ethics, and a competent engagement in arguments and solutions. Graduate students maintain an overall mean equal to undergraduates at 4.05, but with lower variability as shown by a standard deviation of 0.322, indicating a more uniform level of reflection across individuals. Professional graduates score slightly higher with an overall mean of 4.15 and the lowest standard deviation (0.400), demonstrating a highly consistent and strong reflective capacity.

The data indicates that students generally possess a strong capacity for ethical thinking and consideration of differences between people. However, professional graduates show a slight advantage, particularly in arguments and solutions, which may be attributed to their professional experiences complementing their academic growth. The uniformity of responses also increases with educational attainment, indicating that advanced studies and professional development contribute to a more consistent application of reflective thinking and problem-solving abilities.

4.5.5 Knowledge Towards Citizenship Competencies

The “Knowledge Towards Citizenship Competencies” subsection evaluates the extent of YUECO students’ knowledge on civic responsibilities and the depth of their awareness in applying this knowledge effectively in real-world contexts. It critically assesses whether the educational journey at YUECO translates into a practical understanding of civic duties, social responsibilities, and the rights entitled to them as citizens. This segment is crucial for analyzing the success of the educational framework in fostering knowledgeable citizens ready to contribute constructively to society. Through the lenses of mean scores and standard deviations, this subsection identifies areas of strength and those requiring enhancement in the knowledge domain of citizenship competencies among students at different educational stages.

Table (4.19) Knowledge and Understanding of Civic Responsibilities

Sr. No.	Particulars	Undergraduate		Graduate		Professional Graduate	
		Freq	%	Freq	%	Freq	%
1.	We have good habits such as social responsibilities such as disposing of garbage systematically, maintaining the ecosystem as much as possible, and imposing it according to the country’s needs. We know such practices as obeying traffic regulations and obeying public health guidelines to keep the public safe.	234	94.7%	91	96.8%	59	100%
2.	We know the responsibilities of a citizen such as the preservation of public	187	75.7%	87	92.6%	59	100%

Sr. No.	Particulars	Undergraduate		Graduate		Professional Graduate	
		Freq	%	Freq	%	Freq	%
	property, the payment of timely taxes, and the rights of a citizen such as access to medical treatment at cheap prices in government hospitals, free education.						
3.	It is understood that coordinating and cooperating with differences can bring better interests within society.	232	93.9%	94	100%	59	100%
4.	Before sharing a message on social media, I know where to retrieve the correct information.	181	73.3%	73	77.7%	41	69.5%
5.	Softwares, such as computer accounting software or project management software, can be used skillfully to help with community projects or activities.	121	49%	64	68.1%	39	66.1%
6.	We know that we should actively seek appropriate methods of personal effort in carrying out issues of social responsibility and community cooperation.	204	82.6%	76	80.9%	50	84.7%

Sr. No.	Particulars	Undergraduate		Graduate		Professional Graduate	
		Freq	%	Freq	%	Freq	%
7.	We know that activities like engaging in community welfare and active participation in social organizations can benefit our society and to be a qualified citizen.	224	90.7%	89	94.7%	58	98.3%
8.	I knows that I can stand as a qualified citizen in society by utilizing the knowledge that I have learned in school and life Skills.	225	91.1%	93	98.9%	59	100%
	Overall Percentage		81.3%		88.7%		89.83%

Source: Survey Data, 2024

According to Table (4.19), undergraduate students show a strong awareness of civic responsibilities, particularly in environmental stewardship and public health, with 94.7% acknowledging good habits. However, a lower score of 75.7% in understanding broader civic duties suggests gaps in areas like tax payment and public property preservation. The high score of 93.9% in recognizing the importance of diversity indicates a strong educational focus on inclusivity. Digital literacy among undergraduates stands at 73.3%, showing awareness of misinformation, but practical technology skills for community benefit are lower at 49%. About 82.6% of undergraduates recognize the need for personal effort in community issues, and 91.1% feel equipped to apply their knowledge as citizens, suggesting room for more practical applications in their curricula.

Graduate students display near-perfect engagement with social habits and civic duties, reflecting the impact of advanced coursework that bridges theory with

real-world challenges. They show full appreciation for diversity and cooperation, although discerning digital information remains a slight challenge at 77.7%. Their use of technology in community projects scores 68.1%, indicating potential growth through more technology-driven assignments. A strong 80.9% engage proactively in community issues, and an impressive 98.9% can apply their learning to civic responsibilities, highlighting the practical emphasis in graduate studies.

Professional Graduate students excel across most areas, with nearly perfect scores in civic practices, enhanced by their higher education and professional experiences. However, their 69.5% score in verifying online information and 66.1% in using technology for community purposes point to areas for professional development. They show a high commitment to community involvement at 84.7% and total confidence in applying their skills as citizens.

Overall, the data indicates that higher educational levels correlate positively with enhanced citizenship competencies. Nonetheless, it also pinpoints areas such as comprehensive civic understanding, digital literacy, and practical technology use where improvements could further empower students at all levels to become more effective, civically engaged citizens.

4.5.6 Overall Analysis on Citizenship Competencies

The analysis of Table (4.20) from YUECO reveals a progressive enhancement of citizenship competencies across educational levels – Undergraduate, Graduate, and Professional Graduate – categorized into Attitude, Skills, Reflection, and Knowledge.

Table (4.20) Citizenship Competencies Among the Students

Sr. No.	Level	Attitude		Skills		Reflection		Knowledge
		Mean	S.D	Mean	S.D	Mean	S.D	
1.	Undergraduate	3.73*	0.42	3.77*	0.772	4.05*	0.502	81.3%
2.	Graduate	4.02*	0.283	3.88*	0.314	4.05*	0.322	88.7%
3	Professional Graduate	4.20**	0.336	4.06*	0.372	4.15*	0.4	89.83%

Source: Own Survey Data, 2024

Note: ** Refers to “Very Competent”, * Refers to “Competent”

In the Attitude category, undergraduate students score a mean of 3.73 (SD = 0.42), indicating competent but improvable perspectives on citizenship, particularly in current event engagement and active participation. Graduate students show a more mature understanding, achieving a mean score of 4.02 (SD = 0.283), while professional graduates excel with a mean of 4.20 (SD = 0.336), demonstrating very competent attitudes towards diversity and conflict resolution.

For Skills, undergraduates register a mean of 3.77 (SD = 0.772), reflecting solid foundational skills but with notable variability in experience. This score modestly rises to 3.88 (SD = 0.314) for graduate students, indicating more uniform development due to advanced coursework. Professional graduates achieve the highest mean score of 4.06 (SD = 0.372), showcasing advanced practical skills in professional contexts.

In Reflection, both undergraduate and graduate students score a mean of 4.05, though with less variability among graduates (SD = 0.322 versus 0.502 for undergraduates), signaling more consistent application of reflective thinking. Professional graduates lead with a mean score of 4.15 (SD = 0.4), underscoring their deep and consistent reflection on their roles and responsibilities.

Lastly, the Knowledge category shows undergraduates with an overall percentage of 81.3%, indicating a robust awareness of civic responsibilities yet room for improvement in understanding broader civic duties and practical technology applications. Graduates score higher at 88.7%, and professional graduates achieve the highest at 89.83%, reflecting their comprehensive grasp of civic responsibilities.

This overall trend illustrates a clear developmental trajectory in citizenship competencies, with each ascending educational level building on the foundation set by the previous one. Professional graduates, with their extensive educational and professional backgrounds, demonstrate the highest levels of competence, particularly in the practical application of their skills and knowledge. This progression not only highlights the effectiveness of higher education in developing responsible citizens but also points to areas where further curriculum enhancements could benefit students across all levels.

CHAPTER V

CONCLUSION

This research explores the existing citizenship competencies among students at Yangon University of Economics, which are shaped through informal educational influences from family, traditions, and religious teachings. The study is set against the context of Myanmar's Ministry of Education's 2017 initiative that introduced civic education start from primary educational level.

This chapter presents the key findings from the questionnaire assessments and interactions conducted during the study. The chapter detail the current state of student competencies and offer specific recommendations improvement of the student's competencies which can enhance students' development as well-rounded citizens who can contribute positively both to Myanmar and the global community.

The findings indicate that citizenship competencies among YUECO students are significantly shaped by their educational progression, from undergraduate through to professional graduate levels. These competencies encompass civic knowledge, critical thinking, conflict resolution, and teamwork, each demonstrating varying degrees of proficiency as students advance in their academic and professional careers.

5.1 Findings

The survey conducted at YUECO revealed nuanced insights into the citizenship competencies of students across different educational levels. In the attitude category, undergraduate students have a mean score of 3.73, while graduate students have a mean score of 4.02, both within the "Competent" range but indicating room for improvement. The area of "Class Participation" showed lower scores, particularly the item "I consistently work hard in class." Professional graduate students, on the other hand, have the highest mean attitude score of 4.20, reaching the "Very Competent" level. However, their weak point is the item "Participating in household chores is a normal responsibility for me," which has a mean score of 3.97, indicating an area for potential improvement.

In the skills category, all three educational levels—undergraduate, graduate, and professional graduate students—show a common area needing improvement: “Interaction at School.” This sub-factor, particularly the item “Students regularly attend classes,” consistently received the lowest scores across all groups. Undergraduate students have a mean score of 3.77 in the skills category, placing them in the “Competent” range. Graduate students show a slight improvement with a mean score of 3.79, also within the “Competent” range. Professional graduates achieve the highest mean score of 4.06, reflecting good competence, yet they too exhibit weaknesses in the same sub-factor.

In the reflection category, both undergraduate and graduate students show a strong capacity with a mean score of 4.05. However, there is a difference in their variability, as indicated by their standard deviations. Undergraduate students have a standard deviation of 0.502, suggesting more variability in their reflective thinking abilities, while graduate students have a lower standard deviation of 0.322, indicating more consistent reflective capacities within the group. For both groups, the lowest sub-factor contributing to their scores is “Arguments and Solution,” particularly the item “Disputes belonging to others are often resolved with all their ability to do so.” Professional graduates lead in reflection with a mean score of 4.15, showing the highest level of reflective thinking. Like undergraduates and graduates, their lowest sub-factor is “Arguments and Solution,” with the same item being the lowest.

In the knowledge category, all three educational levels—undergraduate, graduate, and professional graduate students—show strong awareness of civic responsibilities but with notable areas for improvement in digital literacy and practical technology applications. Undergraduate students have an overall knowledge percentage of 81.3%, with the item “IT equipment and software, such as computer accounting software or project management software, can be used skillfully to help with community projects or activities” scoring lowest at 49%. Graduate students have a higher overall knowledge percentage of 88.7%, yet they also struggle with the same item, which scores lowest for them as well. Professional graduates have the highest overall knowledge percentage of 89.83%, but they still show a weakness in the same area, with the item scoring 66.1%.

From the secondary data, it is evident that civic education had not been consistently taught for several periods in Myanmar's educational history. This

inconsistency resulted in gaps in students' understanding of civic responsibilities and democratic principles. However, the reintroduction of civic education in 2017, following the National Education Strategic Plan (NESP) 2016-2021 and its continuation in NESP 2021-2030, aimed to bridge these gaps.

The reintroduction of civic education into Myanmar's curriculum under the National Education Law of 2014 has had significant implications for students, educational institutions, and society at large. This move aimed to address the gaps in civic understanding and responsibilities that had developed over decades of inconsistent civic education policies. The integration of civic education has increased students' awareness of their rights and responsibilities as citizens. By learning about democratic values, governance structures, and civic duties, students have become more informed and engaged members of society. Civic education has fostered a sense of responsibility towards the community and the nation, encouraging students to actively participate in civic activities and public life.

The curriculum now emphasizes democratic principles, human rights, and the rule of law. This focus has helped inculcate respect for these values among students, promoting a more just and equitable society. Students are taught the importance of participation in democratic processes, such as voting and community involvement, which are crucial for the functioning of a healthy democracy. Civic education encourages critical thinking, problem-solving, and effective communication skills. These competencies are essential for students to analyze and address complex social and political issues. The interactive and participatory teaching methods used in civic education, such as debates, discussions, and role-playing, have enhanced students' ability to articulate their thoughts and engage in constructive dialogue.

The curriculum includes a strong emphasis on national unity, cultural heritage, and diversity. This approach has helped students appreciate and respect the diverse cultural backgrounds within Myanmar. By learning about the country's history and traditions, students develop a sense of national identity and pride, which is vital for social cohesion. Civic education in Myanmar now includes elements of global citizenship, teaching students about international issues such as environmental sustainability, peace, and cooperation. This global perspective prepares students to engage with global challenges and opportunities. Students are encouraged to

understand and appreciate different cultures and viewpoints, fostering a more inclusive and tolerant society.

The focus on participatory and student-centered approaches in civic education has made learning more engaging and relevant. This shift has contributed to improved educational outcomes, as students are more motivated and invested in their education. The development of skills such as collaboration, communication, and critical thinking through civic education has positively impacted students' performance in other academic areas as well. Civic education reinforces ethical and moral values, which are crucial for personal development and societal well-being. Students learn about integrity, honesty, and respect, which are essential for building a just and ethical society. The emphasis on moral values in civic education helps students develop a strong ethical compass, guiding their behavior and decision-making throughout their lives.

5.2 Recommendations

To address the areas identified for improvement, several strategies are recommended. For enhancing attitudes, undergraduate and graduate students can be encouraged to actively participate in more interactive and engaging classroom experiences, such as group discussions, class debates, and collaborative projects. This approach can address the low scores in “Class Participation” and help students engage more deeply with their coursework. Professional graduate students, who exhibit a lower mean score of 3.97 in the item “Participating in household chores is a normal responsibility for me,” can benefit from activities that foster a sense of responsibility and community engagement. Encouraging involvement in community service projects, team-based household tasks in group settings, and workshops on personal and community responsibility can help address this specific area of weakness. These activities can promote the understanding and importance of shared responsibilities and the role of contributing to a community, both at home and in broader contexts.

In the skills category, improving “Interaction at School” is crucial across all educational levels. Encouraging regular attendance through initiatives such as attendance incentives, engaging and interactive classroom activities, and creating supportive learning environments can help increase student participation and interaction. Additionally, for graduate and professional graduate students, a focus on

collaborative projects and advanced group dynamics exercises can enhance their practical skills. Participation in leadership roles within student organizations and advanced training sessions focused on specific software applications relevant to their fields can further develop these competencies.

For reflection, both undergraduate and graduate students can benefit from implementing more group discussions focused on problem-solving and mediation techniques to address the “Arguments and Solution” sub-factor. Encouraging reflective writing assignments and critical incident analyses can also enhance their reflective thinking skills. Professional graduates can further enhance their reflective skills through advanced reflective practices like strategic reflection sessions and involvement in professional forums. The high scores in proactive skills, such as “We should consider in advance to prevent arguments before it happens,” can be leveraged for even better conflict management and reflective thinking.

In the knowledge category, enhancing digital literacy is crucial across all educational levels. Media literacy and critical information assessment activities can help improve students’ abilities to use IT equipment and software effectively for community projects and activities. Encouraging the use of technology in community projects and providing advanced training sessions focused on specific software applications relevant to their fields can help all students improve their practical technology skills. By focusing on these areas, students at YUECO can be better equipped to apply their knowledge effectively in real-world contexts and community activities.

Integrating civic education-related modules into YUECO's undergraduate curriculum will greatly improve the citizenship competencies of its students. This integration will give tertiary students a thorough understanding of their civic duties and the importance of participating actively in democratic processes. Through these modules, students will develop crucial skills such as critical thinking, problem-solving, and effective communication, all of which are essential for tackling complex social and political issues.

Moreover, incorporating civic education will instill a sense of community and national pride in students, motivating them to engage more deeply in community service and public affairs. This strategy not only benefits students individually but

also contribute to building a more informed, responsible, and engaged citizenry, ultimately leading to a stronger and better Myanmar.

Similarly, introducing civic education into the basic education curriculum from an early age will establish a foundation for lifelong civic engagement. By educating young students about their rights and responsibilities as citizens and the significance of democratic participation, we can nurture a generation that values community involvement and civic duty. Early exposure to civic education will help students develop critical thinking and communication skills that are crucial for their future roles as active, informed citizens.

It is essential for all stakeholders, including faculty, administration, policymakers, and educators at all levels, to acknowledge the importance of civic education and prioritize its inclusion in the curriculum. By doing so, educational institutions can play a critical role in shaping generations of students who are well-rounded, civic-minded, and ready to make positive contributions to society. Stakeholders should support initiatives that encourage active participation, engagement, and the development of critical competencies, ensuring that students are prepared to face future challenges and promote positive change in their communities and beyond.

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Appendix A

Section (A) Characteristics of Respondent

- 1) Gender
 - i) Male
 - ii) Female
- 2) Age -----
- 3) Educational Background
 - i) Undergraduate
 - ii) Graduate
 - iii) Professional Graduate
- 4) Field of Study -----
- 5) Field of Previous Study (If Any) -----
- 6) Employment Status (Full Time/ Part Time)
 - i) Government
 - ii) Private
 - iii) Own Business
 - iv) Others -----
- 7) Years of Living in Yangon -----
- 8) Language Spoken at Home
 - i) Myanmar
 - ii) English
 - iii) Chinese
 - iv) Others -----
- 9) How do you get the information?

No.	Getting Information	Daily	A few times a week	Once a week	Rarely	Never
1.	Do you watch news and current events programs on TV?					
2.	Do you listen news and current events programs on the radio?					

3.	Do you watch news and current events programs on Facebook?					
4.	Do you watch news and current events programs on Twitter?					
5.	Do you watch news and current events programs on Telegram?					

Section (B) Measuring Citizenship Competencies

(1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree)

1. Attitude (How well does this statement fit you?)

	About Listening and Participating	1	2	3	4	5
1.	People should listen carefully to each other, even when they have different opinions.					
2.	Everyone should be given an opportunity to say something in a discussion.					
3.	I always allow the other person to finish talking before I respond.					
4.	I enjoy discussing current global events with others.					
5.	If we discuss news in the class, I want to contribute my views as well.					
	Collaborating and Integrating Within the Community	1	2	3	4	5
1.	Individuals who are financially well-off should assist those who are less fortunate.					
2.	I prefer not to help other students at school.					
3.	It is customary for us to clean up our trash after having a picnic in the park with friends.					
4.	One should apologize if their actions have caused someone else to feel upset.					

5.	I find pleasure in cleaning up the classroom after school hours.					
6.	Participating in household chores is a normal responsibility for me. (for example, with washing up, setting the table, tidying up, cleaning).					
	Resolving Disputes	1	2	3	4	5
1.	I strive to maintain good relationships even when I disagree with someone.					
2.	I make a conscious effort to seriously consider the opinions of others.					
3.	I seek to identify points of agreement and disagreement in discussions.					
	Appreciating and Respecting Differences	1	2	3	4	5
1.	I am curious about how people live in other countries.					
2.	I think it is beneficial to learn about other cultures.					
3.	I am interested in understanding different types of religions.					
4.	I believe someone who looks very different can still be my friend.					
5.	I enjoy interacting with people who have different habits from my own.					
	Class Participation	1	2	3	4	5
1.	I consistently work hard in class.					
2.	I enjoy all the subjects taught at school.					
3.	I always adhere precisely to the rules at school.					
4.	I am consistently kind to my classmates.					
5.	Teachers are always treated with respect by me.					
6.	I always tell the truth.					

2. Skills (How good are you at this?)

(1 = Poor, 2 = Below Average, 3 = Average, 4 = Above Average, 5 = Excellent)

	Considering Everyone's Preferences When Making Decisions	1	2	3	4	5
1.	I make clear what I want in a discussion.					
2.	I stick to my own opinion when I believe I am right.					
3.	I give others the opportunity to express themselves.					
4.	I listen to the reasons for why others choose something else.					
	Cooperating with Others	1	2	3	4	5
1.	I take others' emotions and views into account in decision-making.					
2.	I can imagine how others feel when I express an opinion about them.					
	Resolving Conflicts or Disagreements	1	2	3	4	5
1.	I believe it is possible to resolve differences and remain friends.					
2.	I take the other person's feelings seriously.					
3.	I think up a solution that satisfies everyone involved.					
	Interacting with Diverse Individuals	1	2	3	4	5
1.	I can adapt to local regulations and practices.					
2.	I can behave normally in an unfamiliar environment.					
3.	I can change my speech style to match the individuals I am dealing with.					
4.	When we decide together, we consider the desires of others.					
	Interaction at School	1	2	3	4	5
1.	Teachers treat students fairly.					
2.	Teachers are always willing to help students.					
3.	Teachers can understand the students.					
4.	There is mutual trust between teachers and students.					
5.	Teachers accept the existence of their students.					
6.	Teachers have an interest in the students.					
7.	Students regularly attend classes.					

3. Reflection (How often do you think about this?)

(1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Always)

	Thinking and Ethics	1	2	3	4	5
1.	There should be equal rights for all humans on earth, no matter what is their religion.					
2.	In accordance with the changing world, we should also follow and make progress.					
3.	In accordance with the changing era, appropriate changes in the school environment and learning should be undertaken.					
4.	We should listen more and discuss the words of students who are afraid to participate in discussions.					
5.	We should carry out awareness for abuses in the school environment. (e.g. classmates and colleagues).					
	Arguments and Solutions	1	2	3	4	5
1.	We should consider in advance to prevent the arguments before it happens.					
2.	What we did wrong can be reflect in controversy.					
3.	Disputes belonging to others are often resolved with all their ability to do so.					
	Differences and Diversity	1	2	3	4	5
1.	It is important to understand and accept different cultural customs within today's society.					
2.	It should be done to reduce cultural, religious, and social differences to people in their environment/workplace and to gain full participation in the organization.					
3.	Exclude the person from the organization because of religion to social and cultural reasons can have a bad effect.					
4.	Individual understanding is important for people with different cultures, customs, and religious					

	backgrounds to be able to participate together in society.					
5.	It is important to understand and accept different cultural customs within today's society.					

4. Knowledge

No.	Knowledge	True	False
1.	We have good habits such as social responsibilities such as disposing of garbage systematically, maintaining the ecosystem as much as possible, and imposing it according to the country's needs. We know such practices as obeying traffic regulations and obeying public health guidelines to keep the public safe.		
2.	We know the responsibilities of a citizen such as the preservation of public property, the payment of timely taxes, and the rights of a citizen such as access to medical treatment at cheap prices in government hospitals, free education.		
3.	It is understood that coordinating and cooperating with differences can bring better interests within society.		
4.	Before sharing a message on social media, I know where to retrieve the correct information.		
5.	Softwares, such as computer accounting software or project management software, can be used skillfully to help with community projects or activities.		
6.	We know that we should actively seek appropriate methods of personal effort in carrying out issues of social responsibility and community cooperation.		
7.	We know that activities like engaging in community welfare and active participation in social organizations can benefit our society and to be a qualified citizen.		

8.	I knows that I can stand as a qualified citizen in society by utilizing the knowledge that I have learned in school and life Skills.		
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Thank you for your time.

Appendix B

Statistics for Undergraduate Students

	Attitude	Skills	Reflection	Knowledge
N Valid	247	247	247	247
N Missing	0	0	0	0
Mean	3.76	3.74	4.05	.95
Std. Deviation	.420	.440	.502	.224
Minimum	2	2	2	0
Maximum	5	5	5	1

Statistics for Graduate Students

	Attitude	Skills	Reflection	Knowledge
N Valid	94	94	94	94
N Missing	0	0	0	0
Mean	4.02	3.85	4.05	.98
Std. Deviation	.283	.314	.322	.145
Minimum	3	3	3	0
Maximum	5	5	5	1

Statistics For Professional Graduate Students

	Attitude	Skills	Reflection	Knowledge
N Valid	59	59	59	59
N Missing	0	0	0	0
Mean	4.20	4.02	4.15	1.00
Std. Deviation	.336	.372	.400	.000
Minimum	3	3	3	1
Maximum	5	5	5	1