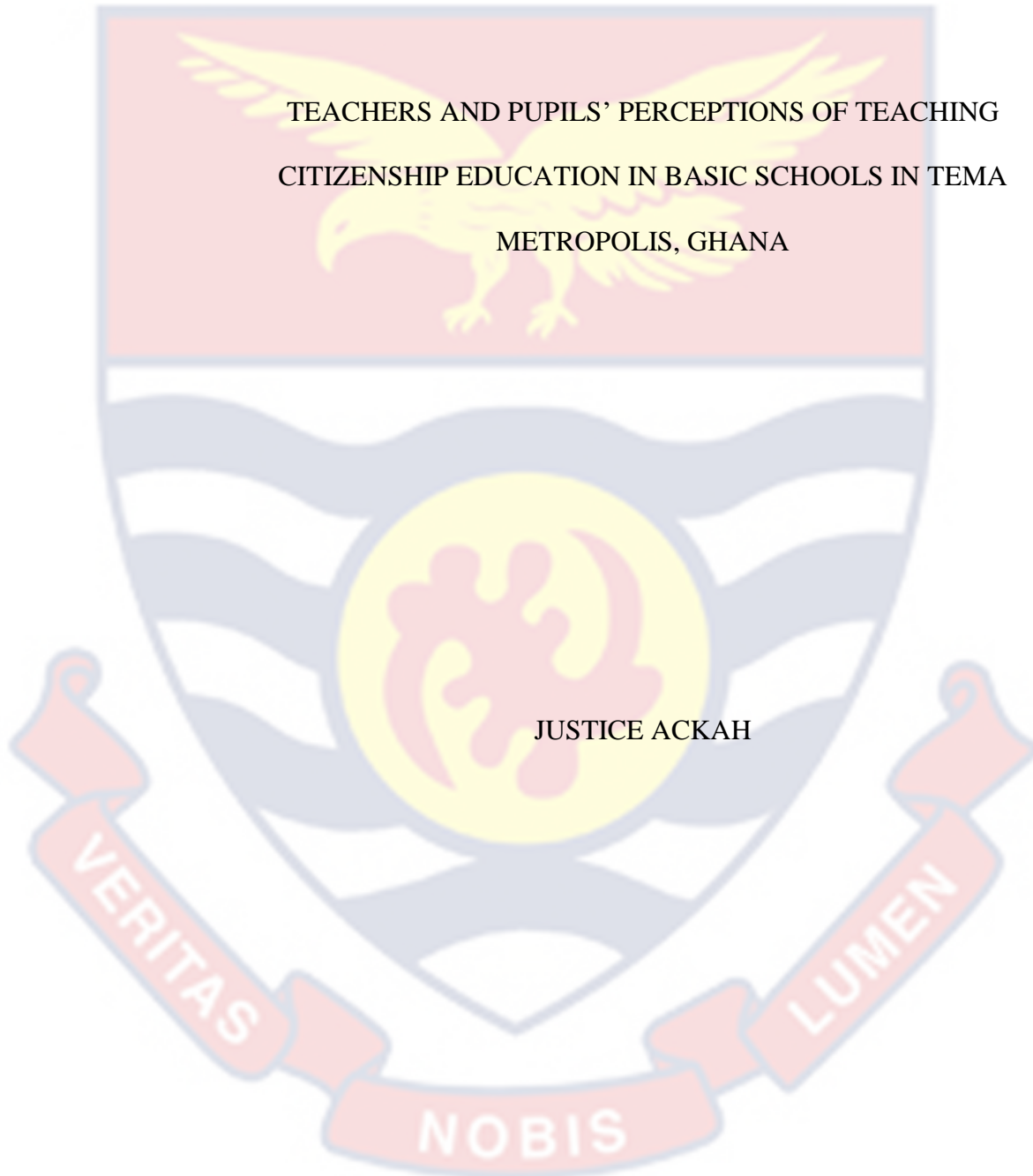


UNIVERSITY OF CAPE COAST



TEACHERS AND PUPILS' PERCEPTIONS OF TEACHING  
CITIZENSHIP EDUCATION IN BASIC SCHOOLS IN TEMA  
METROPOLIS, GHANA

JUSTICE ACKAH

2023

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TEMA METROPOLIS, GHANA

BY

JUSTICE ACKAH

Thesis submitted to the Department of Basic Education of the Faculty of Educational Foundations, College of Education Studies, University of Cape Coast, in partial fulfillment of the requirements for the award of Master of Philosophy degree in Basic Education.

DECEMBER 2023

## DECLARATION

### Candidate's Declaration

I hereby declare that this thesis is the result of my original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature: ..... Date: .....

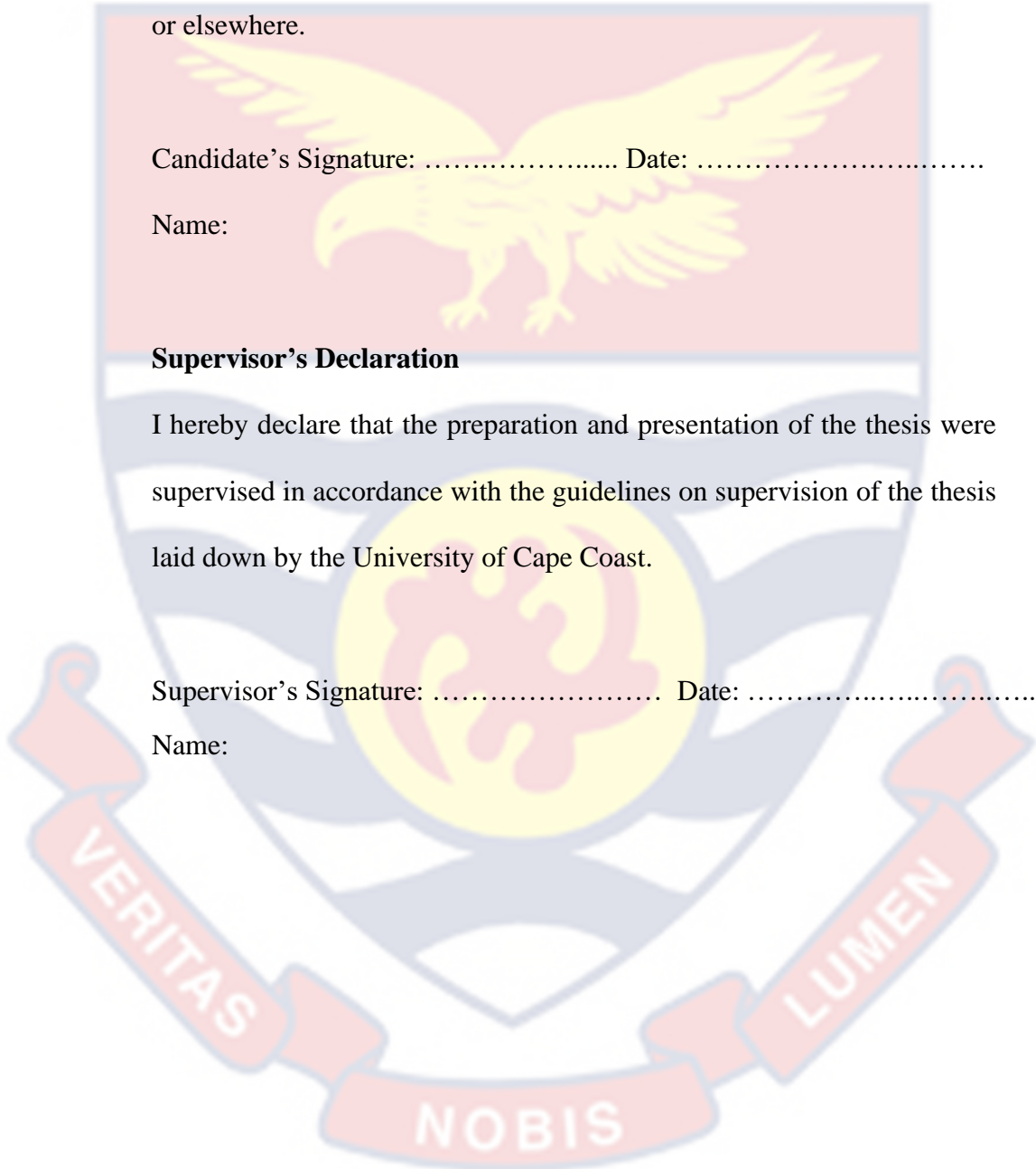
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### Supervisor's Declaration

I hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of the thesis laid down by the University of Cape Coast.

Supervisor's Signature: ..... Date: .....

Name:



## ABSTRACT

The study examined teachers' and pupils' perceptions of teaching citizenship education in the basic schools in Tema Metropolis in Ghana. The study adopted a concurrent embedded design under a mixed methods approach. The target population for the study encompassed all 59 Social Studies teachers, 4740 public school pupils and 3490 private school pupils. The sample size for the study was 128. Simple random sampling techniques and purposive sampling techniques were used to select the participants for the study. Simple random sampling was used to select the junior high schools and the pupils in JHS2 for the study. The Social Studies teachers were purposively selected for the study. Interviews were conducted with all the selected 8 Social Studies teachers from the four junior high schools (public and private) in Tema Metropolis. Descriptive statistics (percentage counts, means, and standard deviation) were used to analyse data for research questions one, two, three, and four. Inferential statistics (Independent samples t-test) was used to analyse the research hypotheses. It was found that Citizenship Education is essential to the curriculum since it encourages pupils to learn their roles, such as to become active members, well-informed and responsible citizens capable of making positive contributions to their communities and worldwide. Teaching pupils about their duties and responsibilities in society helps them develop a sense of civic responsibility, an awareness of the democratic process, and respect for diversity. The findings of this study can also help inform educational policies and practices to enhance the effectiveness of teaching Citizenship Education. It is recommended that the GES, the schools, and other stakeholders, including teachers, help pupils be better equipped with basic skills regarding respect, honesty, and integrity to become responsible citizens actively involved in their activities in communities and be devoted to contributing to society

## KEYWORDS

Citizenship

Education

Perceptions

Responsibility



## ACKNOWLEDGMENTS

I want to thank my principal supervisor, Prof Clement Agezo, for his advice, support, and constructive criticism, which has helped me get this far. Special thanks go to everyone who contributed to the success of this thesis in diverse ways. I also wish to thank all the teachers and pupils who took the time to fill out my questionnaires and participated in the interview for this study.



## DEDICATION

To my late wife, children, and family



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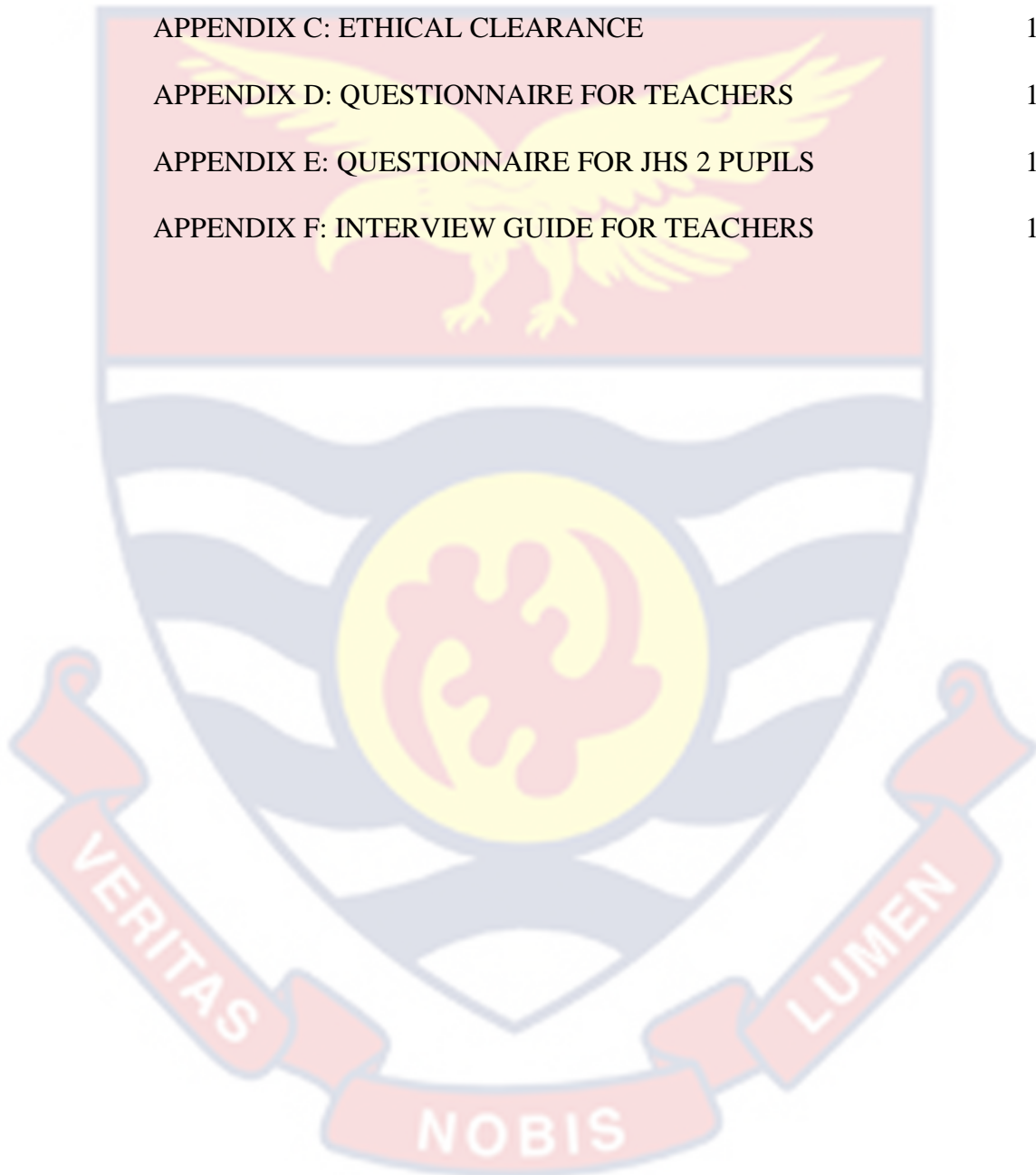
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## LIST OF ACRONYMS

CE: Citizenship Education

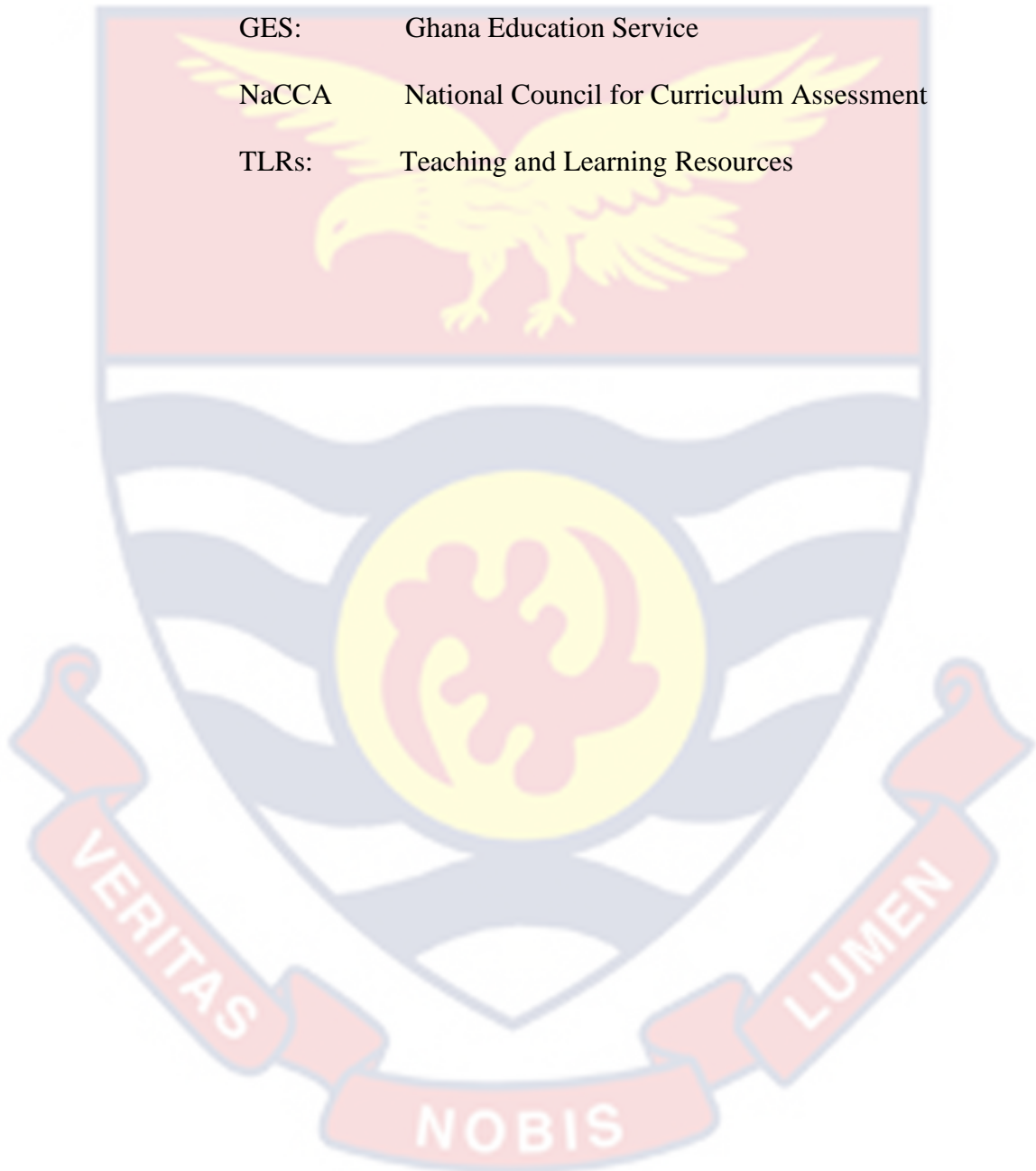
CSR: Corporate Social Responsibility

JHS: Junior High School

GES: Ghana Education Service

NaCCA National Council for Curriculum Assessment

TLRs: Teaching and Learning Resources



## CHAPTER ONE

### INTRODUCTION

This chapter discussed the background of the study, statement of the problem, objectives of the study, research questions, significance of study, delimitations, limitations and organization of the study.

#### **Background to the Study**

In recent years, educational systems worldwide have responded to the necessities of society as long as they are flexible enough to adapt to the changing trends of the modern world (O'Neill, 2020; Grossi & Dinku, 2022). This implies that an educational system that includes citizenship will be ineffective if it fails to pass the test of change and adaptability that society demands. Citizenship education is becoming increasingly imperative in the future of education in many parts of the world, which is promoted to eliminate or minimise evil deeds such as bribery and corruption, conflicts, and other social vices like sexual immoralities, frauds and thefts (Steenberg, 2021). Studies show that, in addition to every entitlement to education, each citizen must demonstrate particular virtues to become a practical part of one's immediate and broader human community, as well as to build a commitment to work successfully with citizen's varied individuals and to tolerate variations in cultures and values (McFarland et al. 2019; Donbavand & Hoskins, 2021). However, pupils can be deemed decent citizens until a person has been taught to value what society offers. Ezimah (2021) suggested that re-organising the education and training systems is crucial to meet the demands of rural and urban populations.

Citizenship education as an area of interest in Social Studies subject is very significant in many nations right now, and many are debating how to best

educate young people about the challenges and uncertainties of life in the contemporary world (Osler & Starkey, 2018; Khoo & Jørgensen, 2021). With citizenship education being an area of interest in the Basic Education curriculum, it is critical to rigorously examine teachers' perceptions of the issues since their perceptions will influence their willingness to teach the course (Khoo & Jørgensen, 2021). Though citizenship education is now taught in social studies to senior high school and tertiary students, examining the programmes' efficacy at their most fundamental level in the basic schools is necessary. Citizenship education as an area of interest can provide the moral education, knowledge, expertise, and recognised values such as patriotism, tolerance, hardworking, and honesty, necessary to establish a sustainable democratic Ghanaian society (Ünal & Kaygın, 2020). Teachers' perceptions indicate that Citizenship Education, as a subject of focus, has the potential to offer the ethical instruction, information, skills, and acknowledged values essential for fostering a resilient democratic society in Ghana. This includes values like patriotism, tolerance, diligence, and honesty (Ünal & Kaygın, 2020). Social Study teachers assert that some of the appropriate methods of teaching the topic are discussion, role play, and engaging pupils in field trips (Adams, Andoh, & Quarshie, 2013), and this, in turn, helps pupils to develop ideas, habits, behaviours, and healthy attitudes that enable them to be productive members of society (Ocansey, 2021; Adams, Andoh, & Quarshie, 2013), and this, in turn, helps pupils to develop ideas, habits, behaviours, and healthy attitudes that enable them to be productive members of society.

Citizenship education became part of the social studies basic school syllabus in Ghana in 2002, following the publication of Anamuah-Mensah's

Committee Report, and was taught between primary four and primary six, granting citizenship education a status (Adams, Andoh, & Quarshie, 2013; Ocansey, 2021). Citizenship education is now an area of interest in Social Studies that attempts to produce knowledgeable, reflective, concerned, and active citizens who will contribute to developing their communities and country in the spirit of patriotism and democracy (Ocansey, 2021). This topic is taught in Ghanaian primary schools and introduces pupils to the recurring current concerns that impede development and the desired attitudes, values, and abilities required to address these issues (Amo-Adjei, 2021). The topic was initially introduced into the Ghanaian curriculum at the Upper Primary level to teach pupils the fundamental principles and values that underpin a democratic political, community, and constitutional order to always uphold and defend the Ghanaian constitution (Jibililu 2021; Amo-Adjei, 2021). However, some challenges associated with teaching Citizenship Education include insufficient funding to organize field trips, inadequate instructional resources, overloaded syllabus, and unwilling pupils to take this Social Studies aspect seriously (Adams, Andoh, & Quarshie, 2013).

Citizenship education as an area of interest is taught in Ghanaian basic schools and provides the student with the necessary knowledge, attitudes, and abilities to fulfil his duty as a contributing member of society (Ocansey, 2021). This provides the right attitudes of the pupils that are critical factors for achieving human harmony and peaceful coexistence in society. This implies that if most of the country's population is skilled in one or more fields and has positive attitudes at work, it will fare better in its development efforts. Every nation that desires to progress needs skilled labour, but skilled labour without



favourable attitudes toward work is likely to result in counter-production as vices such as corruption, bribery, abuse of power, tardiness to work, and absenteeism, among others, rear their ugly heads (Ocansey, 2021). Citizenship education is an area of interest that accounts for discipline and focuses on the pupils' role as contributing and active members of a democratic, political community. It strongly emphasises civic responsibility and gives back to the community as required of the learners (Huda et al., 2018; Sakurai & Oikawa, 2021)

It is worth noting that teaching citizenship education necessitates a thorough understanding of the nature and philosophy of the subject. The nature and philosophy of citizenship education entail that the teacher who handles the topic at whatever level should appropriately demonstrate scholarly and professional competence (Santi, 2019). Given proper resources and time, a teacher should invent a unique blend of content and pedagogy to meet desired goals with students with the necessary background knowledge, abilities, and experiences. Every citizenship education teacher must understand the topic and its goals, as these factors significantly impact content choices. The topic ultimately aspires to produce competent, reflective, concerned, and participatory citizens, as evidenced by the aforementioned general objectives. Therefore, there was a need to examine teachers' and pupils' perceptions of teaching citizenship education to pupils in the Basic Schools in Tema Metropolis in the Greater Accra Region, Ghana.

### **Statement of the Problem**

Citizenship education, as an area of interest in Ghanaian basic schools, impacts pupils' lives during and after school. As a result, in the classroom,

pupils are taught to value and participate in all civic activities, such as voting in elections, choosing respective leaders for specific duties, and collaborating with others to improve their environment's living conditions (Sanjaya Suartama & Suastika, 2022). Citizenship education has been developed and introduced into the basic school curriculum to provide this knowledge and skills to the pupils in Ghanaian basic schools (Ocansey, 2021). It was further indicated that the goals of citizenship education, as stated in the curriculum, are to provide attitudes and values needed to solve problems, critical thinking skills, unity, and patriotism to young people in the Ghanaian communities (Ministry of Education, [MOE], 2007), as cited by (Ocansey, 2021). Citizenship education in the social studies curriculum is intended to produce young people who have developed positive attitudes and values toward individual and societal issues, developed critical and analytical skills in assessing issues for objective decision-making, and become responsible citizens in society (Starkey, 2018; Missira, 2019; Donbavand, & Hoskins, 2021).

Every professional teacher understands that effective teaching is a two-way process involving the teacher and the pupil. Effective teaching in the classroom setting is a difficult, intellectually demanding job (Molloy & Bearman, 2019; Ocansey, 2021; Shin & Bolkan, 2021). Effective teaching is based on skills that can be learned, developed, and extended. Every teacher, worth his or her skills and abilities, should strive to be effective in the classroom (Loughran & Menter, 2019). Learning experiences become meaningful only when teachers are successful. However, before effective teaching takes place in the classroom, preparation is required for the teacher to attain his or her day-to-day objectives. The teacher must thoroughly understand the material and the

methods and strategies used to teach it (Amsari, Arnawa & Yerizon, 2022). As a result, learning how to teach requires the necessary expertise of the teachers. This implies that the teacher must be fully prepared, the lesson note must be equipped, and the resources or materials needed to achieve the learning objectives must be available. Ghana's educational system promotes citizenship education to promote civic engagement, patriotism, and political responsibility among citizens (Koomson & Eshun, 2021; Ocansey, 2021).

Adams, Andoh, and Quarshie (2013) investigated the effective instruction of citizenship education in Ghanaian primary schools. The research revealed that an adept citizenship education teacher should possess a comprehensive understanding of the citizenship education curriculum and exhibit expertise in its diverse topics. Furthermore, the teacher ought to skillfully incorporate the objectives and characteristics of the subject into their teaching approach. Kankam (2015) also conducted research on perception of Social Studies teachers in educational institutions in Ghana regarding the objectives of Citizenship Education and the most effective instructional approaches. The study, involving thirty-eight Colleges of Education, revealed that evolving perceptions over time and across different contexts suggested that Social Studies is perceived as a subject introduced to address societal issues. The study indicated the teaching and learning of this subject should focus on addressing problems and fostering positive attitudes and behavioral changes among youth.

Bordoh et al., (2021) employed a descriptive survey design with a quantitative approach to examine the proficiency of teachers in teaching Social Studies Concepts in Junior High Schools (JHS) within the Tano South District.

The results indicated that Social Studies teachers were not operating at their peak performance levels, particularly in areas such as planning and preparation, instructional skills, classroom management, communication skills, and assessment skills. In their studies, Parejo, Lomotey, Reynés-Ramon, and Cortón-Heras (2022) carried out a qualitative investigation examining perspectives on professional development in Global Citizenship Education in Ghana. The findings showed that participants generally held favorable views about Global Citizenship Education. However, they also noted challenges and tensions in navigating the dynamics among local, national, and global issues. While some participants felt that Global Citizenship Education exhibited a neocolonial bias by emphasizing Western elements over other cultures, others suggested that the content could be reoriented to address local concerns (Heras (2022). Previous studies on Citizenship Education in Social Studies employed quantitative and qualitative approaches in tertiary education, primary level and Junior High schools respectively. However, it therefore appears that no studies have been conducted on the perceptions of the teachers and pupils in teaching Citizenship Education in the study's context using mixed method approach.

From the anecdotal evidence, the teaching of citizenship education as an area of interest has been taught for a long. However, most people, especially young children and youths in the Tema Metropolis and its suburb, engage in dishonest behaviours such as robberies, bribery, corruption, and sexual immorality (Ghana News Agency, [GNA], 2021; Akomah, 2022). For instance, there is a common phenomenon among young people involved in theft cases, particularly in the Tema Metropolis and its environs, attacking innocent people with dangerous weapons such as guns, knives, and other sophisticated objects.

As indicated in the basic schools' syllabuses, the teaching of citizenship education and the new form of teaching and learning move teaching and learning away from the didactic acquisition of knowledge and rote memorisation toward a new position where pupils can contribute to the development and progress of the society and become responsible citizens (Shah, 2020; Klutse, 2021). In light of this, pupils will be able to apply their knowledge, develop analytical thinking skills, develop plans, generate new and creative ideas and solutions, and use their knowledge in a variety of ways to deal with problems and challenges that will undoubtedly help them within and outside the school atmosphere (Ministry of Education, [MOE], 2007), as cited by Koomson & Eshun, 2021). The study explores how teachers view Citizenship Education as expedient for pupils to accomplish the curriculum's objective. Most junior high school pupils in Ghana particularly in the study context seem to go wayward, exhibiting all forms social vices and so without urgent attention of the teachers to curb these happenings, there would be a menace to society. However, understanding how pupils learn and how to assist their educational experiences necessitates vast and in-depth information from teachers. It is also important to note that providing high-quality basic school education assures long-term academic success for future generations. Therefore, the study aimed to explore the perceptions of the teachers and pupils on the value of citizenship education in the selected junior high schools in the Tema Metropolis.

### **Purpose of the Study**

This study examined teachers' and pupils' perceptions of teaching Citizenship Education to pupils in the Basic Schools in Tema Metropolis in the Greater Accra Region.

### **Objectives of the Study**

The objectives of the study were to:

1. find out teachers' perceptions of teaching Citizenship Education to pupils in the Basic Schools in Tema Metropolis.
2. determine the perceptions of the pupils of Citizenship Education in the Basic Schools in Tema Metropolis.
3. examine teaching strategies teachers use when teaching Citizenship Education in the Basic Schools in Tema Metropolis.
4. explore the challenges of promoting Citizenship Education in the Basic Schools in Tema Metropolis
5. assess the statistically significant difference between the public JHS 2 pupils and private JHS 2 pupils' state on teachers' perception of teaching Citizenship Education in the Basic Schools in Tema Metropolis.
6. assess the significant difference that exists between the perception of private and public school teachers on teaching Citizenship Education in the Basic Schools in the Tema Metropolis.

### **Research Questions**

The following research questions guided the study:

1. How do teachers perceive the teaching Citizenship Education to pupils in the Basic Schools in Tema Metropolis?

2. How do pupils perceive of Citizenship Education in the Basic Schools in Tema Metropolis?
3. What teaching strategies are used by the teachers to enhance Citizenship Education in the Basic Schools in Tema Metropolis?
4. What are the challenges of promoting Citizenship Education in the Basic Schools in Tema Metropolis?

### **Research Hypotheses**

*H<sub>o1</sub>*: There is no statistically significant difference exists between the public JHS 2 pupils and private JHS 2 pupils' perceptions of teaching Citizenship Education in the Basic Schools in Tema Metropolis.

*H<sub>o2</sub>*: There is no statistically significant difference exists between the perceptions of private and public school teachers on teaching Citizenship Education in the Basic Schools in the Tema Metropolis.

### **Significance of the Study**

The study's findings would be helpful to policymakers, curriculum developers, and the Ghana Education Service, who seek to determine the value of Citizenship Education in Ghanaian school curricula and areas where support in the teaching and learning of citizenship education is needed. However, understanding these factors can help educators and policymakers develop more effective citizenship education programs that are responsive to the needs and interests of their communities. This is because the study's findings would reflect teachers' and pupils' perspectives on the significance of Citizenship Education. This would also assist Ghana Education Service in implementing the necessary steps and regulations to prevent any negative trends in instilling citizenship ideals in pupils. Furthermore, it is envisaged that the study would inform Social

Studies teachers about effective pedagogical strategies based on the disciplines for developing citizenship education, decision-making abilities, and democratic practices in their pupils. The study's findings would also serve as a benchmark for future research on citizenship challenges in other fields.

### **Delimitations of the Study**

The study was delimited to teachers' and pupils' perceptions of teaching Citizenship Education to pupils in the Basic Schools in Tema Metropolis in the Greater Accra Region. The study was delimited to selected basic schools in Tema Metropolis. Only Social Studies teachers and JHS pupils in the public and private sectors were featured in this study. The study was delimited to teaching strategies used by the teachers to enhance Citizenship Education in the Basic Schools in Tema Metropolis. It was also delimited to challenges of promoting citizenship education in the Basic Schools. The study was delimited to differences in public and private pupils' perception of teaching Citizenship Education in the Basic Schools in Tema Metropolis. It was delimited to the difference between the perception of public and private school teachers on teaching Citizenship Education in the Basic Schools in the Tema Metropolis.

### **Limitations of the Study**

Due to time constraints, the study could not cover all the Junior High Schools in Tema Metropolis. Due to the small sample size of the Social Studies teachers in the quantitative data collection, the study's results may not be generalizable to all of Tema Metropolis. Again, data collection relied solely on self-report measures, which may be subject to response bias or inaccuracies. The study was limited to only JHS 2 pupils in four selected public and private Junior High Schools in Tema Metropolis. However, the JHS 2 pupils and Social



Studies teachers were selected to answer the questionnaires for the study. Again, only eight selected Social Studies teachers were interviewed. The self-report nature of the research instruments may affect the findings.

### **Definition of Terms**

**Citizenship:** Citizenship is a connection between the pupils and the state to which they pay allegiance and are entitled to protection in return.

**Education:** Education is where knowledge and training are imparted to pupils in the classroom setting in the Ghanaian basic schools

**Perception:** Perception is how teachers regard, understand, and interpret Citizenship Education to the pupils during an intervention in the classroom

### **Organization of the Study**

The current study consisted of five chapters. Chapter One comprised the background of the study, problem statement, research objectives, research questions, significance, and delimitations. Chapter Two consisted of the theoretical framework, conceptual review, and empirical review covered in the literature review on the research topic: the teacher perceptions of teaching Citizenship Education to pupils in the Basic Schools in Tema Metropolis. Chapter Three discussed the research design, population, sample and sampling techniques, research instrument, data collection, data processing, data analysis, and ethical issues in this section. The results and discussions were reported in Chapter Four. Chapter Five comprised the summary, conclusions, and recommendations of the study.

## CHAPTER TWO

### LITERATURE REVIEW

The study reviewed the literature on teachers' and pupils' perceptions of teaching Citizenship Education to pupils in the Basic Schools in Tema Metropolis in the Greater Accra Region. The literature review was organised under the following subheadings: the theoretical framework (Aristotle's Theory of Citizenship and Corporate Citizenship, 1990), Conceptual Review, Conceptual Framework, and Empirical Review and summary.

#### **Theoretical Review**

##### **Aristotle's Theory of Citizenship and Corporate Citizenship**

The ancient Greek philosopher Aristotle had a comprehensive theory of citizenship based on his understanding of the nature of the state and society and the role of individuals within it. According to Aristotle, a citizen is an active and engaged political community member with rights and responsibilities. He believed humans are naturally political animals and that the state (polis) is the highest form of political community. The state exists to promote the common good and provide a framework for individuals to live a good life. Aristotle's view of citizenship gives a framework for understanding the role of individuals in society and the relevance of civic virtue (Lee et al., 2013). This theory has major implications for individuals in the context of corporate citizenship, underlining the significance of responsible corporate activity and human accountability in promoting the common good. Aristotle's idea of citizenship is one of the most important political and social principles regarding history. From his perspective, citizenship is seen as the engagement of individuals in the political concerns of societies.

In Aristotle's theory, citizenship entails both rights and responsibilities. Citizens have the right to participate in the political process, including decision-making and public office. They also have the right to enjoy the benefits and protections provided by the state. However, citizenship also carries responsibilities, such as obeying the laws, defending the state when necessary, and contributing to the community's welfare. Aristotle emphasised the importance of virtue in citizenship. He believed citizens should cultivate courage, justice, and wisdom. Virtuous citizens are essential for the well-being and stability of the state. Aristotle's theory of citizenship was not inclusive by modern standards. He believed that not all individuals were capable of being citizens. His ideal polis excluded women, enslaved people, and non-Greeks from citizenship. However, he recognized that there could be variations in citizenship arrangements based on different constitutions and political systems.

Citizenship education is a vital component of every education system. It aims to give learners the information and skills essential to participate effectively in their communities, engage in democratic processes, and promote social justice (Lee et al., 2013). The conceptions of civic education vary based on many aspects, such as cultural background, political context, and educational regulations. In many nations, citizenship education is viewed as a vital element of the curriculum (Bondarevskaya et al., 2023). The purpose is to promote responsible citizenship and democratic ideals, emphasising social cohesion and inclusiveness. In Aristotle's theory, citizenship entails both rights and responsibilities. Citizens have the right to participate in the political process, including decision-making and public office. They also have the right to enjoy the benefits and protections provided by the state. However, citizenship also

carries responsibilities, such as obeying the laws, defending the state when necessary, and contributing to the community's welfare (Bondarevskaya et al., 2023). Aristotle emphasised the importance of virtue in citizenship. He believed citizens should cultivate courage, justice, and wisdom. Virtuous citizens are essential for the well-being and stability of the state.

In his work 'Nicomachean Ethics,' Aristotle also discussed the notion of virtue and its relevance in citizenship. He felt that humans were required to acquire certain values to be good citizens. These attributes comprised courage, justice, intelligence, and prudence. Aristotle advocates that these distinctive features are vital for the general welfare, and individual pupils must acquire and practice them. Aristotle's conception of citizenship has consequences for individuals in society today. It underlines the need for active engagement in political events and the responsibility of citizens to achieve the common good. It also underlines individuals' need to acquire values fundamental to healthy citizenship. Corporate citizenship, commonly known as corporate social responsibility (CSR), is a concept that has gained significance in recent years. It refers to the responsibility of firms to contribute to society beyond their economic commitments. This covers actions such as philanthropy, community service, and sustainability projects. Aristotle's philosophy of citizenship may be extended to corporate citizenship as well. Just as individuals have a responsibility to engage in the political activities of their nations, firms have a responsibility to contribute to the well-being of society. This CSR encompasses not just economic contributions but also social and environmental contributions.

A citizen's essential duty is to decide what is reasonable, good, and just in the public sphere and to put this characteristic into practice. Nevertheless, the

idea of citizenship has a long history. After noting that the state is a composite and that, like any other whole, it is composed of many parts, the citizens of Aristotle dive into the issue of citizenship. Then, by identifying what the citizen performs, he defines the citizen and the term's meaning. Aristotle then distinguishes between citizens and other residents of the state. Finally, he distinguishes between the various citizen types based on the system or government type. According to Aristotle, a citizen in the purest sense, for which there can be no such exception, is he who shares in the administration of justice and offices' Participating in the state's decision-making process and helping to put this into action are the citizen's primary duties. A citizen is a juryman and a member of the assembly, according to him, and has the privilege of deliberating or passing judgment on any matter. Only citizens can decide what is in the public interest, even though many others engage in deliberations and decisions about it (Mulcahy, 2021). The right to participate in any state's legislative or judicial processes defines a citizen. It does not follow that a citizen must hold office from this. The only need is that he meets the eligibility requirements since citizenship is "participating in governing and being governed." If one can rule or retake office, they do not lose citizenship in those positions.

Aristotle understood that in addition to citizens, the state required other types of people. As a result, living in a country that does not immediately make one a citizen is required. Pupils who are still too young to make informed decisions and use good judgment may only be considered citizens under specified conditions (Constantinescu, Voinea, Uszkai, & Vică, 2021). The artisan class was largely made up of enslaved people and foreigners. Hence neither group of people are citizens: "The required people are either mechanics

or labourers who serve the community or slaves who cater to the needs of individuals.” Citizens refer to those no longer required to perform menial tasks; otherwise, foreign labourers would also be considered citizens. Freedom from daily anxiety is a requirement for citizenship, as leisure is needed to participate in discussions about the common good. As a result, citizenship denotes a certain level of comfort, luxury, and relative opulence.

On the other hand, corporate citizenship is a concept that emerged in modern times and refers to the responsibilities and obligations of businesses and corporations within society. It is also known as corporate social responsibility (CSR) or sustainability. Corporate citizenship emphasises that businesses should go beyond profit-making and consider their societal impact. It involves acting ethically, promoting sustainable practices, and considering the interests of various stakeholders, including employees, customers, communities, and the environment. Corporate citizenship encourages businesses to engage with stakeholders and consider their concerns and interests (Mulcahy, 2021). This includes fair labour policies, environmental sustainability, philanthropy, and community development initiatives. Corporate citizenship emphasises the need for businesses to adopt environmentally sustainable practices. This includes reducing carbon emissions, conserving resources, promoting recycling and waste reduction, and investing in renewable energy sources. Corporate citizenship promotes ethical behaviour in business operations. It involves being transparent, adhering to laws and regulations, and maintaining high standards of integrity and accountability. The goal of corporate citizenship is to have a positive impact on society and contribute to the well-being of communities.

This can be achieved through various means, such as supporting education, healthcare, poverty alleviation, and promoting diversity and inclusion.

### **Relevance of the Theory and its Applicability to the Study**

The relevance of Aristotle's Theory of Citizenship to the study on teachers and pupils' perceptions of teaching citizenship education in basic schools in Tema Metropolis, Ghana is substantial. Aristotle's comprehensive theory, rooted in the nature of the state, society, and individual roles, provides a theoretical framework for understanding citizenship and civic virtue. In the context of the study, Aristotle's theory becomes applicable by offering insights into the rights and responsibilities of citizens, emphasizing the importance of civic virtues like courage, justice, and wisdom. Aristotle's concept of citizenship, which involves active engagement in political affairs and contributing to the common good, resonates with the goals of citizenship education. The study aimed to explore perceptions of teaching citizenship in schools, and Aristotle's theory provides a philosophical foundation for understanding the role of education in fostering responsible citizenship. The theory's emphasis on virtues aligns with the study's focus on inculcating values fundamental to healthy citizenship among pupils.

Furthermore, Aristotle's theory extends beyond individual citizenship to corporate citizenship or corporate social responsibility (CSR). The study can draw parallels between Aristotle's notion of citizens' responsibilities in the state and the responsibilities of businesses in society. Corporate citizenship, as a modern concept, emphasizes the ethical conduct of businesses, contributing to societal well-being beyond economic considerations. The study can leverage Aristotle's philosophy to explore how principles of virtue and responsibility

apply not only to individuals but also to corporate entities. This theoretical framework enhances the understanding of how teachers and pupils perceive and engage with citizenship education in basic schools, shedding light on the broader societal implications of cultivating responsible and engaged citizens.

### **Historical Perspective of Citizenship Education**

Citizenship education tries to educate people about their rights, obligations, and responsibilities as citizens of a given nation (Zajda, 2020). The history of citizenship education extends back to ancient Greece, when it was considered that people should be taught to participate in democracy. Ancient Greece Citizenship education in ancient Greece was oriented toward democracy. It was considered that people needed to be educated in order to participate in the democratic process (Cristol, 2010; Sabzalian, 2019). The Greeks felt that education was vital to generate knowledgeable individuals who could make intelligent judgments for the welfare of the city-state. In Athens, for example, all people were obligated to attend meetings where they could discuss and vote on problems. Thus, education was viewed as crucial for the smooth functioning of democracy (Kester, 2023).

Throughout the Roman Empire, citizenship education was centered on fostering devotion and obligation towards the state. Roman education was separated into two categories: basic education for children and higher education for people who intended to pursue a political or military career. Basic education covered reading, writing, and mathematics, while higher education included history, law, and rhetoric. Roman education aspired to generate individuals loyal to the state and eager to serve it. Throughout the Medieval Ages, civic education was concentrated on religious teaching. Education was largely



offered by the Church and was geared at developing persons who were devoted Christians. Education concentrated on teaching the Bible, the lives of the saints, and religious theology. Citizenship education throughout the Middle Ages aimed at generating obedient citizens to the Church and the state.

During the Enlightenment, citizenship education centered on individual rights and democracy. The enlightenment was a time of intellectual and cultural expansion stressing reason and autonomy. Citizenship education during the enlightenment aspired to generate citizens who were aware of their rights and obligations and could participate in the democratic process Nugroho et al., (2022). This was viewed as important for the efficient functioning of society. In current times, citizenship education has continued to develop. Throughout the 19th and early 20th centuries, citizenship education concentrated on national identity and patriotism. Education is intended to generate individuals who are devoted to their nation and eager to serve it. Throughout the later part of the 20th century, citizenship education focused on promoting critical thinking abilities and diversity (Pashby et al., 2020).

However, citizenship education is intended to generate individuals aware of diverse cultures and could work together to solve social issues. In essence, it has a rich history that has changed. From the ancient Greeks to current times, citizenship education has strived to educate well-informed and responsible citizens who can participate in the democratic process and contribute to the benefit of society (Desjardins et al., S. 2022). As society continues to grow, citizenship education will play an essential role in influencing future generations' values, attitudes, behaviours and beliefs.

## Conceptual Review

### Perceptions of Citizenship Education

The purpose is to foster civic involvement, critical thinking, and active citizenship. This sort of citizenship education emphasizes the significance of human rights, diversity, and equality. It tries to inculcate a feeling of duty and social accountability in learners, encouraging them to become active community participants (Myoung & Liou, 2022). In contrast, in certain countries with authoritarian governments, citizenship education may be utilized as a weapon for brainwashing and propaganda. The goal is to promote the ruling party's principles rather than foster democratic values and civic involvement. Such citizenship education may also develop a sense of patriotic pride and devotion rather than encouraging diversity and inclusiveness (Myoung & Liou, 2022). The political context of a nation also affects the perception of civic education.

Citizenship education may be considered a means for fostering social stability and national unity in times of political chaos. It may also be considered a tool for promoting democratic principles and encouraging active engagement in the democratic process. At periods of political stability, however, civic education may be perceived as less vital, and educational programs may not emphasise its inclusion in the curriculum (Lasten, Upchurch, & Christina, 2022). Educational policies also have a vital influence in developing attitudes toward citizenship education. Citizenship education is likely to be considered an integral curriculum component in nations where education is perceived as a method of fostering social justice and fairness (Kennedy, 2019).

In contrast, civic education may be viewed as less significant in nations where education is perceived largely as a way of preparing students for the workforce. Views of citizenship education differ based on cultural background, political situation, and educational programs (Fang et al., 2023). Nonetheless, in many countries, citizenship education is seen as an integral component of the curriculum, emphasising responsible citizenship, democratic principles, and social justice (Lasten, Upchurch, & Christina, 2022).

In western democracies, multiple sets of meanings of citizenship occur concerning varying discourses, ranging from civic republican and liberal discourses to critical discourses, in their review of contemporary discourses on citizenship (Mamluk & Abowitz, 2021). Citizenship education grants an individual's membership status within a political unit, bestows an identity, constitutes a set of values typically interpreted as a commitment to the common good of a specific political unit, involves engaging in some level of political participation, and requires learning about the laws, documents, structures, and procedures of governance as well as applying this knowledge (Pais & Costa, 2020).

Providing pupils with sufficient information and awareness of their country's history, as well as the institutions and procedures of our political system, is a major focus of citizenship education (Goren & Yemini, 2017). Via active, participatory experiences in the classroom, the local community, and beyond, education through citizenship involves students learning by doing. The knowledge component gets stronger as a result of this learning experience. Education for Citizenship, however, combines the other two strands and gives pupils a set of tools (knowledge and understanding, skills and aptitudes, values

and dispositions) to enable them to participate actively and responsibly in the roles and responsibilities they encounter as adults (Veugelers & de Groot, 2019). This component connects students' overall educational experiences and citizenship education. A limited (minimum) and a comprehensive (maximum) citizenship education have been distinguished using these ideas.

Citizenship education was formally incorporated into the curriculum to help pupils understand the fundamental ideas and principles that support a democratic political system and the rule of law (Nieuwelink & Oostdam, 2021). This will help students always uphold and defend the Ghanaian Constitution. To expose pupils to the ongoing contemporary concerns impeding the growth of the country and the desired attitudes, values, and abilities needed to tackle these problems, the curriculum continues from junior high to senior high school as Social Studies. The literature on citizenship strongly emphasizes education's role in enabling young people to participate in democratic life and society actively. It can be interpreted as the dynamic between people and the government and between people and their society. Citizenship refers to a person's nationality, official position, privileges, and obligations. Developing young people's capacity to apply political knowledge and awareness to issues that concern them is a key component of citizenship, which goes beyond "performing good acts.

Raising excellent citizens is one of the major investments necessary for a country's defence and peace, coupled with avoiding terrorism and turmoil in that nation (Yasmin, Muhammad, & Siddiqui, 2021). (Yasmin, Muhammad, & Siddiqui, 2021). Good citizenship demands that people consider their country's political and social concerns to contribute constructively to society (Rauf,

Muhammad, & Saleem, 2021; Atta, Muhammad, & Mahmood, 2022). Citizenship education promotes moral reasoning and decision-making skills. By exposing pupils to complex ethical dilemmas and encouraging them to consider different perspectives, citizenship education can help pupils develop a more sophisticated understanding of moral issues and the ability to make ethical decisions (Siregar & Kemala, 2023).

Citizenship education can teach students the importance of treating others with respect and dignity and the negative consequences of prejudice and discrimination. Students can become more moral by understanding and practising these concepts daily (Mohd Yusoff et al., 2022). Citizenship education can play an important role in promoting moral development in students by providing them with the knowledge, skills, and values needed to become responsible and engaged members of their communities. Citizenship education is a type of education that aims to promote responsible and active participation in society. It involves teaching students about their rights and responsibilities as citizens and developing the knowledge, skills, and values needed to contribute positively to their communities.

Citizenship Education plays a crucial role in preparing young people to become effective leaders in the future. However, it provides young people with the knowledge, skills, and values needed to become responsible and active citizens who can participate in and contribute to their communities (Hidayah, 2023). Citizenship Education instils a sense of social responsibility and civic duty in young people. It teaches them the importance of respecting diversity, promoting human rights, and engaging in democratic processes. These values are essential for effective leadership, as they enable young people to understand

the needs and perspectives of others and work towards common goals (Tuhuteru, 2023).

According to Tuhuteru (2023), the key goal of citizenship education is to develop students' self-confidence to take action on social issues. This involves teaching them about social problems, such as poverty, inequality, discrimination, and environmental degradation, and helping them develop the skills and confidence to address them. Citizenship education prepares pupils to interact effectively with people from different cultures and backgrounds. By promoting a deeper understanding of global issues and fostering important social and emotional skills, citizenship education can help to create a more peaceful, just, and sustainable world for all (Banks (2021). Birhan et al. (2021) assert that citizenship education promotes a deeper understanding of global issues and encourages pupils to think critically about their role as global citizens. By learning about human rights, sustainable development, and global interdependence, students can better understand our world's challenges and how they can contribute to positive change.

### **Strategies used by the Teachers to enhance Citizenship Education**

The use of an adequate teaching-learning interaction is essential for effective Citizenship Education. The teaching methodology focuses on designing an educational activity that best results in the desired learning (Yemini, Tibbitts & Goren, 2019). These attributes, among other things, the poor performance of citizenship education to the improper application of approaches relevant to efficient topic teaching and learning. Given that Citizenship Education is a "skills" topic in Social Studies, thus, skills refer to process skills or rather problem-solving skills, creative skills, analytical skills,

or reflective skills and in consideration of the fact that Citizenship Education is a skills topic in Social Studies, the teaching methods employed should involve the active participation of the learner in the teaching-learning process (Tibbitts & Goren, 2019). According to Eshun and Mensah (2013), Citizenship Education instruction should reflect a behavioural shift in pupils and not data from other social sciences, and social studies should be taught as a broad topic. Less emphasis should be placed on factual knowledge than on teaching pupils' social studies skills. Developing students' relevant information, positive attitudes, sense of value, and problem-solving abilities are, therefore, the primary responsibility of the social studies instructor. Pupil-centred techniques have been found to increase learning for students. According to a study by Mensah & Frimpong (2020), the majority of Senior High School social studies teachers, or 97.2%, strongly believe that social studies instructors should use different teaching strategies when delivering the course's material because doing so will help students develop a positive attitude toward the subject.

Eshun and Mensah (2013) state, Pupil-centred strategies and approaches are expected to be used in social studies education. Research also emphasised that debate, role-playing, discussion, and brainstorming are key methods for helping students make sense of the material so they can remember it for extended periods. The finest social studies teaching strategies should focus on, among other things, instilling a love of work, fostering the desire to work as well as possible, offering the student a variety of involvement options, and fostering the ability to think clearly. This suggests that teachers should engage students in conversation during the learning process rather than relying solely on the passive transmission approach as the main teaching tool. Inquiry,

problem-solving, simulation games, role-playing, discussion, lecture, fieldwork, and project work are a few of the methods that should be frequently employed in social studies classes.

### **The Inquiry Strategy**

With the help of the teacher or independently, pupils examine, investigate, and evaluate pertinent concerns and problems to provide solutions through reflective thinking and reasoned decision-making. This is an activity-oriented, creative method. The teacher or pupil may provide a problem that is challenging, debatable, and inquiry-focused while using the inquiry approach. Students are made to pose multiple questions about the identified problem to help direct investigation through a clear characterization of the problem. Through high-level questioning and exploration, inquiry-based strategy engages students by establishing links to their everyday lives. Pupils are encouraged to participate in problem-solving and experience learning through this method of teaching (Albay, 2019). There is so much happening in our world that is worthwhile for our students to learn about and experience.

In Citizenship Education, this method comes from the fact that education is problem-solving-focused. According to Craddock, O'Halloran et al. (2013), this is a teaching-learning style in which students attempt to solve problems using the trial-and-error method, either individually, collectively, or in a group activity. With this approach, the students take an active role in their education. Students become creative and develop reflective or critical thinking as they work through difficulties and learn from their failures and accomplishments. Students should choose issues pertinent to their needs, the study topic, and the pressing demands of society to reflect on the shifting times



and needs while using the problem-solving style of instruction (Shernoff, Sinha, Bressler & Ginsburg, 2017).

### **Simulated Strategy**

A simulated method is a teaching style involving realistic circumstances to help students learn and practice skills in a safe, controlled setting. The purpose of the simulated strategy is to imitate real-life scenarios as precisely as possible, so students may experience and respond to events they may encounter in their future employment or personal lives (Brazil, Purdy, & Bajaj, 2023). A simulated strategy is particularly beneficial for teaching complicated, high-stress scenarios where errors might have catastrophic effects. For example, medical schools commonly utilise simulations to assist students in reacting to medical emergencies, while aviation schools employ simulations to educate pilots on managing diverse weather situations and mechanical breakdowns. The method of simulated strategy often entails establishing a scenario, such as a simulated medical emergency, and giving students the tools and information to respond effectively. These may incorporate authentic objects, actors performing the roles of patients or other stakeholders, and technical equipment to simulate real-world settings (Brazil et al., 2023).

The simulated approach is beneficial because it allows students to make mistakes without the fear of injuring actual patients or generating real damage. This helps pupils to learn from their mistakes and practice until they feel secure in their abilities. In addition to boosting students' technical skills, a simulated strategy may also increase their communication and collaborative skills (Goi, 2019). Working in a simulated setting requires students to communicate clearly and effectively with their colleagues and actors, and other stakeholders

participating in the situation. The simulated approach is a strong teaching tool that may help students learn and practice critical abilities in a safe and controlled setting. By allowing students to encounter and respond to real-life circumstances, simulated strategy can help prepare them for their future employment and personal lives (Lee, 2019).

Simulated strategy in teaching is an educational technique that provides a realistic, interactive and experienced learning environment for pupils. It employs simulations, role-playing, and scenario-based exercises to engage learners and improve their critical thinking, problem-solving, and decision-making abilities (Chukwuemeka, 2014). A simulated method is excellent in teaching areas that need practical application of information, such as medical, engineering, business, and military training. The purpose is to allow students to practice and apply their knowledge in a safe and controlled setting before they experience real-world circumstances (Chukwuemeka, 2014). Before abstract notions can be assimilated, pupils must have this kind of fabricated experience, which schools must provide without real-world learning opportunities (Ausubel, 2012).

The simulation game is an activity or circumstance that resembles a game and replicates or recreates real-life situations with varying degrees of accuracy. The real phenomena' components of particular interest to the simulators or the class must be prominently displayed in the simulation. As a teaching tool, the simulation game is integral to a successful Social Studies curriculum. Instead of being seen as a game played for pure amusement, it could be seen as a learning opportunity or educational experience (Chukwuemeka, 2014). A social studies instructor could create simulation games based on real-

world issues in the classroom, outside of it, and in the neighbourhood. The teacher-made simulation games are more entertaining since they are tailored to the needs and interests of the students and easier in terms of time saved looking for games relevant to instructional objectives. Uncovering ways and means of fixing difficulties teach pupils the habit or talent of classifying problems. Since curiosity is a crucial component of successful learning, it captivates the students' attention and inspires them to learn. (Chukwuemeka, 2014).

### **Role-Play Strategy**

Role-playing, a dramatized activity, is acting out or reenacting morally and ethically complex real-life situations that require judgment calls (Zevin, 2013). Although they may share some characteristics, role-playing and play are different. Role-playing helps make the social studies material more applicable by including human beings in the research. It fosters thought on the issues facing man and his interaction with society, enabling a learner to understand social studies more fully (Chukwuemeka, 2014).

In addition to making social situations more concrete for pupils, role-playing gives them additional meaning. Additionally, it increases their sensitivity to or awareness of the societal issues pupils will face as adults. Through role-playing, one can better comprehend other people's difficulties and other pupils' ideas and perhaps even gain insight into why individuals behave in certain ways by projecting themselves into other's roles and situations. These days, having this kind of knowledge is crucial since it fosters better interactions between people (Chukwuemeka, 2014).

Role-playing is a strong teaching approach that may help students gain a better knowledge of subjects, strengthen problem-solving abilities, and boost

their communication and social skills. Role-playing is an excellent teaching approach that may help students gain a better knowledge of subjects and strengthen their communication and social skills. By offering clear instructions, encouraging involvement, and allowing time for reflection, you can guarantee that your students get the most out of this crucial learning experience. Some guidelines for using role-playing effectively in the classroom:

1. The teacher should choose an acceptable scenario by picking a relevant and meaningful situation for pupils. This will allow them to participate in the activity and recognise its value.
2. The teachers define distinct roles by giving pupils specific roles, ensuring pupils understand their obligations and objectives. This will assist pupils in focusing on their responsibilities and making the most of the trip.
3. The teacher must provide effective direction by offering pupils guidance on approaching their jobs and what actions to demonstrate. This might involve giving them scripts or instructions to assist them in getting started on class activities.
4. The teacher must help promote participation among pupils by urging all pupils to engage in the role-play activity. This will allow them to acquire confidence and enhance their social skills individually.
5. The teacher must allow pupils time for reflection after the role-play session and offer time to reflect on their experiences of the previous tasks given. This might involve addressing what they learned, what they would do differently, and how they can use their new knowledge in real-life circumstances.

6. It is significant for teachers to provide effective feedback to assist pupils in improving their performance. This might involve expressing constructive criticism, recognizing areas of strength, and giving ideas for improvement.

### **Discussion Strategy**

Teaching is transmitting information, skills, and values to pupils. As an educator, it is necessary to have a plan to guarantee that the learning process is successful and that the students can gain the needed information and abilities (Han & Ellis, 2019). A solid discussion approach is one such method that may assist teachers in facilitating learning and fostering active interaction among pupils. A discussion technique is an approach that invites students to contribute their thoughts, views, and experiences connected to the topic being taught. It can take numerous forms, such as group talks, debates, brainstorming sessions, and role-playing exercises (Lee et al., (2019). The fundamental purpose of a discussion approach is to develop critical thinking, cooperation, and active engagement among students.

A discussion technique encourages students to participate actively in the learning process. It allows students to communicate their views and opinions, which can help them gain a deeper knowledge of the material being taught. Conversation tactics assist students in developing critical thinking abilities by forcing them to analyse and evaluate other viewpoints and ideas (Han & Ellis, 2019). Pupils learn to connect concepts and ideas and construct their arguments in conversation. A conversation technique helps students enhance their communication skills by allowing them to express themselves clearly and effectively. Pupils learn how to explain their thoughts and opinions, listen

attentively, and respond appropriately to others. A discussion technique fosters collaboration and teamwork among pupils. It helps them learn how to work together towards a common goal and how to assist each other in accomplishing that objective. While establishing a conversation approach, numerous crucial things must be considered (Han & Ellis, 2019).

The teacher needs to identify clear learning objectives before starting any debate. This will assist in leading the debate and ensure it is focused on the targeted learning goals. Having clear rules and expectations for the discussion can assist in guaranteeing that it is productive and courteous. This includes principles surrounding turn-taking, listening, and courteous communication. Various talk formats include small group discussions, debates, and role-playing exercises. Pick the format best suited for the learning objectives and the needs of the pupils. As the instructor, providing guidance and support during the conversation is crucial. This might involve asking open-ended questions, offering feedback, and promoting group dynamics (Lee et al., (2019). After the talk, it is vital to evaluate the learning outcomes. This can be done through formative evaluations such as quizzes or surveys or qualitative approaches such as reflection exercises (Iyamuremye et al., 2022).

When used with other teaching strategies, the discussion method is seen as an organized, pre-planned instruction process rather than a component or subset of another approach (Shernoff, Sinha, Bressler & Ginsburg, 2017). Participants collaborate and offer valuable suggestions or personal viewpoints that help them reach a consensus on the subject as part of this consensus learning strategy. The traditional teacher-standing-in-front-of-the-class and student-setting-facing-the-teacher arrangement should be eliminated when using

discussion groups. Instead, the teacher should actively participate in the group by locating himself in the circle.

### **Teacher-Lecture Strategy**

The teacher-lecture approach is one of the most conventional and extensively utilized teaching strategies in education. It is a teaching style that involves the teacher imparting material to the pupils through a lecture format. This approach often involves the instructor standing at the front of the classroom, utilizing visual aids such as a whiteboard or a projector, and speaking to the pupils for a considerable duration. This teaching technique is widely utilized in higher education, as students must absorb enormous quantities of knowledge quickly (Mensah, 2020). The Teacher-Lecture Method is also often utilized in middle and high schools to provide critical information to students. One of the key benefits of the teacher-lecture approach is that it allows the instructor to cover a considerable quantity of content in a relatively short time (Howard & Maxwell, 2023). This can be especially effective when teaching sophisticated or technical subjects requiring much prior material. The lecture style allows the teacher to communicate this material in an ordered and methodical fashion, making it simpler for students to absorb and recall.

Another advantage of the teacher-lecture method is that it may be an excellent technique to transmit excitement and love for a subject. When a teacher is enthused about the information they deliver, it may be contagious, and pupils are more inclined to interact with the subject matter. This can lead to greater student motivation and interest in the topic, which can have long-lasting advantages (Kester, 2023). Despite its numerous advantages, the Teacher-Lecture Method nevertheless has its limits. One of the most fundamental

limitations is that it is a passive learning style. The pupils mostly listen and take notes rather than actively participate in the content. This might make it more difficult for certain pupils to retain the material, as they are not actively processing and applying what they have learned (Lee et al., 2013).

Another disadvantage of the teacher-lecture method is that sustaining student attention for a long might be tough. Pupils may feel bored or distracted if the lecture is too long or the teacher is not engaging or dynamic in their delivery. Also, some students may struggle to keep up with the pace of the lecture, particularly if they have learning disabilities or require additional help (Mensah, 2020). Many teachers who employ the teacher-lecture method also combine additional teaching methods and tactics into their classrooms to overcome these constraints. For example, they may employ group discussions, hands-on activities, or project-based learning to augment their lectures and create opportunities for students to interact with the topic actively. This can assist in addressing the passive character of the lecture style and give additional support and scaffolding for pupils who need it (Kester, 2023).

The teacher-lecture method is a frequently used teaching style that may be useful for imparting vast quantities of knowledge in a clear and structured fashion. While it has limits, it may be a beneficial tool for instructors when used with other teaching techniques and practices. By utilizing the benefits of the teacher-lecture method while addressing its limitations, instructors may create interesting and successful learning experiences for their students. The most established and conventional teaching strategy is the lecture format. Over the years, this style has dominated formal education in Ghana since it is the one that is most usually utilized as a teaching strategy. This method places the instructor



as the only source of knowledge for the class, and it requires students to pay close attention as the teacher imparts information. The banking teaching method is how some educators refer to this approach (Mensah, 2020).

### **Fieldtrip (Excursion) Strategy**

Fieldwork is generally planned and organized to occur inside the school, the school's surroundings, the local community, or outside the local community. It can be defined as teaching and learning outside the classroom or in laboratories (Raya, 2023). Field trips are occasions when an outside experience is incorporated into a certain course. This could be excursions to pertinent areas or more project-based fieldwork, where students consistently visit or work at one location as part of a course project (Mensah, 2020). This field excursion aims to introduce new ideas, everyday problems, and ways of communicating with the world to the students to introduce them and help them produce knowledge successfully. Field visits can make academic material more real-world relevant and remembered. A field trip sparks questions and thoughts at the start or finish of a lesson. Moreover, field visits give pupils an experiential 'text' to examine and research (Raya, 2023).

According to research, excursions are innovative and effective teaching, and teachers say they would like to employ them more regularly. However, the excursion's results must be incorporated into the predetermined instructional schedule for maximum learning value. Field trips are brief excursions taken for educational purposes or to observe natural occurrences (Mensah, 2020). Classes frequently conduct one-day educational field studies as electives, such as trips to see a natural or geographical attraction. Children and adults can learn and develop many concepts and ideas in natural settings through excursions on field

trips (Yaki et al. 2021).

Not everyone learns the same way or has the same aptitude for learning in the classroom. While some pupils might not learn as well in a classroom setting, others do not cope with that. The typical classroom setting and organization might not meet their educational demands. When this happens, it may be advantageous to use natural learning environments (Raya, 2023). Field trips boost social interaction between students and between student teachers, supporting cooperative learning techniques (Mensah, 2020). This approach offers the chance to include teachers, parents, and students in the educational process. Working in groups will also boost the interaction between students within each group. Furthermore, the interaction between the two parties will improve because pupils must talk to teachers when they have questions, and through asking questions or contributing, pupils can effectively express themselves.

### **Challenges of Promoting Citizenship Education as an area of interest in Social Studies**

Some restrictions apply. Being accurate and fair to every culture is impossible when evaluating civic education from an objective point of view. Global citizenship education is an idea that calls for additional resources and methods in further research, and the discussion of this text is constrained in many ways. Firstly, there is a lack of acceptance. The lack of acceptance of global citizenship education sparks public arguments and discussions regarding citizenship education across the globe. According to Goren and Ymini (2017), the phrase has drawn much criticism and disagreement because it lacks a generally agreed-upon definition and because there are differing opinions about

whether or not it should be taught and, if so, how. However, it is somewhat less likely that citizenship education will be implemented successfully in a global context. Governments and political parties must therefore continue to have the same understanding of citizenship education.

The difficulty of fixed ideology: It is not easy to implement global citizenship education since parties from various governments employ various management techniques in their nations. Rarely is a nation's established ideology modified because doing so may undermine the monarchy's authority and resources. According to Costa and Pais (2020), global citizenship education combines these two seemingly conflicting discourses into a coherent story that refutes the apparent contradiction. The obvious impossibility of achieving the lofty goals of critical democracy under the rule of modern capitalism is another thing that such a tale obscures. Achieving highly praised global citizenship education is difficult. Implementing the social studies curriculum is difficult in industrialized and developing nations. Due to the interaction and influence of their general contextual and more specific structural variables, these difficulties have arisen. According to a study by Kece (2014), the subject does not have enough weekly course hours and acceptable physical conditions (practical aspects). The lack of practical components and short weekly contact hours in the Social Studies course makes it challenging for teachers to cover all the topics in the syllabus.

High-stakes testing is a significant factor in why teachers must cover so much material. According to studies, "teachers under the pressure of high stakes testing tend to increase their dependence on teacher-centred teaching approaches (such as lectures) and the cursory treatment of content-driven

textbooks. Due to the pressure to teach only the facts” because that is what the examinations cover, high-stakes testing has pushed teachers to abandon student-centred methods like debate, role-playing, research papers, and cooperative learning.

Literature established in their respective studies that most Social Study teachers are not adequately knowledgeable about the subject’s demands, implications, and objectives, which in some ways affects the value and relevance of instruction given to the pupils (Wood, Taylor, Atkins & Johnston, 2018). The fact that instructors need specialized training in citizenship is another difficulty mentioned. However, social studies teachers must be well qualified at all levels if we want to help students grasp the complicated world in which they live, better adapt to it, and become responsible and informed citizens. Consequently, it should be unacceptable for anyone to be drafted into a Social Studies class. He added that the social studies teacher should possess strong academic credentials and have received a quality education. Thus, teachers who act as the curriculum’s final implementers must go through this for Social Studies to fulfil its aim. Generally, even though there may be obstacles preventing the globalization of citizenship education from having an impact on multiculturalism and national identity, citizenship education continues to have a positive impact on a variety of other areas, including society, morality, and democracy, which is something that the government must do (Wood et al. 2018). To a certain extent, the government can incorporate citizenship education into both basic and secondary schools, cementing the idea of citizenship education in the minds of many students. Additionally, the government needs to underline that citizenship has the power to create a society

that welcomes all people and respects their respective cultures.

Citizenship education teaches information, skills, values, and attitudes that enable individuals to become responsible and engaged citizens. It is vital for the growth of democratic societies as it encourages learners to understand their rights and duties and how to participate in decision-making processes (Pashby et al., 2020). Nonetheless, fostering citizenship education in schools can be problematic owing to several causes. One key obstacle to implementing civic education in schools is the absence of teacher training and resources (Wood et al., 2018). Many teachers may not have the knowledge and abilities to properly teach citizenship education, which can lead to the topic being ignored or not taught. However, schools may lack resources such as textbooks, materials, and technology to promote civic education, making it difficult for instructors to convey interesting and relevant information.

Another difficulty is the lack of support from lawmakers and school leaders. Citizenship education may not be prioritized in the curriculum, and conflicting instructional time and resource demands may exist. Moreover, school administrators may not provide adequate support for teachers to execute civic education successfully, such as time for professional development or chances for cooperation and exchange of best practices. Additionally, the nature of citizenship education itself might be tough to teach. (Kisby 2012). Citizenship education is generally multidisciplinary, involving knowledge and abilities from various academic areas. It can also entail sensitive subjects such as human rights, social justice, and political engagement, which can be difficult to teach honestly and without bias. Also, students may have varied histories and experiences that might impact their understanding of citizenship and

engagement with the topic.

Another problem is the necessity to tailor civic education to diverse cultural situations. Citizenship Education may be seen differently in different cultures and require different tactics and materials to be relevant and effective.

For example, in some cultures, collectivism may be stressed over individuality, affecting how citizenship education is taught and perceived. Furthermore, there may be issues relating to the assessment of civic education (Kisby 2012). Civic education strives to teach information, skills, values, and attitudes that are difficult to quantify objectively. Evaluating citizenship education requires several approaches, including self-assessment, peer evaluation, and performance-based assessments, which can be time-consuming and resource-intensive. Encouraging citizenship education in schools is difficult and hard, involving numerous stakeholders, including politicians, school administrators, teachers, and students (Pashby et al., 2020). The solution to the obstacles of teacher training and resources, policy support, interdisciplinary teaching, cultural adaptation, and assessment may assist in guaranteeing that citizenship education is taught successfully and helps the development of responsible and engaged citizens.

### **Impact of Citizenship Education**

Global citizenship education aims to acquire new cultures, languages, and beliefs to create an inclusive society for immigrants and individuals from various origins (Pashby et al., 2020). To attain the goals of democracy and morality, the government can merge national values into citizenship education thanks to the role of citizenship education in unifying cultures and minorities (Lloyd & Emerson, 2017). Impact of citizenship education: Multiculturalism is

promoted in a diverse community, reducing stereotypes and discrimination.

The phrase “willing, able, and equipped” suggests that citizenship education should focus on developing attitudes, skills, and knowledge. When the Advisory Group’s recommendations were incorporated into the curriculum, there was also an important requirement for “knowledge and understanding (Wood et al., 2018). This included the knowledge necessary to comprehend and engage in informed, active citizenship, such as how the government functions, who oversees making particular decisions, how the media operates, etc. This account of knowledge was furthered by explicit references to the fundamental ideas that support citizenship, such as democracy, justice, rights, and responsibilities (Kisby 2012). The information foundation for citizenship was beginning to be laid out, but the pedagogical approaches were left up to the teachers; for instance, they might let ideas for action emerge from knowledge-focused study or have students plan and reflect on actions as they are taking.

Citizenship education has broad applications across nations and communities and inspires people and organizations to carry out economic and social activities effectively. Using the same goals and strategies, Hoskins, Janmaat, and Melis (2017) make the case that several educational initiatives foster democracy by producing ethical citizens. More emphasis must be placed on fostering democratic principles and the public good in citizenship education. Citizenship education must also strengthen national identity since this notion inspires people to carry out civic duties. Consciousness, comprehension, and dedication to liberty, human rights, and citizenship are important components of a prepared citizen’s constitutional commitments. The common good is another obligation, and citizens have a responsibility to fulfil this obligation

(Pashby et al., 2020). Citizens' morality and social responsibility must be expected to improve the understanding of various ethnic groups. Integrating citizenship education is important for the government to participate in social obligations, elections, and other processes. As a result, including the idea of citizenship in education will increase social mobility and inclusivity while igniting citizen excitement.

Abrorkhonova and Khudoyberdiyeva (2022) revealed that a field trip (excursion) is a teaching method involving taking pupils outside the classroom to learn in a real-world environment. It can be a visit to a museum, historical site, zoo, or other location relevant to the subject being studied. This method allows pupils to observe and experience things firsthand, enhancing their understanding and retention of the material. In their studies, Coello et al. (2022) reported that role play (dramatization) is a teaching method that involves assigning roles to pupils to act out a scenario or situation related to the subject being studied. Pupils can be historical figures, characters from literature, or professionals in a particular field. This method can help pupils better understand complex concepts and develop empathy for others by putting them in another person's shoes. Çelik (2022) and similarly Dalinger et al. (2020) assert that employing the simulated method is a teaching method that involves creating a simulated or virtual environment where pupils can practice and apply skills or knowledge relevant to the subject being studied. Simulations can be computer-based or in-person, ranging from virtual experiments to full-scale business simulations. This method allows pupils to test their understanding and practice skills in a safe and controlled environment. It can also allow pupils to work collaboratively and develop problem-solving skills.



Citizenship Education aims to help pupils become responsible, ethical, and socially conscious individuals who can live fulfilling and meaningful lives while contributing to the greater good (Davids, 2014). By learning about topics such as democracy, human rights, social justice, and environmental sustainability, pupils can develop the knowledge, skills, and values they need to become active and engaged citizens committed to making a difference in the world. By learning about topics such as democracy, human rights, social justice, and environmental sustainability, pupils can develop the knowledge, skills, and values they need to become active and engaged citizens committed to making a difference in the world (Siregar & Kemala, 2023). One of the key benefits of citizenship education is that it can help individuals develop desirable behaviour (Isroilov, 2022). By learning about the values and principles that underpin their society, individuals can better understand what is expected of them as citizens. This can include respecting the law, treating others with kindness and compassion, and being responsible community members (Nargiza, 2022).

Singh (2019) stated that Citizenship Education is the process of educating individuals on their rights and responsibilities as members of a society and the values and principles underpinning that society. However, through citizenship education, young people can better understand what it means to be a citizen and their role in shaping their communities. Wertheimer (2019) supported that one aspect of citizenship education is teaching individuals to respect societal authorities. Respecting authorities means acknowledging their legitimacy and power to make decisions and enforce laws. It does not mean unthinkingly following orders or accepting everything authorities say without question. Instead, it involves understanding the role of authorities in society and

the importance of following laws and regulations (Wertheimer, 2019).

Citizenship education can help students understand the Constitution by providing a basic overview of its key components and principles. This may include lessons on the different branches of government, the roles and responsibilities of each branch, and the process of passing and amending laws (Kaya, 2022). In addition to providing a basic understanding of the Constitution, citizenship education can also help students to develop critical thinking skills that enable them to analyze and evaluate different aspects of the legal and political system. This may involve exploring the limits of free speech, the balance between individual rights and public safety, and the importance of civic engagement and participation (Kaya, 2022). Citizenship education empowers pupils to become self-confident and capable of addressing community social issues (Straub, 2022). Through citizenship education, pupils can develop critical thinking skills, social awareness, and empathy, which are essential for understanding complex social issues and identifying effective solutions. By engaging in discussions, debates, and collaborative projects, pupils can develop the ability to work together and make informed decisions (Straub, 2022).

Citizenship education is vital to any education system as it helps pupils develop important skills, knowledge and values necessary to become active and responsible members of society (Egan-Simon, 2022). It aims to teach pupils about their rights, responsibilities and duties as citizens, foster a sense of belonging to a community and promote a culture of democracy, respect for diversity, social justice and human rights. One of the key benefits of citizenship education is that it equips pupils with basic skills such as critical thinking, problem-solving, communication, collaboration and decision-making that are

essential for them to engage in civic and democratic processes (Reimers, 2020). Pupils learn to identify and analyse social issues, evaluate different perspectives, develop and implement solutions and communicate their ideas effectively. Moreover, citizenship education enables pupils to practically apply their knowledge and skills to address societal issues such as poverty, inequality, discrimination, environmental degradation, and global conflicts (Corwith, 2021). Through community service projects, volunteering, and social action initiatives, pupils can develop a sense of agency and empowerment and contribute positively to the well-being of their communities and the world (Richardson & Milovidov, 2019). Citizenship education promotes intercultural understanding and cooperation by exposing pupils to different cultures, values, beliefs, and traditions. Pupils learn to appreciate diversity, respect differences, and develop empathy and compassion for people from different backgrounds. This helps them to interact well with people across the globe and to become responsible global citizens who can contribute positively to the world community (Corwith, 2021).

### **Empirical Review**

Citizenship education is an essential component of a country's education system, and it has been shown to positively impact students' civic knowledge, attitudes, and behaviour. However, some challenges still need to be addressed, such as the lack of teacher training and resources, political influences, and the need for a balanced approach. However, curbing these challenges will ensure that citizenship education can continue to be a valuable and effective tool for promoting democratic values and beliefs among students.

Schools play an increasingly crucial role in shaping the citizenship

education of young individuals, fostering engaged citizenship (Doğanay, Citation2012). Initially, schools, particularly in Western democracies, stand out as the primary institutions capable of reaching nearly every young person. Furthermore, schools are well-positioned to deliver citizenship education and offer students opportunities to actively participate in the school community. Moreover, schools function as communities where young individuals acquire the skills of interaction, debate, and collaborative work fundamental elements for future citizenship. In support of these points, Doğanay (2012) highlights that various non-school entities, such as religious denominations or political parties, have either lost the ability or the inclination to involve young people in citizenship matters.

Adams, Andoh, and Quarshie (2013) contend that a country's efforts to develop will be more successful if most of its people have the necessary knowledge and the proper attitude, are skilled in various occupations and exhibit positive attitudes at work. Every country that wants to develop needs skilled labour, but skilled labour without positive attitudes toward work will likely produce the opposite of what is intended because vices like corruption, bribery, abuse of power, tardiness at work, absenteeism, and other behaviours will rear their ugly heads. The discipline of citizenship education focuses on the child's function as an active and effective citizen of the political and democratic society. It follows that civic duties and volunteerism are emphasized in citizenship education. Furthermore, it fosters and equips the student to develop into a responsible citizen willing and able to contribute their fair share meaningfully to the advancement of the country.

In a follow-up study, Kankam (2015) investigated the opinions of Social

Studies instructors at Ghanaian institutions of education regarding the definition and instructional strategies best for teaching citizenship education. However, using the multi-stage sampling technique, the opinions of 36 Social Studies instructors from eight institutions of education were gathered, and eight respondents were also interviewed to gain a deeper understanding of how the groups perceived citizenship education. Statistical product and service solutions (SPSS) version 16.00 was used to analyze the quantitative data for the investigation. The two key conclusions were that teachers largely agreed on the elements of citizenship education and (ii) teachers usually agreed on the qualities of a good citizen. (iii) Most teachers agreed that different classroom exercises were crucial to instructing citizenship education and were being done successfully. Government officials were advised to establish a rule requiring Social Studies instructors to participate in ongoing in-service training on contemporary topics in citizenship education. Additionally, it is recommended that Citizenship Education be implemented as a stand-alone curriculum in schools, colleges, and universities and be subjected to external evaluation. He added that the tutors give students a chance to practice good citizenship in a college setting, hoping they will continue to do so once they graduate and enter the general population as citizens.

Knowles (2017) suggests a correlation between teachers' beliefs regarding citizenship education and their teaching styles, indicating that educators who align with a liberal citizenship education ideology are more inclined to employ student-centered teaching approaches. In a qualitative investigation conducted in Singapore, Sim, Chua, and Krishnasamy (2017) interviewed 14 teachers, validating the association between teachers'

citizenship beliefs and their teaching methodologies. Finally, in a mixed methods study carried out in the U.S. state of Ohio, Patterson, Doppen, and Misco (2012) examined three categories of teachers based on their perceptions of good citizenship, revealing connections between activist, student-centered teaching and the endorsement of duty-based as opposed to more participatory citizenship.

A study on the professional qualifications of teachers in Senior High Schools in Ghana was undertaken by Bordoh, Eshun, Kwarteng, Osman, Brew, and Bakar (2018). In Ghana's second cycle of educational institutions, the social studies curriculum consists of several concepts that are taught and learned, and the researchers claim that the quality and demeanour of the social studies instructors are likely to prevent students from learning the topic. This established the necessity of evaluating the teachers' professional credentials. Three public senior high schools participated in the study in the Western Region of Ghana's Sefwi Wiawso District. Ten (10) social studies teachers participated in the study, and information was gathered through interviews. Convenience and purposive sampling were used to choose the district, schools, and study participants. The themes that emerged during data collection guided the descriptive and interpretive techniques used to analyze the data. The study's findings showed that to teach Social Studies effectively, it is necessary to hire professionally qualified instructors. They also showed that a solid understanding of the subject's content is not enough to prepare instructors for the challenges of doing so.

According to Chinnery et al. (2018), citizenship is a bridge between a person given a state or country's identity and the set of responsibilities

accompanying it. Understanding citizenship requires understanding citizens' rights and responsibilities concerning participating in social activities like voting, paying taxes, and participating in politics. The participation of citizens creates a fully functioning national system and fosters a sense of national identity among the populace. Educators and pollsters must perform citizenship education in the state or public schools to unconsciously influence people's ideas and recognition throughout fundamental education.

Baginsky et al. (2019) believe that the discussion method in teaching facilitates learning by encouraging students to actively engage in conversation and exchange ideas. This method involves a teacher posing a question or topic, and students are encouraged to share their thoughts, opinions, and experiences related to the topic. Moser et al. (2022) added that the discussion method promotes active learning and student engagement. Participating in a discussion encourages students to think critically, analyze information, and apply their knowledge to real-world situations. Citizenship education is an essential part of a country's education system, and it is designed to teach students about their rights and responsibilities as citizens, as well as the values and beliefs that underpin democratic societies. Citizenship education has positively impacted students' civic knowledge, attitudes, and behaviour.

Collet et al. (2020) found that citizenship education significantly improved students' political knowledge and understanding of democratic institutions. In addition, it enhanced their attitudes toward community engagement, such as participating in community activities, volunteering, and voting. Another study by Zhou et al. (2021) demonstrated that citizenship education positively affected students' critical thinking and decision-making

about political and social issues. Citizenship education has also been found to promote social cohesion and reduce prejudice and discrimination. A Pehrson et al. (2020) study showed that citizenship education improved intergroup attitudes and reduced student prejudice towards ethnic and religious minorities. Similarly, a study by Masa et al. (2020) demonstrated that citizenship education enhanced students' understanding and appreciation of diversity and increased their willingness to respect and tolerate different cultures and beliefs.

One of the main challenges is the lack of teacher training and resources. A study by Dervin et al. (2020) found that many teachers lack the knowledge or skills to teach citizenship education effectively. This is partly because citizenship education is often not a priority in teacher training programs. Another challenge is the political context in which citizenship education takes place. A study by Davies and colleagues (2020) showed that political ideologies and government policies could influence citizenship education. This can lead to biased and narrow perspectives in the classroom, undermining citizenship education's purpose. Citizenship education faces the challenge of balancing the need to promote democratic values and beliefs with the need for critical thinking and questioning. A study by Higgins et al. (2021) demonstrated that some citizenship education programs could be too focused on promoting a particular political agenda or ideology, limiting students' ability to think critically and independently about political issues.

These studies collectively highlighted that teachers can be viewed as pupils of instruction. Some teachers may adopt more engaging practices, while others might initiate activities that connect with the community or prefer to adhere closely to course materials and the structured curriculum. The study



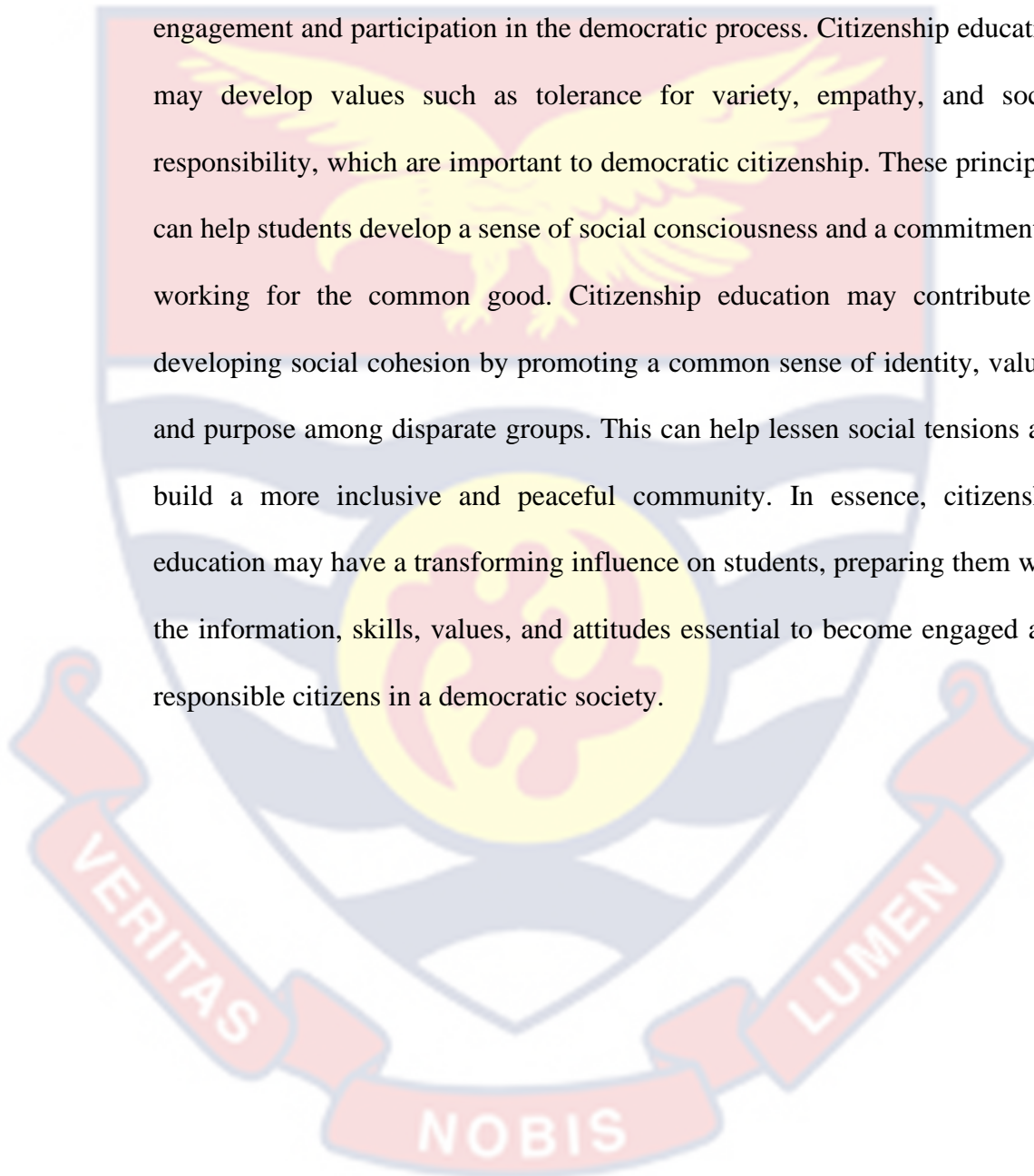
found that citizenship education significantly improved pupils' political knowledge and understanding of democratic institutions (Collet et al., 2020). These choices are intertwined with their identity (Reichert et al., 2020), which significantly influences their teaching approaches. A deeper understanding of the rationale behind this citizenship education can make teachers more mindful of their role in the socialization process of young individuals. The discipline of citizenship education focuses on the pupils' function as an active and effective citizen of the political and democratic society. Such awareness has the potential to empower teachers to deliver more impactful citizenship education in the school setting.

### **Summary of the Chapter**

Citizenship education proponents only claim that democracy should act consciously to create a culture and set of behaviours that will allow it to survive. The research presented here supports that claim and the idea that citizenship education needs to be updated. When civic education incorporates chances for participation, evidence suggests that it increases political participation levels in adulthood. A high-quality citizenship education appears to encourage positive attitudes about participation. Importantly, some data suggests that teaching citizenship in schools may contribute to closing the socioeconomic participation gap. There are other reasons to believe that these kinds of active citizenship experiences are related to well-being indicators. This shows that the idea of a virtuous cycle in which regular opportunities for active citizenship in schools enhance well-being and ongoing engagement in adulthood may have some merit.

Citizenship education is a process that aims to inculcate information,

skills, values, and attitudes essential for individuals to become responsible and engaged citizens. Citizenship education may strengthen students' understanding of their rights and obligations as citizens and their knowledge of government structures, laws, and social organizations. This can lead to more civic engagement and participation in the democratic process. Citizenship education may develop values such as tolerance for variety, empathy, and social responsibility, which are important to democratic citizenship. These principles can help students develop a sense of social consciousness and a commitment to working for the common good. Citizenship education may contribute to developing social cohesion by promoting a common sense of identity, values, and purpose among disparate groups. This can help lessen social tensions and build a more inclusive and peaceful community. In essence, citizenship education may have a transforming influence on students, preparing them with the information, skills, values, and attitudes essential to become engaged and responsible citizens in a democratic society.



## CHAPTER THREE

### RESEARCH METHODS

#### Overview

This chapter presented the various methods and procedures used to gather data to find answers to the research questions for the study. Therefore, the chapter focused on the research design, study area, population, sample and sampling procedure, research instruments, reliability and validity of instruments, data collection procedure, data process and analysis, and ethical considerations.

#### Research Design

The study employed a concurrent embedded design. This approach is a two-phase mixed method design with an initial quantitative method (i.e., questionnaire survey) conducted at the time within the same study with a qualitative approach (i.e., interview schedule) using thematic analysis. In other words, the qualitative helped concurrently explain or build upon initial quantitative results. The quantitative analysis would dominate while the qualitative analysis would be embedded. The findings from both study approaches are examined and combined to conclude (Stewart et al. 2020). This design involves the simultaneous collection of both qualitative and quantitative data, with one method being prioritized and embedded within the other. Given the complexity of the research topic, this design allows for a synergistic and comprehensive investigation, as qualitative data, such as interviews can provide in-depth insights into the nuanced aspects of perceptions, attitudes, and experiences, while quantitative data, obtained through surveys enables the examination of broader patterns and trends across a larger sample. The

concurrent nature of the design ensures that both types of data are collected simultaneously, allowing for a more holistic and integrated understanding of teachers and pupils' perspectives on citizenship education in the specific context of Tema Metropolis.

This combined quantitative and qualitative data collection method to better understand the research problem. The significance of this design is that it results in an in-depth understanding of the study than using one method for data collection and analysis (Creswell & Plano, 2018). The qualitative method helps to answer complex questions such as how and why efforts to implement best practices may thrive or fail and how respondents experience and contribute to knowledge (Hamilton & Finley, 2019). The quantitative method helps to find patterns and averages, make predictions, test causal relationships, and generalize results to wider populations (Bhandari, 2020).

Even though the mixed-method approach wastes much time and is stressful, it is also significant because it provides more comprehensive and in-depth results and detailed information to guide the study. However, qualitative and quantitative data are gathered, analysed, and integrated into a contemporary embedded design throughout the research process. Depending on the study goals and aims, this integration may occur during the data collecting, analysis, or interpretation stages. Nonetheless, the research knowledge was built on pragmatic grounds. This deals with facts, and its practical results are measured as most significant for the proposed study (Pranas, Jolita & Regina, 2018). This study employed a mixed-methods approach in answering the research questions.

The mixed-methods approach in this study is justified as it enables a

comprehensive exploration of teachers and pupils' perceptions of teaching citizenship education in basic schools in Tema Metropolis, Ghana. However, by combining qualitative methods, such as interviews, with quantitative approaches like surveys, the research aims to capture both the depth and breadth of participants' experiences. This approach allows for a holistic understanding of the complex and multifaceted nature of citizenship education (Dawadi, Shrestha & Giri, (2021). The integration of qualitative and quantitative data enhances the credibility and validity of the study, facilitates triangulation for cross-validation, and addresses research questions from different angles. In the educational context, this mixed-methods approach is practical, providing valuable insights for informing policies and practices related to citizenship education (Dawadi et al., 2021).

### **Study Area**

Tema is on Ghana's Atlantic coast, located on Benin's Bight. It is the capital of the Tema Metropolitan District and lies 25 kilometers (16 miles) east of Accra, Ghana's capital city. It is in the Greater Accra region. Tema is Ghana's eighth-most populous settlement, with around 161,612 people, down from 209,000 in 2005. The city is immediately crossed by the Greenwich Meridian (00 Longitude). Because of its prominence as Ghana's principal seaport, Tema is dubbed "Harbour City" by locals. It is divided into 25 townships, each assigned a number and has easy access to essential services. Tema was built over the ruins of a small fishing community. Tema was founded by Ghana's first president, Kwame Nkrumah, and flourished quickly after a large harbour was built in 1961. The award-winning urban planner and Ghana's first architect, Theodore S. Clerk, built, planned, and created the Tema metropolis. It is now a

vital commercial hub with an oil refinery, other enterprises, and a highway and train connecting it to Accra. Tema, along with Sekondi-Takoradi, is one of Ghana's two deep seaports. The Tema metropolitan area is one of the Greater Accra Region's sixteen metropolitan areas, municipalities, and districts.

### **Population**

The target population comprises the whole group of individuals or objects to which the researcher wishes to generalise his study's findings. Therefore, the target population of this study encompassed all the 59 Social Study teachers and 4740 public school pupils and 3490 private school pupils in the basic schools in Tema Metropolis in the Greater Accra Region. However, the accessible population incorporated a purposively selected 8 (4 Public and 4 Private) Social Study teachers and 120 (60 Public and 60 Private) JHS2 pupils in the basic school in Tema Metropolis in the Greater Accra Region. All eight selected teachers were interviewed. In all, 128 participants were used for the study. The pupils from the selected public and private basic schools would help the researcher discover the significant difference in their insights on Citizenship Education in the Basic Schools in Tema Metropolis.

### **Sample and Sampling Procedure**

The study employed a purposive sampling technique to select the Social Studies Teachers from the four selected basic schools to participate in the study. This is because the selected teachers are deemed appropriate and have in-depth knowledge and mastery of the study topic. The decision to employ purposive sampling is rooted in the necessity to deliberately select participants who possess specific characteristics essential to the research objectives. Given the nuanced nature of the study, where insights into teaching practices, educational

expertise, and diverse perspectives are crucial, purposive sampling allows for the intentional identification and inclusion of participants who are best positioned to provide in-depth information on citizenship education. Also, simple random sampling was used to select JHS 2 pupils from the selected basic schools for the study. This is because it ensures a fair representation of JHS 2 pupils, as each student in this grade level has an equal probability of being included in the sample, eliminating any systematic bias. Secondly, it promotes the generalizability of findings, as the randomness of the selection process increases the likelihood that the sample is a miniature reflection of the entire JHS 2 population in the selected schools. However, when the researcher was collecting the data for the study, the JHS 3 pupils had already completed. The four basic schools (2 Public and 2 Private) were purposively selected for the study. This is because the report by Ghana News Agency (2021), Akomah (2022), and evidence from the researcher indicated that young children and youths in the Tema Metropolis and its environs engage in dishonest behaviours such as thefts, murder, corruption, and sexual immorality.

In essence, the study encompassed 8 Social Study teachers (4 Public and 4 Private) and 120 (60 Public and 60 Private Schools) pupils from the four selected junior high schools in the Tema Metropolis. However, the students were randomly selected from the four selected schools (public and private Schools) to increase transparency and decrease the opportunities to insert the researcher bias or inaccuracies and create consistency and trustworthiness of findings (Shekhar, 2014; Mohajan, 2017). However, quota sampling technique was to select 30 pupils from each school. The purpose was to ensure that uniformity number characteristics of the population were represented in the

sample. All 8 Social Study teachers were also interviewed. Only Social Study teachers and JHS 2 pupils in the selected junior high schools were included because they deem appropriate for the study.

Table 1. Sample Size Matrix

No. of Schools	No. of Teachers	No. of Pupils
Rosharon Montessori School (Private)	2	30
First Star Academy (Private)	2	30
Tema Community 11 Complex Basic School (Public)	2	30
Archbishop Andoh Catholic School (Public)	2	30
Total	8	120

Source, Filed Data (2023)

### Data Collection Instruments

#### Questionnaire

The Social Studies teachers and the pupils were given a closed-ended questionnaire for the data collection. The research instrument used for this study was a questionnaire. The questionnaire ensures the mass participation of those at the event. Second, it can be provided to a random sample of individuals (Pozzo, Borgobello & Pierella, 2019). Likert scale was utilised for closed-ended questions, with teachers and students responding on a 4-point scale, and the questions assessed their responses with a statement. The Likert-type Scale questions required four responses, with Very Often (VO) =1, Often (O) =2, Seldom (S) =3, and Not at All (NA) =4 and Strongly Disagree (SD) =1, Disagree (D) =2, Agree (A) =3, and Strongly Agree (SA) =4 were used for both



the Social Studies teachers and the pupils, which were more valuable and appropriate for this study. Firstly, the four-point Likert scale provides a balanced range of responses, allowing participants to express a nuanced spectrum of opinions without an overwhelming number of options. This simplicity facilitates ease of comprehension and reduces respondent fatigue, making the survey more accessible and efficient. Moreover, the scale's ordinal nature allows for straightforward statistical analysis, enabling researchers to quantify and compare the degree of agreement or frequency of behaviors. The use of parallel Likert scales for both teachers and pupils ensures consistency in interpretation and facilitates direct comparisons between their perspectives. Generally, the chosen Likert scale format strikes a balance between granularity and practicality, enhancing the reliability and validity of the collected data in assessing the perceptions of both Social Studies teachers and pupils.

### **Interview Guide**

The semi-structured interview is a critical component of qualitative research that combines the flexibility of an open-ended interview with the structure of a standardised provides room for free responses from the interviewee and engaging in deep conversation, flexibility, and generative nature, hence stimulating new ideas for the intended study (Kakilla, 2021). Also, the respondents' views are hauled in natural forms, including non-verbal communication. Deterding & Waters (2018) advocated that computer-assisted qualitative data analysis development using flexible coding can yield reliable analysis from large interview samples if used on a well-coded theme. The interview aimed to provide rich, detailed and meaningful data to explore the research questions thoroughly. A semi-structured interview was established for

the eight Social Studies teachers in the selected basic schools for this proposed study.

The development of interview schedules is informed by several key issues aimed at ensuring the reliability, validity, and effectiveness of the interviews in gathering pertinent information. Firstly, researchers consider the study's research questions and objectives, ensuring that the interview questions align with the specific information needed to address these inquiries. Secondly, the characteristics of the target population, such as cultural background, language proficiency, and educational levels, are taken into account to ensure that the questions are clear, culturally sensitive, and appropriate for the participants. Moreover, considerations are made regarding the potential biases or preconceptions that might influence the responses, prompting researchers to craft questions that are neutral and open-ended.

#### **Validity of the Research Instrument**

Validity is how well a test predicts what it is supposed to measure (Forbes, 2021). The ability of the test instruments to quantify what they should measure will be investigated in this study to determine its validity. First, the researcher ensured the face and content validity of the instrument by drafting the instrument using standardised instruments as a benchmark. Also, my supervisor and experts with in-depth knowledge and expertise regarding my topic helped ensure they measured the instrument thoroughly for the study.

#### **Reliability of the Instrument**

The instruments were pre-tested on a similar group in separate time frames to establish stable underlying conditions. The Cronbach Alpha was used to ensure reliability. The pre-test outcomes were analysed to check whether the

research instruments were consistent or reliable. Qualitative research focused on exploring and understanding participants' experiences, perspectives, and behaviours of the respondents in their natural settings. To ensure the consistency and trustworthiness of qualitative data, the researcher strived for several key criteria, including credibility, transferability, dependability, conformability, and authenticity.

**Table 2: Reliability Statistics (Cronbach Alpha Coefficients of Variables)**

Constructs	Number of Items	Cronbach Alpha ( $\alpha$ )
Teachers' Perceptions of CE	10	.721
Teaching Strategies of CE	5	.854
Challenges of CE	5	.807
Pupils' Views of Impact on CE	10	.732

Source, Filed Data (2023), Pilot Test of Research Instruments

Reliability of the instrument was achieved by ensuring that straightforward wording was used, making the statements brief and specific, and for easy participant understanding. Reliability is the measure of the internal consistency of the construct in the study. A construct is reliable if the Alpha ( $\alpha$ ) value is 0.70 or greater (Karlsen, Hall-Lord, Wangenstein, & Ballangrud, 2021). Construct reliability was assessed using Cronbach Alpha to measure the internal consistency of the items for the study. The results revealed that teacher's perceptions of teaching Citizenship Education to pupils in the Basic Schools ( $\alpha = .721$ ), teaching strategies used by the teachers to enhance Citizenship Education ( $\alpha = .854$ ), challenges of promoting Citizenship Education in the Basic Schools ( $\alpha = .807$ ) and pupils' views on the impact of Citizenship Education in the Basic Schools ( $\alpha = .732$ ). This implies that the

questionnaire was internally consistent and accurate for the study's data collection.

### **Data Collection Procedures**

An introductory letter was obtained from the Head of Department at the Department of Basic Education and Institutional Review Board from the University of Cape Coast to the four selected junior high schools in the Tema Metropolis. The letter sought permission from the school head teachers before issuing the questionnaires to the teachers and the pupils. The purpose of the study was clearly explained, and relevant measures that facilitated the data collection were also put in place. The participants took 10 to 15 minutes to answer the questionnaire. In order to collect high-quality data in qualitative research, the researcher needed to follow ethical principles, such as obtaining informed consent, ensuring confidentiality, and protecting the participants' privacy. The participants were interviewed, and the data collected were analysed and interpreted rigorously and systematically to ensure the findings' validity and reliability.

### **Data Processing and Analysis**

#### **Quantitative Data Analysis**

The data obtained from the questionnaire were coded and analysed using Statistical Package for Social Sciences (SPSS) (version 26). However, descriptive statistics (frequencies, means, and standard deviations) was used to analyse research questions 1, 2, 3, and 4 quantitatively, and inferential statistics (Independent samples t-test) was used to analyse the hypothesis.

**Research Question One: *How do teachers perceive the teaching Citizenship Education to pupils in the Basic Schools in Tema Metropolis?***

Descriptive statistics were used to analyse the teachers' data on this research question, particularly frequencies, percentages, means, and standard deviation. The utilization of descriptive statistics, including frequencies, percentages, means, and standard deviation, is well-justified for analyzing the teachers' perceptions of teaching Citizenship Education. Frequencies and percentages allow for a clear presentation of the distribution of responses to specific items, shedding light on the prevalence of certain perceptions among teachers. Means provide a central tendency measure, indicating the average sentiment or attitude of the teacher cohort towards Citizenship Education. Standard deviation complements the mean by revealing the extent to which teachers' perceptions vary from the average, offering insights into the overall dispersion of opinions. The combined use of these descriptive statistical tools not only facilitates a comprehensive and easily interpretable summary of the teachers' perceptions but also allows for the identification of trends and variations in their responses, contributing to a more nuanced understanding of the research question.

**Research Question Two: *How do pupils perceive of Citizenship Education in the Basic Schools in Tema Metropolis?***

Research question two was analysed using frequencies, percentages, means, and standard deviation. Descriptive statistics are apt for summarizing and presenting the key characteristics of a dataset, making them particularly suitable for addressing this research question. Frequencies and percentages provide a clear overview of the distribution of pupils' responses to specific

items, offering insights into the prevalence of certain perceptions regarding the impact of Citizenship Education. Means offer a measure of central tendency, indicating the average perception of pupils on the impact of Citizenship Education. Standard deviation complements the mean by revealing the degree of variability in pupils' perceptions, providing information about the overall spread of opinions. The use of these descriptive statistical tools enables a comprehensive and easily interpretable summary of pupils' perceptions, facilitating the identification of trends and variations in their responses and contributing to a nuanced understanding of the impact of Citizenship Education.

**Research Question Three: *What are the challenges of promoting Citizenship Education in the Basic Schools in Tema Metropolis?***

Question three was analysed using frequencies, percentages, means, and standard deviation. Descriptive statistics are well-suited for summarizing and presenting key features of a dataset, making them particularly appropriate for addressing this research question. Frequencies and percentages provide a clear snapshot of the prevalence and distribution of specific challenges faced by educators in promoting Citizenship Education. Means offer a measure of central tendency, indicating the average severity or magnitude of these challenges, while standard deviation provides information about the variability or consistency in the reported challenges. The use of these descriptive statistical tools allows for a comprehensive and easily interpretable summary of the challenges, facilitating the identification of common issues, variations, and trends. This approach contributes to a nuanced understanding of the obstacles encountered in the promotion of Citizenship Education in the specified educational context of Tema Metropolis.

**Research Question Four: *What are effective teaching strategies used by the teachers that enhance Citizenship Education in the Basic Schools in Tema Metropolis?***

This research question was analysed using percentages, means, and standard deviation on the effective teaching strategies used by the teachers that enhance Citizenship Education in the Basic Schools in Tema Metropolis. Percentages offer a clear representation of the prevalence of specific teaching strategies, providing insights into the frequency with which these approaches are employed. Means provide a measure of central tendency, offering an average indication of the effectiveness of various teaching strategies as perceived by the teachers. Standard deviation complements the mean by indicating the degree of variability in the reported effectiveness, helping identify the consistency or variation in perceptions about the impact of different teaching strategies. Generally, the use of descriptive statistical tools allows for a comprehensive and easily interpretable summary of the data, facilitating the identification of commonalities, variations, and trends in the reported effective teaching strategies.

**Qualitative Data Analysis**

By transcribing the interviews, the researcher closely examined the details, nuances, and richness of the participants' verbal expressions, ensuring that nothing is missed during the analysis. Thematic analysis is commonly used technique in qualitative research to analyze interview data. It involves identifying and analyzing recurring themes or patterns within the data. The researcher carefully read through the transcriptions, identify significant ideas, concepts, or patterns, and assign them relevant themes. Through thematic

analysis, researcher aimed to identify the key themes or patterns that emerged from the participants, responses, these include teachers' perception of teaching Citizenship Education, pupils' perception of teaching Citizenship Education, strategies are used by the teachers to enhance Citizenship Education and the challenges of promoting Citizenship Education. The researcher therefore analyses the responses from the participants based on the generated themes. This analysis helps to uncover the underlying meanings, perspectives, and experiences related to the research topic.

### **Research Hypotheses**

*H<sub>0</sub>*: There is no statistically significant difference exists between the public JHS 2 pupils and private JHS 2 pupils' perceptions of teaching Citizenship Education in the Basic Schools in Tema Metropolis.

The hypothesis states that there is no statistically significant difference between the public JHS 2 pupils and private JHS 2 pupils on teachers' perceptions of teaching Citizenship Education in the Basic Schools in Tema Metropolis. The independent samples t-test is well-suited for comparing the means of two independent groups, in this case, public and private JHS 2 pupils, to assess if any observed differences are statistically significant. By employing this statistical tool, researchers can evaluate whether variations in the perceptions of the two groups are beyond what might occur by chance. The t-test allows for a quantitative assessment of the significance of any observed differences in perceptions, providing a robust statistical foundation for accepting or rejecting the hypothesis. This approach is particularly apt when investigating potential disparities in perceptions between distinct groups, contributing to a more rigorous and evidence-based understanding of the



variations in how public and private school pupils perceive Citizenship Education in the specified educational context of Tema Metropolis.

*H<sub>02</sub>*: There is no statistically significant difference exists between the perceptions of private and public school teachers on teaching Citizenship Education in the Basic Schools in the Tema Metropolis. Independent samples t-test was used to analyse this hypothesis. The independent samples t-test is a suitable statistical tool for comparing the means of two independent groups, in this case, private and public school teachers, to determine if any observed differences are statistically significant. However, by employing this test, researchers can quantitatively assess whether variations in the perceptions of the two groups are beyond what might occur by chance alone. The t-test provides a robust statistical foundation for evaluating the significance of any observed differences in perceptions, contributing to a more rigorous and evidence-based understanding of potential variations in how private and public school teachers perceive the teaching of Citizenship Education in the specific educational context of Tema Metropolis. This approach ensures that any conclusions drawn regarding differences or similarities in perceptions are supported by statistically sound analyses.

### **Ethical Consideration**

Access, informed consent, confidentiality, anonymity, and plagiarism are ethical considerations in research (Ghimire, 2021). This would, however, help the participants understand the nature of the study and their freedom to withdraw at any time. Because anonymity and confidentiality are guaranteed, participants will consent to participate in the survey. This will be done to prevent deception and encourage collaboration. (Pietrzykowski, & Smilowska,

2021) recommend that researchers acquire permission early on, with fully informed consent, and notify participants of the study's possible benefits.



## CHAPTER FOUR

## RESULTS AND DISCUSSION

**Overview**

The study aimed to examine the teachers' and pupils' perceptions of teaching citizenship education as an area of interest in the basic schools in Tema Metropolis in Ghana. This chapter presented the results and discussion of the study.

**Demographic Data of Teachers**

The demographic information of teachers is presented in Tables 3, 4, 5 and 6.

Table 3: *Gender of Teachers*

Gender	Frequency	Percent (%)
Male	6	75%
Female	2	25%
Total	8	100%

Source: Field Data (2023)

Table 3 showed that out of eight selected Social Studies teachers in the selected Junior High Schools, 6(75%) were males, and 2(44%) were females. This indicated that there were more Social Studies teachers than females in the selected schools.

Table 4: *Age of Teachers*

Age	Frequency	Percent (%)
25-34years	1	12.5%
35-44years	4	50%
45years and above	3	37.5%
Total	8	100%

Source: Field Data (2023)

From Table 4, it was revealed that out of eight selected Social Studies teachers in Junior High Schools in Tema Metropolis, 4(50%) of them were aged

between 35-44years, 3(37.5%) of them were aged between 45years and above, and only one teacher representing 12.5% was aged between 25-34years. This implies that most selected Social Studies teachers are between 35 and 44 years old.

Table 5: *Educational Qualification of Teachers*

<i>Qualification</i>	Frequency	Percent (%)
Diploma	0	0%
First Degree	6	75%
Master Degree	2	25%
Total	8	100%

Source: Field Data (2023)

From Table 5, it was revealed that out of the eight selected Social Studies teachers in Junior High Schools in Tema Metropolis, 6(75%) hold a bachelor's degree, 2(25%) are Master's degree holders, and none of the teachers holds a Diploma certificate. This is an indication that the majority of selected Social Studies teachers in Junior High Schools in Tema Metropolis are first-degree holders, and so it appears that they are professionally trained teachers.

Table 6: *Teaching Experience of Teachers*

<i>Experience</i>	Frequency	Percent (%)
1-5years	0	0%
6-10years	3	37.5%
More than 10years	5	62.5%
Total	8	100%

Source: Field Data (2023)

From Table 6, it was indicated that out of the eight Social Studies teachers in the selected Junior High Schools, 5(62.5%) had taught for more than

ten years, 3(37.5%) had 6-10years of teaching experience, and none of them had 1-5years experience. The data implied that most teachers had more than ten years of teaching experience.

### Demographic Data of Pupils

The demographic data of pupils are presented in Tables 7 and 8.

Table 7: *Gender of Pupils*

Gender	Frequency	Percent (%)
Male	76	63.3%
Female	44	36.7%
Total	120	100%

Source: Field Data (2023)

Table 7 shows that out of the 120 pupils in the four selected basic schools in Tema Metropolis, 76(63.3%) are males, and 44(36.7%) are females. This showed that there was a majority of male pupils than females from the selected four junior high schools in Tema Metropolis.

Table 8: *Age of Pupils*

Age	Frequency	Percent (%)
12-17years	120	100%
18years and above	0	0.0%
Total	120	100.0

Source: Field Data (2023)

It was indicated in Table 8 that the 120(100%) selected pupils in JHS 2 in the basic schools in Tema Metropolis were all aged between 12-17 years, and 0(0.0%) none of them was 18 years and above. This implied that all the pupils selected for the study were of their adolescent age.

## Results

### Research Question One: What are the teacher's perceptions of teaching Citizenship Education to pupils in the Basic Schools in Tema Metropolis?

This research question examined teachers' perceptions of teaching Citizenship Education to pupils in the Basic Schools in Tema Metropolis. The results of teachers' responses concerning their perceptions of teaching Citizenship Education to pupils in Basic Schools are presented in Table 9.

Table 9: *Teacher's Perceptions of Teaching Citizenship Education to Pupils in the Basic Schools in Tema Metropolis*

Statement	SD (%)	D (%)	A (%)	SA (%)	Mean	SD
To help pupils develop values, such as desirable behaviour, character etc.	-	-	25.0	75.0	3.9320	.57689
To promote the basic skills of pupils in solving problems	-	-	37.5	62.5	3.1500	.33166
To help pupils practically apply knowledge to solve societal issues	-	-	12.5	87.5	3.2400	.43589
To guide pupils to become responsible	-	-	12.5	87.5	3.9400	.47417
To prepare young people to become effective leaders in future	-	-	50.0	50.0	3.9133	.32700
To teach pupils to respect authorities in the society	-	-	62.5	37.5	3.4800	.40580
To teach pupils to understand the constitution of the land	-	-	37.5	62.5	3.6300	.53490
To help young people develop morally	-	-	25.0	75.0	3.9200	.48967
To guide pupils to develop self-confidence to take in solve issues	-	-	12.5	87.5	3.6600	.33280
To help pupils to interact well with people	-	-	50.0	50.0	3.4210	.43710
Mean of means / SDs					3.6288	.434588

Source: Field Data (2023) Strongly Disagree (SD) =1, Disagree (D) =2, Agree

(A) =3, and Strongly Agree (SA) = 4

Table 9 shows perceptions of teaching Citizenship Education to pupils in the Basic Schools in Tema Metropolis, with a high mean of means (3.6) and a standard mean score (0.4). This is evident that Citizenship Education guides pupils to become responsible citizens with a mean score ( $M = 3.94$ ,  $SD = 0.4$ ). Also, teachers perceived that Citizenship Education helps pupils develop values, such as desirable behaviour, good character, respect, hardworking etc. The mean score attracted to this item was ( $M = 3.93$ ,  $SD = 0.5$ ). Again, Citizenship Education helps young people develop morally, which obtained an ( $M = 3.92$ ,  $SD = 0.4$ ). Moreover, it prepares young people to become effective leaders in the future ( $M = 3.9$ ,  $SD = 0.3$ ). Likewise, it guides pupils to develop self-confidence to solve social issues, with a mean score ( $M = 3.6$ ,  $SD = 0.3$ ). Furthermore, it teaches pupils to respect societal authorities, which attracted a mean score ( $M = 3.48$ ,  $SD = 0.4$ ). In addition, Citizenship Education helps pupils to interact well with people across the globe ( $M = 3.42$ ,  $SD = 0.4$ ). It helps pupils practically apply knowledge to solve societal issues ( $M = 3.2$ ,  $SD = 0.4$ ). Finally, Citizenship Education promotes the basic skills of pupils in solving problems.

**Research Question Two: What are the pupils' perceptions of Citizenship Education in the Basic Schools in Tema Metropolis?**

This research question was intended to explore pupils' perceptions of Citizenship Education in the Basic Schools in Tema Metropolis. The results of the pupils are shown in Table 10.

Table 10: *Pupils' perceptions of Citizenship Education in the Basic Schools in Tema Metropolis*

Statement	SD (%)	D (%)	A (%)	SA (%)	Mean	SD
It helps me develop desirable behaviour, character etc.	-	-	62.5	37.5	3.7200	.37689
It helps me develop basic skills to solve problems.	-	-	12.5	87.5	3.3421	.43166
It helps me practically apply knowledge to solve societal issues.	-	-	50.0	50.0	3.2400	.43584
I have learned in Citizenship Education how to become responsible citizens.	-	-	37.5	62.5	3.8400	.47417
It is preparing me to become an effective leader in future.	-	-	12.5	87.5	3.7100	.32600
It teaches me to respect authorities in the society.	-	-	62.5	37.5	3.6700	.42110
It teaches me to understand the constitution of the land.	-	-	12.5	87.5	3.5400	.38540
It teaches me to develop morally.	-	-	50.0	50.0	3.7400	.44410
It guides me to develop self-confidence in solving social issues.	-	-	37.5	62.5	3.5200	.43320
It helps me to interact well with people across the globe.	-	-	12.5	87.5	3.3422	.38970
Mean of means / SDs					3.5664	0.41180

Source: Field Data (2021) Strongly Disagree (SD) =1, Disagree (D) =2, Agree (A) =3, and Strongly Agree (SA) = 4

The results from Table 10 indicated that pupils' views on the impact of Citizenship Education in the Basic Schools in Tema Metropolis with a mean of means score 3.5 and a standard score of 0.4. The study revealed that pupils learn Citizenship Education to become responsible citizens ( $M = 3.8$ ,  $SD = 0.4$ ). Also, Citizenship Education teaches pupils to develop morally to live a life worthy of emulation ( $M = 3.74$ ,  $SD = 0.5$ ). Again, it helps them develop desirable behaviour, character etc. ( $M = 3.72$ ,  $SD = 0.3$ ). It was also revealed that



Citizenship Education prepares pupils to become effective and responsible leaders in the future ( $M = 3.71$ ,  $SD = 0.3$ ). In addition, pupils' views on the impact of Citizenship Education in Basic Schools revealed that it teaches them to respect authorities in society which attracted the mean of means ( $M = 3.6$ ,  $SD = 0.5$ ). Likewise, it teaches them to understand the constitution of the land with the mean scores ( $M = 3.6$ ,  $SD = 0.3$ ). The study, therefore, indicated that Citizenship Education guides pupils to develop self-confidence to solve social issues. The mean score attracted to this item was ( $M = 3.5$ ,  $SD = 0.4$ ). Besides, it helps me develop basic skills to solve problems and interact well with people across the globe. The mean score for this item was ( $M = 3.3$ ,  $SD = 0.5$ ). Finally, it also helps the pupils apply the knowledge practically to solve societal issues ( $M = 3.2$ ,  $SD = 0.4$  ).

**Research Question Three: What teaching strategies are used by the teachers to enhance Citizenship Education in the Basic Schools in Tema Metropolis?**

This study sought to examine strategies used by the teachers to enhance Citizenship Education in the Basic Schools in Tema Metropolis. The results of the teachers' responses regarding the strategies used to enhance Citizenship Education in Basic Schools are presented in Table 11.

Table 11: Strategies used by the teachers to enhance Citizenship Education in the Basic Schools in Tema Metropolis

Statement	VO (%)	O (%)	S (%)	NA (%)	Mean	SD
Field trip (Excursion)	-	-	62.5	37.5	2.8400	.48417
Discussion Method	87.5	12.5	-	-	3.7800	.32662
Role Play (Dramatisation)	-	-	50.0	50.0	2.5200	.27617
Simulated Method	-	-	37.5	62.5	2.7200	.35826
Lecture Method	12.5	87.5	-	-	3.6400	.51960
Mean of means / SDs					3.1	0.39296

Source: Field Data (2023) Very Often (VO) =1, Often (O) =2, Seldom (S) =3, and Not at All (NA) =4

Table 11 revealed strategies used by Social Studies teachers to enhance Citizenship Education in the Basic Schools in Tema Metropolis with a mean of means score of 3.2 and a standard deviation between 0.3. It is revealed in Table 11 that one of the strategies used by Social Studies teachers to enhance Citizenship Education in Basic Schools is the discussion method. This item has a mean score ( $M = 3.78$ ,  $SD = 0.3$ ). Also, Social Studies teachers enhance Citizenship Education in Basic Schools through the lecture method with a mean score ( $M = 3.6$ ,  $SD = 0.5$ ). Again, the Social Studies teachers seldom use field trips (excursions) in teaching Citizenship Education ( $M = 2.8$ ,  $SD = 0.5$ ). The results revealed that Social Studies teachers seldom employ role play (dramatisation) in teaching Citizenship Education to pupils. However, Social Studies teachers do not employ a simulated method in teaching Citizenship Education ( $M = 2.7$ ,  $SD = 0.3$ ).

#### Research Question Four: What are the challenges of promoting Citizenship Education in the Basic Schools in Tema Metropolis?

This research question is required to determine the challenges of promoting Citizenship Education in the Basic Schools in Tema Metropolis. The results of the pupils are shown in Table 12.

*Table 12:* The challenges of promoting Citizenship Education in the Basic Schools in Tema Metropolis

Statement	SD (%)	D (%)	A (%)	SA (%)	Mean	SD
Insufficient funding in organising Citizenship Education programs for students	-	-	62.5	37.5	3.8700	.47433
Unwillingness attitudes of the student to take the Citizenship Education subject seriously	-	-	12.5	87.5	3.8930	.52632
Inadequate instructional resources for teaching and learning	-	-	62.5	37.5	3.3200	.47610
The syllabus is overloaded in the Social Studies subject.	-	-	37.5	62.5	3.2400	.45626
Inexperience teachers in teaching the Citizenship Education	25.0	50	25.0	-	2.4400	.38480
Mean of means / SDs					3.3526	0.46356

Source: Field Data (2023) Strongly Disagree (SD) =1, Disagree (D) =2, Agree (A) =3, and Strongly Agree (SA) = 4

Table 12 examined the challenges of promoting Citizenship Education in the Basic Schools in Tema Metropolis with a mean of means score of 3.3 and a standard deviation of 0.4. It, therefore, revealed that one of the challenges of promoting Citizenship Education in Basic Schools is the unwillingness attitudes of the student to take the Citizenship Education subject seriously, which has a

mean score ( $M = 3.89$ ,  $SD = 0.5$ ). Also, there is insufficient funding for organising Citizenship Education programs for students. This item attracted a mean score ( $M = 3.8$ ,  $SD = 0.4$ ). Moreover, there are inadequate instructional resources for teaching and learning ( $M = 3.4$ ,  $SD = 0.4$ ). Furthermore, the syllabus is overloaded in the Social Studies subject ( $M = 3.2$ ,  $SD = 0.4$ ). Finally, another challenge in promoting Citizenship Education in the Basic Schools in Tema Metropolis is inexperienced teachers teaching Citizenship Education ( $M = 2.4$ ,  $SD = 0.3$ ).

### **Research Hypothesis One**

**H<sub>01</sub>:** *No statistically significant difference exists between the public JHS 2 pupils and private JHS 2 pupils on the perceptions of teaching Citizenship Education in the Basic Schools in Tema Metropolis.*

An independent samples t-test was conducted at an alpha  $\alpha$  level of 0.05. The value for Levene's test was below 0.05 (0.001), indicating that the assumption has been violated, and the second row (equal variances not assumed) was reported. Table 13 shows the difference between the public JHS2 pupils and private JHS 2 pupils on the perceptions of Citizenship Education.

Table 13: *Difference between the public JHS 2 pupils and private JHS 2 pupils on the perceptions of Citizenship Education*

Schools Categories		M	SD	F	t	df	Sig.
				4.0	3.289	1642.0	0.932
Public JHS2	60	7.125	2.257	68			
Private JHS2	60	7.102	2.271				

Source: Field Data (2023)

From Table 13, there were 60 public JHS 2 pupils on the perceptions of Citizenship Education ( $M=7.13$ ,  $SD= 2.26$ ) compared to 60 private JHS 2 pupils on the perceptions of Citizenship Education ( $M=7.102$ ,  $SD= 2.27$ ). The results from the t-test, as revealed in Table 13, specified that there was no statistically significant difference in public JHS 2 pupils' perception ( $M=7.13$ ,  $SD= 2.26$ ) and private JHS 2 pupils' perception ( $M=7.102$ ,  $SD= 2.27$ );  $t(3.29) = 2.168$ ;  $p=0.93$ . This implies that the pupils from the two schools' perceptions of Citizenship Education are similar. Therefore, the researcher failed to reject the null hypothesis, which states that "no statistically significant difference exists between the public JHS 2 pupils and private JHS 2 pupils on the perceptions of teaching Citizenship Education in the Basic Schools in Tema Metropolis".

## Research Hypothesis Two

*H<sub>02</sub>: No statistically significant difference exists between the perceptions of public and private school teachers on teaching Citizenship Education in the Basic Schools in the Tema Metropolis.*

An independent samples t-test was conducted at an alpha  $\alpha$  level of 0.05. Levene's test of equal variance was also conducted since the sig. Value for Levene's test was below 0.05 (0.001), it also showed that the assumption of the null hypothesis had been violated, and the second row (equal variances not assumed) was therefore reported.

Table 14: *No difference exists between public and private school teachers' perceptions of teaching Citizenship Education in the Basic Schools in the Tema Metropolis.*

Schools N Categories	M	SD	F	t	df	Sig.
			2.400	1.55	6.0	0.064
Public Teachers 4	2.247	3.571				
Private Teachers 4	2.430	3.634				

Source: Field Data (2023)

Table 14 revealed that no difference exists between the perceptions of public school ( $M=2.247$ ,  $SD= 3.571$ ) and the private school teachers ( $M=3.430$ ,  $SD= 3.634$ );  $t(6.0) = 231.0$ ;  $p=0.064$ , on teaching Citizenship Education in the Basic Schools in the Tema Metropolis. This indicates that both public and private school teachers' perceptions of teaching Citizenship Education in the Basic Schools in the Tema Metropolis are corresponding or equal. The

researcher failed to reject the null hypothesis, which states that “no statistically significant difference exists between the perceptions of public and private school teachers on teaching Citizenship Education in the Basic Schools in the Tema Metropolis.”

### **Discussion**

Data from research questions one, two and three were collected from the Social Studies teachers, and data from research question four were collected from the JHS 2 pupils, and all data were collected using a closed-ended questionnaire while all the selected teachers were interviewed. The teachers were asked to rate their perceptions of teaching Citizenship Education, teaching strategies and challenges of promoting Citizenship Education in Basic Schools. The JHS 2 pupils were asked to rate their perceptions of Citizenship Education.

Semi-structured interviews were conducted with 8 Social Studies teachers in the selected public and private basic schools in Tema Metropolis in the Greater Accra Region. The participants were selected using purposive sampling to ensure diversity in terms of gender, age, and years of teaching experience. The interview questions focused on perceptions of teaching Citizenship Education, teaching strategies and challenges of promoting Citizenship Education in Basic Schools. The interviews were recorded and transcribed verbatim.

**Research Question One:** What are the teacher’s perceptions of teaching Citizenship Education to pupils in the Basic Schools in Tema Metropolis?

*From the study, it was revealed that Citizenship Education guides pupils to become responsible citizens. This confirms the assertions of Yasmin et al. (2021) that raising responsible and patriotic citizens is one of the major*

*investments necessary for every nation's defence and peace, coupled with avoiding terrorism and chaos in that nation. Similarly, Rauf et al. (2021) reported that good citizenship demands young people to be ready to consider the political and social concerns prevalent in their country to contribute constructively to society and become responsible citizens. During the interview sessions, **Teacher 1 (Male)** stated, 'Teaching Citizenship Education helps pupils to become responsible citizens through active engagement in the public life of a society in an educated, dedicated, and productive way, with a focus on the common good.' This assertion is in line with **Teacher 4 (Female)**, who also stated that;*

*Citizenship education plays a vital role in shaping the future of society. By guiding learners to become responsible citizens, it helps to ensure they are equipped with the knowledge, skills, and values needed to contribute positively to their community and society. It provides pupils with the rights, duties, and responsibilities of being a citizen of a nation or community. However, it empowers individual pupils to become active and engaged members of their society.*

Again, the study indicated that teachers perceived that Citizenship Education helps pupils develop values, such as desirable behaviour, good character, respect, and hardworking and honest individuals. This is in corroboration with Kadiwal and Durrani (2018) that citizenship education is disciplined training of pupils to become successful members of a democratic society by incorporating issues such as social justice, civic learning, and global competencies with social and emotional development into their curriculum.



**Teacher 7** (Male) indicated that *citizenship education promotes respect, tolerance, and empathy, which are crucial for building a cohesive and harmonious society. Moreover, by fostering these values, the pupils are encouraged to be responsible, caring, honest and respectful towards others, regardless of their background or beliefs.* This confirms the assertions of **Teacher 2** (Female): *‘Through citizenship education, pupils can learn about important values such as respect for others, tolerance, empathy, and social justice. They can also learn about the importance of democracy, the rule of law, and the role of the media in shaping public opinion.*

Moreover, Citizenship Education helps young people develop morally to distinguish right from wrong and to act acceptably. This claim is in connection with Siregar and Kemala (2023) that Citizenship education promotes moral reasoning and decision-making skills. By exposing pupils to complex ethical dilemmas and encouraging them to consider different perspectives, citizenship education can help pupils develop a more sophisticated understanding of moral issues and the ability to make ethical decisions. Similarly, Mohd Yusoff et al. (2022) reported that Citizenship Education could teach pupils the importance of treating others with respect and dignity and the negative consequences of prejudice and discrimination. By understanding these concepts and practising them daily, pupils can become more moral individuals to live good lives worthy of emulation.

**Teacher 3** (Female) specified that *Citizenship Education provides pupils with opportunities to explore their own beliefs and values, as well as the beliefs and values of others and also helps young people develop a deeper understanding of themselves and their place in the*

*world. This, in turn, can help them develop a sense of empathy and a commitment to social justice, which are essential components of moral and ethical behaviour. This corresponds to **Teacher 5** (Female) views that one of the key objectives of citizenship education is to promote moral development in pupils. This is because citizenship education often emphasizes the importance of empathy, respect, fairness, and social responsibility. By teaching these values and providing opportunities for students to apply them in real-world situations, citizenship education can help students to develop a stronger sense of morality.*

Also, it was indicated that Citizenship Education prepares young people to become effective leaders. This confirms the study of Hidayah (2023) that Citizenship Education plays a crucial role in preparing young people to become effective leaders in the future. However, it provides young people with the knowledge, skills, and values needed to become responsible and active citizens who can participate in and contribute to their communities. Tuhuteru (2023) added that Citizenship Education instils a sense of social responsibility and civic duty in young people. It teaches them the importance of respecting diversity, promoting human rights, and engaging in democratic processes. These values are essential for effective leadership, as they enable young people to understand the needs and perspectives of others and work towards common goals. In an interview session, **Teacher 8** (Male) stated that *‘Citizenship Education is a valuable tool for preparing young people to become effective leaders in the future. It equips them with the knowledge, skills, and values needed to positively impact their communities and the world.*

Furthermore, it was revealed that Citizenship Education guides pupils to develop self-confidence to solve social issues. This corroborates with Tuhuteru (2023) that one of the key goals of citizenship education is to develop students' self-confidence to take action on social issues. This involves teaching them about social problems, such as poverty, inequality, discrimination, and environmental degradation, and helping them develop the skills and confidence to address them. Teacher 6 (Male) stated that *'citizenship education plays an important role in equipping pupils with the knowledge, skills, confidence and attitudes they need to become active and engaged citizens who can work towards creating a more just and equitable society.'*

Likewise, it was specified that Citizenship Education teaches pupils to respect societal authorities. This is in line with Merry (2020) that while Citizenship Education teaches students the importance of respecting authorities in society, this is not its sole focus. Rather, it seeks to develop critical thinking skills that enable students to understand authorities' role in society and question their decisions when necessary. It also teaches students the importance of the rule of law, a fundamental principle of democratic societies. Pangalila et al. (2023) reported that in a democratic society, citizens are expected to respect the government's authority and the rule of law. However, this respect should not be blind or unquestioning. In essence, it encourages pupils to think critically about the actions of those in authority and to speak out when they feel that their rights or the rights of others are being violated.

In addition, the results revealed that Citizenship Education helps pupils to interact well with people across the globe. This confirms the report of Banks (2021) that citizenship education plays a vital role in preparing students to

interact effectively with people from different cultures and backgrounds. By promoting a deeper understanding of global issues and fostering important social and emotional skills, Citizenship Education can help to create a more peaceful, just, and sustainable world for all. Also, Citizenship Education helps pupils apply the knowledge practically to solve societal problems and promotes pupils' basic skills in solving problems. This confirms the claim of Birhan et al. (2021) that the benefits of citizenship education are that it promotes a deeper understanding of global issues and encourages pupils to think critically about their role as global citizens. By learning about human rights, sustainable development, and global interdependence, students can better understand our world's challenges and how they can contribute to positive change.

**Research Question Two:** What teaching strategies are used by the teachers to enhance Citizenship Education in the Basic Schools in Tema Metropolis?

Data from research question two revealed that the discussion method is one of the strategies Social Studies teachers use to teach Citizenship Education in Basic Schools. This statement aligns with Baginsky et al. (2019) that the discussion method in teaching facilitates learning by encouraging students to engage in conversation and exchange ideas with one another actively. This method involves a teacher posing a question or topic, and students are encouraged to share their thoughts, opinions, and experiences related to the topic. Moser et al. (2022) added that the discussion method promotes active learning and student engagement. Participating in a discussion encourages students to think critically, analyze information, and apply their knowledge to real-world situations. This confirms the assertion of **Teacher 3** that *the discussion method allows for diverse perspectives to be shared and heard. This*

*can help broaden students' understanding of the topic and encourage them to consider alternative viewpoints. However, it also helps develop pupils' communication skills to articulate their thoughts and ideas clearly, listen actively to others, and respond to the teachers' questions and feedback.*

Again, it was shown that the teachers used another teaching strategy to enhance Citizenship Education in the Basic Schools, the lecture method. This report aligns with Furkatovna (2022) that it is important to use the lecture method in conjunction with other teaching methods, such as discussions, group work, or hands-on activities, to create a more engaging and effective learning experience for students. This contradicts Nordmann et al. (2022) that while the lecture method can effectively deliver information, it has some limitations. It may not engage all pupils or promote critical thinking or active learning. Therefore, it is often supplemented with other teaching methods, such as group discussions, hands-on activities, or individual projects, to provide a more well-rounded learning experience. The data from the interview of **Teacher 1** revealed that: *the lecture method involves the teacher engaging with the students through various activities, such as asking questions, conducting surveys, and using real-life examples to illustrate concepts to the pupils in a class.* **Teacher 8** indicated that:

*Teaching with lecture method is a technique in which a teacher or instructor presents information to pupils. This method is less stressful because it helps the facilitator to only present without any hands-on activities. Nonetheless, the teacher usually stands in front of the classroom and speaks to the pupils while the pupils listen and take notes.*

**Teacher 3** stated that *although this teaching method is commonly used in higher education, such as colleges and universities, it can also be applied in basic schools to help pupils develop their spelling and vocabulary by dictating notes to them, which is one of the effective ways to convey information to a group of pupils, especially when the class size is large.*

Also, the study revealed that Social Studies teachers seldom or do not employ field trips (excursions), role play (dramatisation) and simulated methods in teaching Citizenship Education. Abrorkhonova and Khudoyberdiyeva (2022) revealed that a field trip (excursion) is a teaching method involving taking pupils outside the classroom to learn in a real-world environment. It can be a visit to a museum, historical site, zoo, or other location relevant to the subject being studied. This method allows pupils to observe and experience things firsthand, enhancing their understanding and retention of the material. In their studies, Coello et al. (2022) reported that role play (dramatization) is a teaching method that involves assigning roles to pupils to act out a scenario or situation related to the subject being studied. Pupils can be historical figures, characters from literature, or professionals in a particular field. This method can help pupils better understand complex concepts and develop empathy for others by putting them in another person's shoes. Çelik (2022) and similarly Dalinger et al. (2020) assert that employing the simulated method is a teaching method that involves creating a simulated or virtual environment where pupils can practice and apply skills or knowledge relevant to the subject being studied. Simulations can be computer-based or in-person, ranging from virtual experiments to full-scale business simulations. This

method allows pupils to test their understanding and practice skills in a safe and controlled environment. It can also allow pupils to work collaboratively and develop problem-solving skills.

In interviewing the teachers regarding teaching strategies, their responses appeared almost the same. The teachers, therefore, revealed that there are costs involved in field trips, safety concerns and conducive settings, inadequate TLRs, difficulty maintaining pupil engagement, and time-consuming and technical issues.

**Research Question Three:** What are the challenges of promoting Citizenship Education in the Basic Schools in Tema Metropolis?

Data from research question three revealed that one of the challenges of promoting Citizenship Education in Basic Schools is the unwillingness attitudes of the student to take the Citizenship Education subject seriously. This confirms the assertions of Blau et al. (2020) that pupils may express negative opinions about the subject, its relevance, or its difficulty, which can further reduce their motivation to learn. Winstone and Boud (2022) added that these attitudes can be caused by various factors, such as a lack of understanding or connection to the subject matter, a perceived lack of relevance to the student's goals or interests, or a fear of failure or low self-esteem. In contrast, Winstone and Boud stated that addressing these attitudes may require academic and emotional support, including tutoring, counselling, or encouragement from teachers, peers, or family members. **Teacher 6** stated that; *'Pupils may actively avoid the subject by skipping class, (absenting themselves), not completing or working on assignments and may not participate in class discussions, ask questions, or show interest in the material being taught.'*

Also, it was indicated that there is insufficient funding for organising Citizenship Education programs for pupils. This statement aligns with the findings of Swalwell and Payne (2019) and Björklund & Sandahl (2020) that insufficient funding could also result in unequal access to Citizenship Education programs among schools. Schools with fewer resources may struggle to provide the same quality of programs as schools with more funding, resulting in unequal opportunities for pupils to learn about citizenship and civic engagement. This corroborates **Teacher 4** assertions that *'insufficient funding could also result in unequal access to Citizenship Education programs among basic schools in Ghana. However, basic schools with fewer resources may struggle to provide the same quality of programs as schools with more funding, resulting in unequal opportunities for pupils to learn about citizenship and civic engagement.* **Teacher 1** correspondingly believed that: *'without adequate funding, schools may not be able to provide pupils with opportunities to participate in citizenship activities such as volunteering, community service, and civic engagement. This could limit pupils' exposure to real-world civic activities that can help them become responsible citizens.*

Moreover, it was revealed that there are inadequate instructional resources for teaching and learning. This supports the claim of Clarin and Baluyos (2022) that inadequate instructional resources, such as a lack of necessary tools, materials, and facilities, are needed for effective teaching and learning. These can negatively impact the quality of education students receive, reduce their chances of success, and perpetuate educational inequality. It is, therefore, crucial to ensure that schools have the necessary resources to provide students with a quality education. This confirms the assertions of **Teacher 2**



that “*when textbooks and other instructional materials are outdated, they may not align with current educational standards, which can lead to confusion among students.*” **Teacher 7** added, “*Inadequate instructional resources for teaching and learning may result from lack of access to computers, projectors, and other modern technologies that can limit the effectiveness of instruction and hinder pupils’ learning.*”

Furthermore, the syllabus is overloaded with the Social Studies subject. This supports the study of Angyagre and Quainoo (2019) that the effects of an overloaded syllabus can be detrimental to the quality of education. Pupils may feel overwhelmed and stressed, which can negatively impact their ability to learn and retain information. Teachers may also feel pressured to cover everything in the syllabus, resulting in a rushed approach to teaching that may not allow for a deep understanding of the material. **Teacher 3** supported this claim that “*overloading the syllabus in the Social Studies subject can be a challenge for both teachers and students and can lead to a lack of engagement, fatigue, and a decrease in the quality of teaching and learning in the classroom settings.*”

Finally, another challenge in promoting Citizenship Education in the Basic Schools in Tema Metropolis is inexperienced teachers teaching Citizenship Education. This supports the literature in their respective studies that most Social Study teachers are not adequately knowledgeable about the subject’s demands, implications, and objectives, which in some ways affects the value and relevance of instruction given to the pupils (Wood et al., (2018). Wood et al. (2018) added that the fact that instructors need specialized training in citizenship is another difficulty mentioned. However, social studies teachers

must be well qualified at all levels if we want to help pupils grasp the complicated world in which they live, better adapt to it, and become responsible and informed citizens. Consequently, it should be unacceptable for anyone to be drafted into a Social Studies class.

**Research Question Four:** What are the pupils' perceptions of the impact of Citizenship Education in the Basic Schools in Tema Metropolis?

Research question four collected data from JHS 2 pupils on the impact of Citizenship Education in the Basic Schools in Tema Metropolis using a closed-ended questionnaire. The pupils were asked to rate their perceptions of Citizenship Education. The Table showed a mean score of 3.2 and 4.8 and a standard deviation between 0.3 and 0.5.

The study revealed that pupils learn Citizenship Education to become responsible citizens and live good lives worthy of emulation. This confirms a claim by Davids (2014) that Citizenship Education aims to help pupils become responsible, ethical, and socially conscious individuals who can live fulfilling and meaningful lives while contributing to the greater good. Also, it was revealed that Citizenship Education teaches pupils to develop moral attitudes. This assertion is in line with Siregar and Kemala (2023) learning about topics such as democracy, human rights, social justice, and environmental sustainability, pupils can develop the knowledge, skills, and values they need to become active and engaged citizens who are committed to making a difference in the world. Again, it was indicated that Citizenship Education helps them develop desirable behaviour, character etc. This claim corresponds to (Isroilov, 2022) that the key benefit of citizenship education is that it can help individuals develop desirable behaviour. By learning about the values and principles

underpinning their society, individuals can better understand what is expected of them as citizens. Nargiza (2022) supported that this can include respecting the law, treating others with kindness and compassion, and being responsible community members.

It was similarly revealed that Citizenship Education prepares pupils to become effective and responsible leaders. This is connected with Singh (2019) that Citizenship Education is the process of educating individuals on their rights and responsibilities as members of a society and the values and principles underpinning that society. However, through citizenship education, young people can better understand what it means to be a citizen and their role in shaping their communities. Moreover, the study revealed that pupils' views indicated that Citizenship Education teaches them to respect societal authorities. Wertheimer (2019) supported that one aspect of citizenship education is teaching individuals to respect societal authorities. Respecting authorities means acknowledging their legitimacy and power to make decisions and enforce laws. Wertheimer added that it does not mean indiscreetly following orders or accepting everything authorities say without question. Instead, it involves understanding the role of authorities in society and the importance of following laws and regulations.

Furthermore, it was specified that Citizenship Education teaches them to understand the constitution of the land. This supports the assertions of Kaya (2022) that Citizenship education can help students to understand the Constitution by providing them with a basic overview of its key components and principles. This may include lessons on the different branches of government, the roles and responsibilities of each branch, and the process of

passing and amending laws. In addition, the study revealed that Citizenship Education guides pupils to develop self-confidence to take in solving social issues in society. This confirms the claims of Straub (2022) that Citizenship Education empowers pupils to become self-confident and capable of taking action to address social issues in their communities. In essence, pupils can develop critical thinking skills, social awareness, and empathy, which are essential for understanding complex social issues and identifying effective solutions.

Again, it was revealed that Citizenship Education as an area of interest helps pupils develop basic skills and apply the knowledge practically to solve societal issues and interact well with people across the globe. Reimers (2020) indicated that one of the key benefits of citizenship education is that it equips pupils with basic skills such as critical thinking, problem-solving, communication, collaboration and decision-making essential for engaging in civic and democratic processes. Similarly, Richardson and Milovidov (2019) affirm that through community service projects, volunteering, and social action initiatives, pupils can develop a sense of agency and empowerment and contribute positively to the well-being of their communities and the world.

### **Research Hypotheses**

The research hypothesis stated that no statistically significant difference exists between the public JHS 2 pupils and private JHS 2 pupils' perceptions of teaching Citizenship Education in the Basic Schools in Tema Metropolis. Therefore, the researcher failed to reject the null hypothesis since public and private JHS2 pupils' perceptions of teaching Citizenship Education in the Basic Schools in Tema Metropolis were the same. Therefore, this implies that the

perceptions of both groups were similar, and the researcher failed to reject the null hypothesis for this comparison.

Likewise, hypothesis two stated that no statistically significant difference exists between the perceptions of public and private school teachers on teaching Citizenship Education in the Basic Schools in the Tema Metropolis. However, the researcher failed to reject the null hypothesis since the public and private school teachers' perceptions of teaching Citizenship Education in the Basic Schools in Tema Metropolis were similar. Therefore, this indicates that the researcher also failed to reject the null hypothesis for this comparison, implying that the perceptions of both groups of teachers were the same.

### **Chapter Summary**

The study has demonstrated that teachers and pupils have crucial perspectives on teaching Citizenship Education. Teachers regard Citizenship Education as a vital component of their duty to educate learners about the challenges of living in a complex and varied society. They acknowledge that citizenship education comprises imparting information and skills and promoting attitudes and values important for responsible and engaged citizenship. Hitherto, teachers have had obstacles in implementing Citizenship Education owing to several issues, such as lack of time, teaching and learning resources, and funds. On the other hand, learners have their conceptions about citizenship education. Pupils like learning about citizenship and believe it is important to their life. Pupils welcome chances to engage in conversations about topics connected to Citizenship Education and participate in activities encouraging active social responsibility. Nonetheless, some learners feel that Citizenship Education can be uninteresting if not presented meaningfully and engagingly.

Citizenship education teaches people about their rights and obligations as citizens and promotes the ideals and concepts of democracy, human rights, and social justice.

Citizenship education helps pupils comprehend their position as members of society and their duties towards their community. This awareness may lead to an improved feeling of civic involvement and duty. It teaches pupils to think critically about the challenges confronting their communities and the globe. This may help kids become more knowledgeable and involved citizens who can contribute to good change. This fosters democratic principles such as tolerance for variety, equality, and freedom of speech. Pupils exposed to these ideals are more likely to become active and involved members of their communities. It may enable pupils to take action and make a difference in their communities. This may improve confidence, self-esteem, and a feeling of purpose. Citizenship education may teach kids the skills and information they need to be effective adults in a democratic society. This involves learning to participate in democratic processes, interact with various populations, and make informed judgments. It may favourably affect pupils' lives by developing civic involvement, critical thinking, democratic principles, empowerment, and preparation for maturity.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Overview

This chapter was organised under the following sub-headings: summary, key findings, conclusions, recommendations, and suggestions for further research.

#### Summary

The study examined the teachers' and pupils' perceptions of teaching citizenship education as an area of interest in the basic schools in Tema Metropolis in Ghana. The study was guided by four research questions and two research hypotheses. The study adopted a concurrent embedded design under a mixed methods approach (quantitative and qualitative). Simple random sampling techniques and purposive sampling techniques were used to select the participants for the study. Simple random was used to select JHS 2 pupils from four junior high schools in Tema Metropolis. The Social Studies teachers were purposively selected for the study. However, Semi-structured interviews were conducted with all the selected 8 Social Studies teachers from the four junior high schools (public and private) in Tema Metropolis. The Social Studies teachers were selected using purposive sampling for the interview sessions. Descriptive statistics (percentages, means, and standard deviation) were used to answer research questions one, two, three and four. Inferential statistics (Independent sample t-test) was used to analyse the research hypotheses.

## Key Findings

The study revealed the following key findings:

1. The teachers in junior high schools (public and private) in Tema Metropolis perceived that Citizenship Education guides pupils to become responsible citizens.
  - i. Citizenship Education helps pupils develop values, such as desirable behaviour, good character, respect, and a hardworking spirit.
  - ii. Citizenship Education helps young people develop morally and prepares young people to become effective leaders in the future.
  - iii. Citizenship Education helps pupils develop basic skills and apply the knowledge practically to solve societal issues and interact well with people across the globe.
2. It was revealed that Social Studies teachers in Tema Metropolis teach Citizenship Education in the Basic Schools through discussion and lecture methods.
  - i. Teachers seldom employ role play (dramatisation), field trips (excursion) and simulated methods in teaching Citizenship Education.
3. The teachers revealed that one of the challenges of promoting Citizenship Education in Basic Schools is the unwilling attitudes of the pupils to take the Citizenship Education subject seriously.
  - i. There is insufficient funding for organising Citizenship Education programs for pupils.



- ii. There are inadequate instructional resources for teaching and learning in the junior high schools in Tema Metropolis.
- iii. Some inexperienced teachers teach Citizenship Education in junior high schools in Tema Metropolis.

4. The study revealed that pupils in Tema Metropolis learn Citizenship Education to become responsible citizens.

- i. Citizenship Education teaches pupils to develop morally to live a life worthy of emulation.
- ii. Citizenship Education helps pupils develop desirable behaviour and character, such as respect and understanding of the land's constitution and prepares them to become effective and responsible leaders.
- iii. It revealed that Citizenship Education guides pupils to develop self-confidence and basic skills to solve problems practically and interact well with people across the globe.

### **Conclusions**

Citizenship education serves a critical role in educating learners to become responsible citizens. Teaching pupils about their duties and responsibilities in society helps them develop a sense of civic responsibility, an awareness of the democratic process, and respect for diversity. It attempts to enhance learners' skills, knowledge, and awareness of how society works and their duties as citizens. Citizenship education strives to teach children the information, skills, and values needed to become responsible citizens. It also teaches learners about their rights and obligations as members of society. Pupils acquire an awareness of the democratic process, including how elections

operate, the function of government, and the value of involvement in decision-making. By giving learners an awareness of citizenship, they can better contribute effectively and responsibly in their communities. They acquire a feeling of civic obligation, which drives them to engage in community service and public life. Therefore, Social Studies teachers in junior high schools in Tema Metropolis perceived that Citizenship Education guides pupils to become responsible citizens, develop values and help them become effective leaders in the future.

Citizenship Education is essential to the curriculum since it encourages pupils to learn their role as engaged and responsible citizens in society. Social Studies teachers in Tema Metropolis often utilise discussion and lecture approaches to teach Citizenship Education since they provide an involved and interesting learning experience for students. If done appropriately, discussion and lecture methods can be useful in teaching Citizenship Education. By stimulating active involvement, utilising real-life examples, promoting respect, emphasising active social responsibility, leveraging technological teaching and learning resources, and measuring learning effectively, teachers may encourage pupils to acquire a firm awareness of their role as citizens in society. It is established that the Social Studies in the selected junior high schools in Tema Metropolis seldom employ role play (dramatisation), field trips (excursion) and simulated methods in teaching Citizenship Education. Therefore, Social Studies teachers in Tema Metropolis teach Citizenship Education in the Basic Schools through discussion and lecture methods and seldom employ role play (dramatisation), field trips and simulation methods.

However, encouraging Citizenship Education might be tough owing to several factors. The learners are reluctant to take the Citizenship Education topic seriously, and many teachers have inadequate knowledge and comprehension of what Citizenship Education is, its aims, and how it may be done in diverse circumstances. Schools and education systems are typically overloaded with too many subject areas to teach, which may result in insufficient time and resources for Citizenship Education. Teachers may not have the essential training and abilities to teach Citizenship Education successfully. This might result in an inadequate capacity to create relevant and interesting learning experiences for pupils. Many basic schools have insufficient resources to promote citizenship education, including financing, materials, and training opportunities. Therefore, teachers revealed that the challenges of promoting Citizenship Education in Basic Schools are the unwilling attitudes of the pupils to take the Citizenship Education subject seriously, inadequate resources, insufficient funding for organising Citizenship Education programs and inexperienced teachers.

Citizenship Education is an area of interest taught in many nations worldwide to assist pupils in becoming responsible, active, and involved citizens of their communities and society. It is aimed to teach pupils an awareness of their rights and obligations as citizens, as well as an appreciation for the range of cultures and viewpoints that make up their society. With Citizenship Education, pupils learn about themes such as democracy, human rights, social justice, and civic participation. Pupils learn how to assess and evaluate information critically, engage in polite and productive debate, and take action to make positive changes in their communities. By learning about these issues and developing these abilities, pupils are better equipped to become

responsible citizens actively involved in their communities and devoted to making constructive contributions to society. Therefore, the study revealed that pupils in Tema Metropolis learn Citizenship Education to become responsible citizens and live a life worthy of emulation.

Two hypotheses were formulated for the study. The result of research hypothesis one specified that no statistically significant difference exists between the public JHS 2 pupils and private JHS 2 pupils' perceptions of teaching Citizenship Education in the Basic Schools in Tema Metropolis. This implies that the pupils' perceptions about citizenship education were the same. Likewise, there was no statistically significant difference between the perceptions of public and private school teachers on teaching Citizenship Education in the Basic Schools in the Tema Metropolis. This indicates that the comparison of the perceptions of both groups of teachers were the same. In essence, teachers are encouraged to effectively engage pupils during citizenship instruction and guide them in their responsibilities as pupils to lead a meaningful lives worthy of emulations.

### **Recommendations**

Based on the significant findings of the study and its conclusions, the following recommendations are given:

1. It is recommended that the school and other stakeholders, such as teachers, continue to guide pupils to become responsible citizens by teaching them about their duties and responsibilities in society, helping them develop an awareness of the democratic process and respect for diversity.

2. It is also recommended that Social Studies teachers should include role play (dramatisation), field trips (excursion) and simulated methods in teaching Citizenship Education.
3. Ghana Education Service should continue to provide junior high schools with adequate teaching and learning resources to promote citizenship education, including financing, for teachers to teach Citizenship Education successfully. Therefore, the school should organise regular in-service training for Social Studies teachers on implementing Citizenship Education successfully in the classroom.
4. It is recommended that teachers should effectively teach Citizenship Education by helping pupils to better equip with basic skills to become responsible citizens who are actively involved in their communities and devoted to making constructive contributions to society.

#### **Suggestions for Further Research**

Based on the findings and the study's conclusions, the following suggestions are made for further studies:

1. Further study should employ a mixed-method approach and expand the geographical location to all junior high schools in Tema Metropolis in the Greater Accra Region.
2. Further studies should examine the factors influencing parents' involvement in teaching citizenship education as an area of interest in the basic schools in Tema Metropolis in Ghana.

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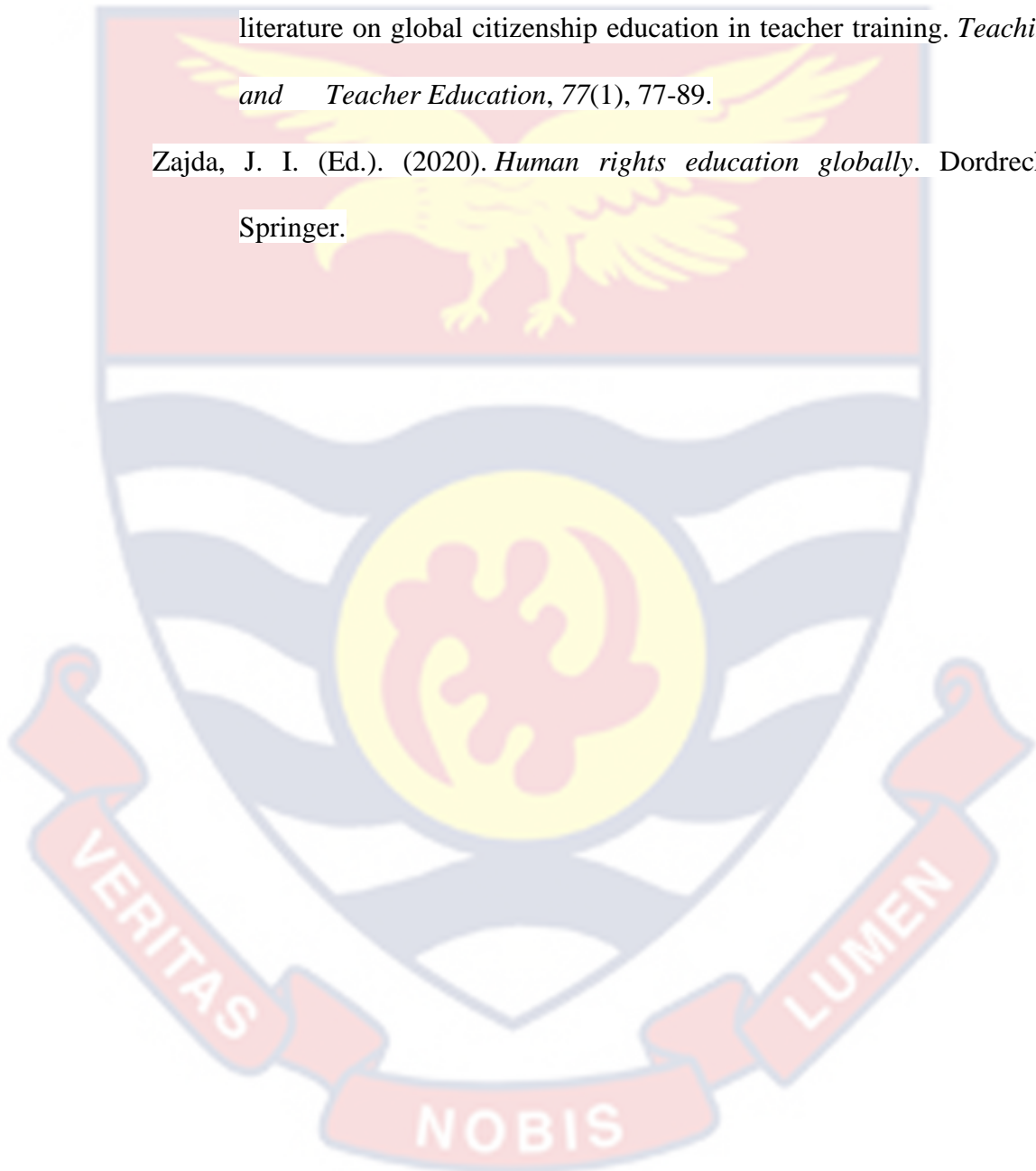
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APPENDIXES





**APPENDIX A**  
**INTRODUCTORY LETTER**

**UNIVERSITY OF CAPE COAST**  
COLLEGE OF EDUCATION STUDIES  
FACULTY OF EDUCATIONAL FOUNDATIONS  
**DEPARTMENT OF BASIC EDUCATION**

Telephone: +233 - (0)3321 33379  
Cables: University, Cape Coast  
Email: basicedu@ucc.edu.gh



UNIVERSITY POST OFFICE  
CAPE COAST, GHANA

Our Ref: DBE/14/

30<sup>th</sup> May, 2022

Your Ref:

Dear Sir/Madam,

**LETTER OF INTRODUCTION**

This is to inform you that Justice Ackah (EF/BEP/20/0015) is a final year M.Phil student at the Department of Basic Education, University of Cape Coast.

He is undertaking a study on “TEACHERS’ AND PUPILS’ PERCEPTIONS OF TEACHING CITIZENSHIP EDUCATION IN BASIC SCHOOLS IN TEMA METROPOLIS, GHANA”. In connection with this, he needs to collect data.

The study is academic in purpose and data collected will be treated as confidential. We would therefore be grateful if you could give him the necessary assistance.

Thank you.

Yours faithfully,

Dr. Mumuni Thompson  
**HEAD OF DEPARTMENT**  
DEPARTMENT OF BASIC EDUCATION  
UNIVERSITY OF CAPE COAST  
CAPE COAST

APPENDIX B

INTRODUCTORY LETTER FROM PRINCIPAL SUPERVISOR

UNIVERSITY OF CAPE COAST  
COLLEGE OF EDUCATION STUDIES  
FACULTY OF EDUCATIONAL FOUNDATIONS  
**DEPARTMENT OF BASIC EDUCATION**

Telephone: +233 - (0)3321 33379  
Cables: University, Cape Coast  
Email: [basicducc@gmail.com](mailto:basicducc@gmail.com)



UNIVERSITY POST OFFICE  
CAPE COAST, GHANA

Our Ref:

Your Ref:

Director.  
Institutional Review Board  
UCC  
Cape Coast  
Dear Sir/Madam

8<sup>th</sup> June, 2022

LETTER OF INTRODUCTION

Mr. Justice Ackah (EF/BEP/20/0015) is a second year M. Phil. Student in the Department of Basic Education, College of Education Studies, University of Cape Coast, and I'm the Supervisor of his Thesis. The topic of his thesis is " *Teachers and Pupils Perceptions of Teaching Citizenship Education to Pupils in the Basic Schools in Tema Metropolis, Ghana.*

Yours faithfully,

  
Clement K. Agezo

DEPARTMENT OF BASIC EDUCATION  
UNIVERSITY OF CAPE COAST  
CAPE COAST

NOBIS

## APPENDIX C

## UNIVERSITY OF CAPE COAST

## INSTITUTIONAL REVIEW BOARD SECRETARIAT

TEL: 0558093143 / 0508878309  
E-MAIL: irb@ucc.edu.gh  
OUR REF: UCC/IRB/A/2016/1657  
YOUR REF:  
OMB NO: 0990-0279  
IORG #: IORG0011497

13<sup>TH</sup> DECEMBER, 2022

Mr Justice Ackah  
Department of Basic Education  
University of Cape Coast

Dear Mr Ackah,

**ETHICAL CLEARANCE – ID (UCCIRB/CES/2022/86)**

The University of Cape Coast Institutional Review Board (UCCIRB) has granted Provisional Approval for the implementation of your research on **Teachers' and Pupils' Perceptions of Teaching Citizenship Education in Basic Schools in Tema Metropolis**. This approval is valid from 13th December 2022 to 12th December 2023. You may apply for a renewal subject to the submission of all the required documents that will be prescribed by the UCCIRB.

Please note that any modification to the project must be submitted to the UCCIRB for review and approval before its implementation. You are required to submit a periodic review of the protocol to the Board and a final full review to the UCCIRB on completion of the research. The UCCIRB may observe or cause to be observed procedures and records of the research during and after implementation.

You are also required to report all serious adverse events related to this study to the UCCIRB within seven days verbally and fourteen days in writing.

Always quote the protocol identification number in all future correspondence with us in relation to this protocol.

Yours faithfully,

A handwritten signature in black ink, appearing to read 'Kofi F. Amuquandoh'.

Kofi F. Amuquandoh

Ag. UCCIRB Administrator

ADMINISTRATOR  
INSTITUTIONAL REVIEW BOARD  
UNIVERSITY OF CAPE COAST

**APPENDIX D**

UNIVERSITY OF CAPE COAST  
COLLEGE OF EDUCATION STUDIES  
FACULTY OF FOUNDATIONAL STUDIES  
DEPARTMENT OF BASIC EDUCATION

**QUESTIONNAIRE FOR SOCIAL STUDY TEACHERS IN JHS**

Dear Sir/Madam,

The study aims to examine the teachers' and pupils' perceptions of teaching citizenship education as an area of interest in the basic schools in Tema Metropolis in Ghana. This questionnaire is intended to collect data from the Social Studies teachers in the Basic Schools in Tema Metropolis in Ghana. You will be contributing massively towards perceptions of teaching citizenship education as an area of interest if you answer the following questions as frankly and honestly as possible. Your name is not required, and any information given will be kept confidential.

**SECTION A****DEMOGRAPHIC DATA**

Please, tick [] the appropriate box or column [ ] where necessary

1. Gender: Male [ ] Female [ ]
2. Age: 25–34years [ ], 35- 44years[ ] 45years and above [ ]
3. Qualification: Diploma [ ], First Degree [ ], Master's Degree [ ]
4. How long have you been teaching Citizenship Education?  
Less than 1 year [ ]  
1 - 5 years [ ]  
6 – 10years [ ]  
More than 10 years [ ]

**SECTION B**

Tick [✓] Strongly Disagree (SD) =1, Disagree (D) =2, Agree (A) =3, and Strongly Agree (SA) =4 Tick [✓] in the appropriate space.

**What are the teacher's perceptions of teaching Citizenship Education to pupils in the Basic Schools in Tema Metropolis?**

No.	Item	SD	D	A	SA
5	To help pupils develop values, such as desirable behaviour, character etc.				
6	To promote the basic skills of pupils in solving problems				
7	To help pupils practically apply knowledge to solve societal issues				
8	To guide pupils to become responsible citizens				
9	To prepare young people to become effective leaders in future				
10	To teach pupils to respect authorities in the society				
11	To teach pupils to understand the constitution of the land				
12	To help young people develop morally				
13	To guide pupils to develop self-confidence to take in solving social issues in the society				
14	To help pupils to interact well with people across the globe				

**SECTION C**

Tick [✓] Strongly Disagree (SD) =1, Disagree (D) =2, Agree (A) =3, and Strongly Agree (SA) =4. Tick [✓] in the appropriate space.

**What teaching strategies are used by the teachers to enhance Citizenship Education in the Basic Schools in Tema Metropolis?**

No.	Item	SD	D	A	SA
15	Field trip (Excursion)				
16	Discussion Method				
17	Role Play (Dramatisation)				
18	Simulated Method				
19	Lecture Method				

**SECTION D**

Tick [✓] Strongly Disagree (SD)=1, Disagree (D)=2, Agree (A)=3, and Strongly Agree (SA)=4. Tick [✓] in the appropriate space.

**What are the challenges of promoting Citizenship Education in the Basic Schools in Tema Metropolis?**

No.	Item	S D	D	A	S A
20	Insufficient funding in organising Citizenship Education programs for students				
21	Unwillingness attitudes of the student to take the Citizenship Education subject seriously				
22	Inadequate instructional resources for teaching and learning				
23	The content area of Citizenship Education is overloaded				
24	Inexperienced teachers teaching Citizenship Education				

## APPENDIX E

UNIVERSITY OF CAPE COAST

DEPARTMENT OF BASIC EDUCATION

QUESTIONNAIRE FOR PUPILS IN JHS 2

Please, tick [✓] the appropriate box [ ] or column; or write in the blank spaces where necessary

1. Gender: Male [ ] Female [ ]  
 2. Age: 10– 14 years [ ], 15– 17 years [ ], 18 years and above [ ]

**What are the pupils' perceptions of Citizenship Education in the Basic Schools in Tema Metropolis?**

No.	Item	S D	D	A	S A
25	It helps me develop desirable behaviour				
26	It helps me develop basic skills to solve problems				
27	It helps me practically apply knowledge to solve societal issues				
28	I have learnt become responsible citizens				
29	It is preparing me to become an effective leader in future				
30	It teaches me to respect authorities in the society				
31	It teaches me to understand the constitution of the land				
32	It teaches me to develop morally				
33	It guides me to develop self-confidence in solving social issues in the society				
34	It helps me to interact well with people across the globe				

**APPENDIX F**

UNIVERSITY OF CAPE COAST

COLLEGE OF EDUCATION STUDIES

FACULTY OF FOUNDATIONAL STUDIES

DEPARTMENT OF BASIC EDUCATION

**SEMI-STRUCTURED INTERVIEWS FOR TEACHERS IN JHS**

The study aimed to examine the teachers' and pupils' perceptions of teaching citizenship education as an area of interest in the basic schools in Tema Metropolis in Ghana.

**INTERVIEW GUIDE**

1. How long have you been teaching Social Studies?
2. Do you teach the citizenship education strand in Social Studies?
3. Have you observed any impact on the pupils?
4. If yes, what influence does citizenship education has on the pupils? If not, why?
5. What teaching strategies do you employ in teaching citizenship education?
6. Are there any challenges in teaching citizenship education in class?
7. If yes, what are some of the challenges?
8. What are the possible measures to address the challenges mentioned in 7 above?