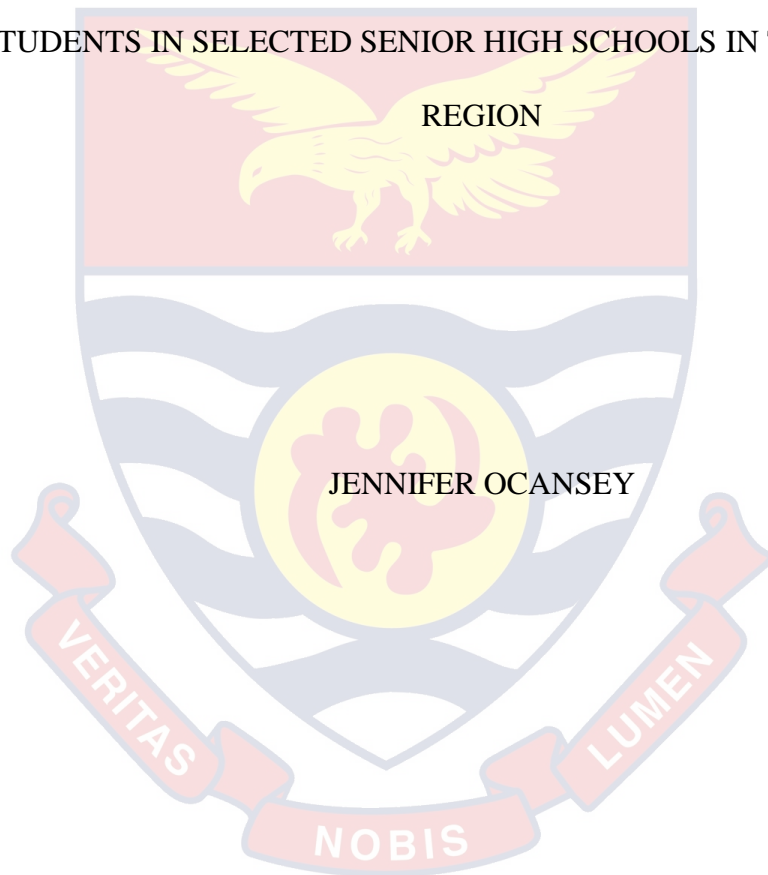UNIVERSITY OF CAPE COAST

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STUDIES EDUCATION: PERCEPTIONS OF TEACHERS AND

STUDENTS IN SELECTED SENIOR HIGH SCHOOLS IN THE CENTRAL

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JENNIFER OCANSEY

2021

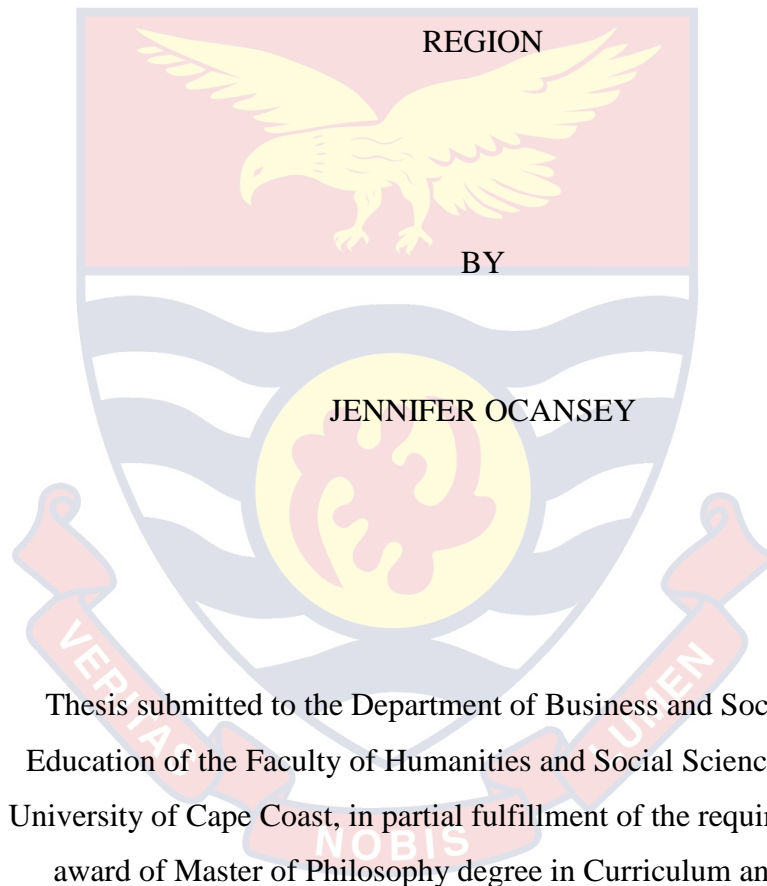UNIVERSITY OF CAPE COAST

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STUDIES EDUCATION: PERCEPTIONS OF TEACHERS AND

STUDENTS IN SELECTED SENIOR HIGH SCHOOLS IN THE CENTRAL

REGION

BY

JENNIFER OCANSEY

Thesis submitted to the Department of Business and Social Sciences
Education of the Faculty of Humanities and Social Sciences Education,
University of Cape Coast, in partial fulfillment of the requirements for the
award of Master of Philosophy degree in Curriculum and Teaching

JUNE 2021

## DECLARATION

**Candidate's Declaration**

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

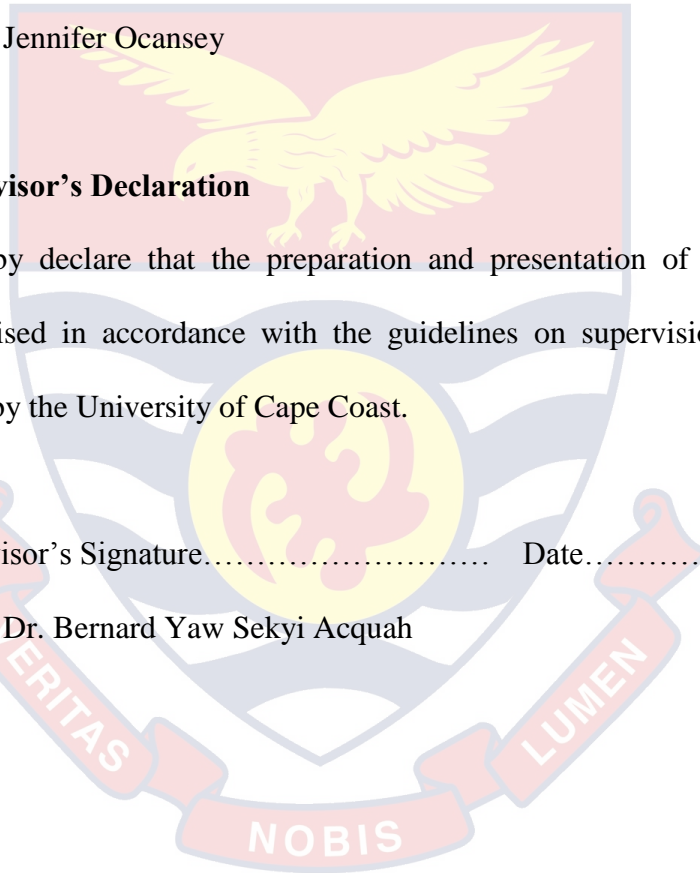Candidate's Signature………………………….. Date………………………

Name: Jennifer Ocansey

**Supervisor's Declaration**

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

Supervisor's Signature……………………… Date…………………………

Name: Dr. Bernard Yaw Sekyi Acquah

# ABSTRACT

The purpose of the study was to explore Senior High School teachers' and students' perception of the role Social Studies plays in promoting Citizenship Education. Cross-sectional descriptive survey design was adopted for the study. In all, 60 teachers and 400 students were selected for the study using the proportionate stratified random sampling. A 4-point Likert scale was used to collect data from the respondents. Means and standard deviation were used to answer the research questions and Mann Whitney U test was used to test the research hypothesis. The study revealed that Social Studies was perceived to play a major role in promoting Citizenship Education. There was no statistically significant difference in the perceptions of teachers and students on the role Social Studies plays in promoting Citizenship Education. The study also found out that teachers use learner centred approaches such as discussion method, inquiry method and role play method in teaching Social Studies. It was however revealed that teachers encounter challenges such as general unwillingness of students to take the subject serious, limited time allocated to the subject and syllabus overload. It was recommended that the National Council for Curriculum and Assessment should consider redesigning Senior High School Social Studies syllabus to reduce the content of the syllabus to allow more room for exploring the essential aspects of the subject. It was also recommended that the Ghana Education Service should give equal priority to the Social Studies subject just as they give to the other core subjects so students would attach equal importance to the subject.

**KEY WORD**

Perception

## ACKNOWLEDGEMENTS

I would like to express my special thanks of gratitude to my supervisor, Dr. Bernard Yaw Sekyi Acquah of the Department Business and Social Sciences Education for his able guidance and support to me throughout this work.

I am also grateful to my family and friends for their support and guidance throughout this study. I also extend my appreciation to the respondents for their time and objective responses.

# DEDICATION

To my mother, Millicent Adwoa Adutwumwaah Kwarteng

**TABLE OF CONTENTS**

# LIST OF TABLES

## CHAPTER ONE

## INTRODUCTION

Social Studies is an instructional subject that incorporates sociologies and humanities to promote civic competence (Hoge, 2002). It provides a coordinated and systematic study with the primary role to assist the youth in becoming productive members of a socially different, popularity-based society. Thus, through the Social Studies subject, students are provided with citizenship education. Citizenship education is defined as educating children from early childhood to become clear-thinking and enlightened citizens who participate in decisions concerning society (Mhlauli, 2012). With this premise, it is expected that students who pass through Senior High School education are to exhibit the traits of good Citizenship within the society.

It has been indicated, however, that there has been a persistent decline of such traits among the youths. This claim has been backed by some researchers such as Campbell (2006) and Touya (2007). Watson, Hollister, Stroud and Babcock (2011) also asserted that there has been a persistent and growing concern about the seemingly global decline of youth civic engagement. Watson et al. stated further that, when compared to previous generations, the youths of today exhibit growing apathy, a loss of interest in civic and political affairs, avoidance of electoral and other democratic responsibilities and little investment in community wellbeing. Thus, it appears that the goal of Social Studies education in providing students with civic education has not been fully realized among the youth. Hence, the investigator deemed it expedient to assess the perceived role of the Social Studies subject

1

in promoting citizenship education at the Senior High School level through the perspectives of the teachers and students.

**Background to the Study**

All over the world, education systems respond to the necessities, aspirations, and demands of societies, that is, if they are amenable to adapt to the changing trends of these societies. This means an education system can render itself fruitless if it fails to pass the test of change and adaptability needed in society. This was observed in Ghana in earlier years after the colonial era because the colonial system mostly provided Ghana with a type of workforce, mainly scribal and administrative personnel, which failed to meet the needs of the fast-changing Ghanaian society (Dzobo, 1972). This failure was because the products of the colonial education system lacked the needed expertise to work and the willingness to take up agriculture and manual work found in the Ghanaian society. It is only when an individual is trained to embrace what the society can offer that the said individual could be referred to as a good citizen. Therefore, to rectify the ineffectiveness of the inherited system, Living-Stone (1986) postulated that it is salient to restructure the education and training systems to meet both rural and urban demands.

Ghana has since made several changes to the structure and curricula of her formal education system. One of these changes is the evolution of Social Studies, as a single discipline of study in the school curriculum in Ghana (Bekoe, 2013). This evolution has been from a collection of specific History and Geography topics, which used to characterise the early Social Studies curriculum, into an issue centred (trans-disciplinary) subject. Social Studies has become a more visible school subject, and the conception of learning

Social Studies has evolved from doing and knowing to experiencing and making meaning.

The tacit and piecemeal curriculum that has long characterised the Social Studies classroom seems to be gradually giving way to a more coherent and integrated set of objectives, benchmarks, and performance indicators. For instance, in 1998, Social Studies in Ghana underwent an evolution with its introduction in the Senior Secondary Schools (SSS), now Senior High School (SHS). This was occasioned by the recommendation of the 1994 Educational Review Committee, which asked for the introduction of Social Studies to replace Life Skills at the SSS level to provide the basis for the continuation of learning, in the discipline, from the JSS to the SSS level. This Committee succeeded in transforming Social Studies from an amalgam of discrete traditional Social Science disciplines, which is used to be, to one that is issue centered and problem-solving in nature.

The evolution of the Social Studies curriculum over the years has been accompanied by changes in the general aims of the subject into more precise and integrated aims. In 2007, the Curriculum Research and Development Division (CRDD) of Ministry of Education, Ghana, stipulated the general aims of the Social Studies subject to be: to understand the interrelationships between the social and the physical environment and their impact on the development of Ghana; appreciate the impact of history on current and future development efforts of the country; appreciate the various components of the environment and how these could be maintained to ensure sustainable development; recognize the major challenges Ghana face and be able to develop basic knowledge and skills for dealing with such challenges;

3

understand the dynamics of development in the world and their impact on development in Ghana; develop the knowledge, skills, and attitudes needed for personal growth, peaceful co-existence, and respect for peoples of other nations; and develop a sense of national consciousness and national identity (Ministry of Education, 2007 p. ii).

However, in 2010, the CRDD of Ministry of Education, Ghana, revised these aims into six (6) coherent aims: develop the ability to adapt to the developing and ever-changing Ghanaian society, acquire positive attitudes and values towards individual and societal issues, develop critical and analytical skills in assessing issues for objective decision-making, develop national consciousness and unity, use inquiry and problem-solving skills for solving personal and societal problems and lastly become responsible citizens capable and willing to contribute to societal advancement. (Ministry of Education, 2010 p.ii)

Though there are different perceptions and approaches to the Social Studies Curriculum (Ayaaba, Eshun & Bordoh, 2014), it appears that the introduction of the revised aims of the Social Studies subject by CRDD (2010) has created unanimity among Social Studies instructors that the primary purpose of the subject is citizenship education. This supports the assertion by Risinger (1997) that "for all the arguments, convention speeches and journal articles, it seems clear that citizenship education lies at the heart of Social Studies" (p. 223). In other words, the Social Studies curriculum offers individuals holistic education that enables them to fit and function effectively in the society by contributing their quota towards the social, political, and

economic betterment of society. Citizenship education, therefore, represents the historically dominant justification for learning Social Studies.

Citizenship education is the type of education that fosters democratic attitudes, skills, and knowledge to engage and work on critical public issues and make democracy a way of life (Dahal, 2002). Citizenship education continues to be on the radar of the contemporary curriculum of the school to educate the youth on civic rights and responsibilities. The Ministry of Education and Sports (MOES, 2007) is of the view that citizenship education aims at producing competent, reflective, concerned and participatory citizens who will contribute to the development of their communities and country in the spirit of patriotism and democracy (p. ii). MOES (2007) further states that citizenship education exposes pupils to the persistent contemporary issues hindering the development of the nation and the desired attitudes, values, and skills needed to solve these problems.

The people of Ghana differ in many respects, including ethnic, cultural, religious, linguistic, political, and economic orientations. Citizenship education through Social Studies education in the Ghanaian educational system should, therefore, afford students the opportunity to critically examine and understand not only their cultural identifications and attachments but more importantly, allow students to maintain their cultural identities and attachments while at the same time, endorsing and respecting other cultures and identities (Waghid, 2010). This is a sure way of fostering national unity, cohesion, and identity.

According to Atbasi (2007), it has been stated by teachers that the classrooms are too crowded, the content is too detailed, and these create

5

barriers while using learner-centred teaching methods like investigation and observation. Although previous studies conducted reveal that "Social Studies should be taught as a holistic subject, which should reflect a behavioral change in students and not facts from other social sciences and that Social Studies teachers should stress on teaching of skills more than the factual content (Eshun & Mensah, 2013a), most teachers resort to the traditional teacher-centred approach to teaching because of the classroom and curriculum challenges.

Furthermore, the main role of the Social Studies teacher is to emphasise the development of relevant knowledge, positive attitudes, value, and problem-solving skills of students." This calls for the need of harmonising all Social Studies curricular documents to reflect problem-solving (Quashigah, Kankam, Bekoe, Eshun and Bordoh, 2015). This notwithstanding, so many Social Studies teachers only teach by lecturing and expect rote memorisation from their students. This happens often because of the "overwhelming amount of material contained in a typical state Social Studies curriculum framework" (Vogler & Virtue, 2007)

Therefore, it is perceived that Social Studies as a subject is capable of providing the kind of moral education, knowledge, expertise, and accepted values needed for the development of a sustainable democratic Ghanaian society. It is worth noting that this faith in Social Studies co-exists with the recognition that all other forms of education, and not only Social Studies, are capable of contributing to citizenship education.  However, as Banks (1990) points out, it is only Social Studies that has an explicit focus on citizenship education. With this viewpoint, it is vital to find out teachers' and students'

perception of how the teaching and learning of Social Studies achieve its aim of citizenship education.

**Statement of the Problem**

The impact of education is evidenced in the after-school lives of the youth. Thus, within the school setting, the youth are educated, among others, to appreciate and engage in all civic activities such as voting during elections, influencing public policy, and working with others to improve the living conditions of their environment. Social Studies as a subject has been developed and introduced into the Senior High Schools in Ghana to provide such education to the youth (MOES, 2007). The objectives of the subject as stipulated in the Social Studies curriculum are geared towards providing the youth with citizenship education. The challenge is for the school to help the youth develop reflective attachments to their nation and a sense of kinship with citizens in all parts of the world (Banks, 1990). It is with this same view that the CRDD of Ministry of Education, Ghana (2010) states, among others, that the Social Studies curriculum is intended to produce students who have acquired positive attitudes and values towards individual and societal issues, developed critical and analytical skills in assessing issues for objective decision-making and become responsible citizens in the society.

The need for citizenship education has received much attention due to certain challenges faced by some countries. This results from an alarming decline in youth participation in civic activities. Galston (2004), Campbell (2006), and Touya (2007) have indicated that presently there is a drop in people's engagement in civic and political activities in many countries worldwide. In the same vein, Watson et al. (2011) asserted that there had been

an insistent and growing concern about the seemingly global decline of youth civic engagement. The resulting 'diagnosis' for youth worldwide, when compared to previous generations, is that they exhibit growing apathy, a loss of interest in civic and political affairs, and avoidance of electoral and other democratic responsibilities and little investment in community wellbeing.

These assertions point out that citizenship education, which is to enable students to participate actively and responsibly in civic activities in society, is missing out on its vital role. While this creates a sense of despair, it has contributed to a new surge in research. According to Kankam (2013), the way teachers perceive the importance of citizenship education has a bearing on their commitment to its impartation on learners. It therefore, follows also that the way students perceive the importance of citizenship education has a similar bearing on their commitment to imbibing the principles and values the subject presents. Therefore, to promote citizenship education through Social Studies education, the perception of teachers and students on the role the subject plays is critical. These notwithstanding, some studies have been conducted in the area of citizenship education, but these studies were more focused on tutors and trainee teachers in the colleges of education in

Ghana with few of them concentrating on the Junior high schools (Kankam, 2015; Kankam, Bekoe, Ayaaba, Bordoh & Eshun, 2014; Dwamena-Boateng, 2012). Thus, it appears, no concrete attempts have been made to conduct a study on teachers and students' perceptions of how Social Studies education promotes citizenship education in Senior High Schools.

**Purpose of the Study**

The main purpose of the study was to find out Social Studies teachers' and students' perceptions of the role Social Studies education plays in promoting citizenship education.

**Research Objectives**

The specific objectives of the study were to:

1. Find out teachers' perceptions of the role Social Studies plays in promoting Citizenship Education.

2. Find out students' perceptions of the role Social Studies plays in promoting Citizenship Education.

3. Find out how often teachers use the effective teaching methods that promote Citizenship Education.

4. Find out from students how often teachers use the effective teaching methods that promotes Citizenship Education.

5. Investigate the challenges of promoting Citizenship Education through the teaching of Social Studies.

6. Find out whether there are differences in the perceptions of teachers and students regarding the role Social Studies plays in promoting Citizenship Education.

**Research Questions**

The following research questions and hypothesis were formulated to guide the study:

1. What are the perceptions of teachers on the role Social Studies plays in promoting Citizenship Education?

9

2.  What are the perceptions of students on the role Social Studies plays in promoting Citizenship Education?

3.  How often do teachers use the effective teaching methods that promote Citizenship Education?

4.  How often do students perceive the use of the effective teaching methods that promote Citizenship Education by teachers?

5.  What challenges do teachers face in promoting Citizenship Education through Social Studies education?

**Research Hypothesis**

$H_0$: There is no statistically significant difference in the perceptions of teachers and students regarding the role Social Studies plays in promoting Citizenship Education.

$H_1$: There is a statistically significant difference in in the perceptions of teachers and students regarding the role Social Studies plays in promoting Citizenship Education.

**Significance of the Study**

The findings of the study will be relevant to policymakers, administrators, and education planners who want to identify the importance of Social Studies in the Ghanaian school curricula as well as the areas where assistance is needed in the teaching and learning of citizenship education through Social Studies. This is based on the fact that the findings of the study will reflect the views of both teachers and students on the role of Social Studies in promoting citizenship education. This will help educational planners and policymakers to put in place the needed measures and policies to

10

curb any unfavorable drifts towards inculcating the values of citizenship among students.

The findings of the study will add up to the existing efforts that are being made to promote Citizenship Education not only in Ghana but also in other African countries that are trying to foster democracy and good citizenry practices. Also, the participation of teachers in the study would make them think about identifying and clarifying their understanding of the major goal of Social Studies and as such help in determining ways for improving the teaching of the subject in their schools to help achieve the major goal of Social Studies.

Furthermore, it is hoped that the study will help enlighten Social Studies teachers on the effective pedagogical techniques that are grounded in the disciplines of Social Studies for the development of citizenship education in their students, as well as the acquisition of decision-making skills and the adoption of democratic practices. Also, the results of the study will serve as a yardstick for further investigation into citizenship issues in other subject areas.

**Delimitation of the Study**

There are quite several issues at stake when it comes to the Social Studies as a subject of study. One can talk about issues in the teaching and learning of the subject, teacher competence, qualification and others. This study concentrates on the perception of teachers and students on how Social Studies as a subject help promote citizenship education. It would have been appropriate to conduct such a study in the entire country but the study focused on selected Senior High Schools in the Central Region of Ghana.

**Limitation of the Study**

This study had some limitations, like any other research. The instrument used for the study was a self-report measure, therefore responses from teachers and students may not reflect the actual situation on the ground. This may affect the results of the study. To mitigate this, the researcher assured the respondents of confidentiality and anonymity so that they could be as truthful as possible in responding to the questionnaire.

**Definition of Term**

**Perception:** Perception is the way teachers and students understand the importance of Social Studies education in promoting Citizenship education in Ghana.

**Organization of the Rest of the Study**

Following this introduction, the rest of the study is organized into four main chapters. Chapter two focused on a review of related literature under three main subcategories: Theoretical review, Conceptual review, and Empirical review. Chapter three dealt with the research methodology of the study which comprised research design, population, sample and sampling procedure, research instrument, pilot test, data collection procedure, data analysis technique. Chapter four concerned itself with the analysis and discussion of both students' and teachers' perceptions of the role of Social Studies education in promoting citizenship education. Finally, the summary of the study, making conclusions based on the findings of the study as well as making recommendations based on the research questions formulated, and suggestions for further research was captured in the last Chapter, Chapter five.

## CHAPTER TWO

## REVIEW OF RELATED LITERATURE

**Introduction**

Literature relating to the present study were reviewed under the following broad headings: Theoretical, Conceptual, and Empirical Review. The theoretical review covered two main theories, namely: Functionalist Theory of Education and theories of Citizenship. The Conceptual review captured: the concept, goals and objectives of Social Studies, the concept of citizenship education, methods and techniques of teaching Social Studies and challenges of promoting citizenship education through Social Studies education. Other research works that had a bearing on the study were discussed under the empirical review.

**Theoretical Review**

**Functionalist Theory of Education**

According to Pope (1975), the functionalist theory of education was propounded by Emile Durkheim, a French sociologist. The theory focuses on how the needs of society are served by education through the encouragement of social cohesion and skills development. According to Functionalists, schools have a role of preparing students to participate in society's institutions. Researches of functionalist's theory regarding education have been guided by two related questions:

1. The first question asks 'what are the functions of education for society as a whole?' Given the functionalist view of the needs of the social system, this question leads, for example, to an assessment of the

contribution made by education to the maintenance of value consensus and social solidarity.

2. The second question asks 'what are the functional relationships between education and other parts of the social system?' This leads to an examination of the relationship between education and the economic system, and a consideration of how this relationship helps to integrate the society as a whole.

The French sociologist Emile Durkheim saw the major function of education as the transmission of society's norms and values. Society can survive if these norms and values exist among its members in a sufficient degree of homogeneity. Education perpetuates and reinforces this homogeneity by fixing in the child [student] from the beginning the essential similarities which collective life demands. Without these 'essential similarities', cooperation, social solidarity, and therefore social life itself would be impossible.

The functionalists argue that the essence of education is to contribute to the well-being of the society by creating some form of social solidarity among the receivers of the education and ultimately the citizens of the society. Therefore, to place citizenship education through Social Studies under the lens of functionalist proponents, the contribution of Social Studies to society becomes an issue of interest.

As mentioned earlier, according to the National Council for Social Studies (1994) the Social Studies subject is the integrated study of the social science and humanities to promote civic competence. Therefore, the role of Social Studies is to help develop individuals to possess the right attributes and

14

values to become good citizens in society. The argument is that, if Social Studies fails in its mandate to contribute to society by way of instilling the values of citizenship within students, then Social Studies education has no function towards society. Thus, the ultimate view of the functionalist theory is how Social Studies contributes to the society and this has been underscored by Lindquist (1995) who asserted that Social Studies is an integration of knowledge, skills and processes that provides powerful learning in the humanities and social sciences to help children learn to be good problem solvers and wise decision-makers in the society. Thus within the context of this study, functionalist theory demands that the teaching and learning of Social Studies should provide students with acceptable attitudes, skills and values that will help them function as effective and efficient citizens in the society.

A vital task for all societies is the welding of a mass of individuals into a united whole; in other words, the creation of social solidarity. This involves a commitment to society, a sense of belonging and a feeling that the social unit is more important than the individual. Education, and in particular the teaching of Social Studies provides this link between the individual and society. For instance, if the history of their society is brought alive to children [students], they will come to see that they are part of something larger than themselves and they will develop a sense of commitment to the social group.

Durkheim believed that school rules should be strictly enforced, punishment should reflect the seriousness of the damage done to the social group by the offense, and it should be made clear to the transgressors why

they were being punished. Through the reward and punishment system the child [student] learns what is right or wrong.

He added that membership of the family is based on kinship relationships; membership of the peer group on personal choice but membership of society as a whole is based on neither of these principles. Individuals must learn to cooperate with those who are neither their kin nor their friends and the school provides a context where these skills can be learned. In school, the child [student] interacts with other members of the school community in terms of a fixed set of rules. This experience prepares him or her for interacting with members of society as a whole in terms of society's rules.

The American sociologist Talcott Persons outlined what has become the accepted functionalist view of education. Writing in the late 1950s, Persons argues that after primary socialization within the family, the school takes over as the next socializing agency: school acts as a bridge between the family and society as a whole preparing child [students] for their adult roles. Within the family, the child is judged and treated largely in terms of particularistic standards. Parents treat the child as their particular child rather than judging her or him in terms of standards or yardsticks which can be applied to every individual. Yet in the wider society, the individual is treated and judged in terms of universalistic standards that are applied to all members, regardless of their kinship ties.

Within the family the child's status is ascribed: it is fixed by birth. However, in advanced industrial society, status in adult life is largely achieved: for example, individuals achieve their occupational status. Thus the

16

child must move from the particularistic standards and ascribed status of the family to the universalistic standards and achieve the status of adult society. The school prepares young people for this transition. It establishes universalistic standards by which all pupils achieve their status. Their conduct is assessed against the yardstick of the school rules and their achievement is measured by performance in the examination. The same standards are applied to all students regardless of ascribed characteristics such as sex, race, family background or class of origin. Schools operate on meritocratic principles. Status is achieved on the basis of merit (or worth).

The functionalist theory has however been criticized. Critics state that as a theory it assumes education is fair and that it rewards the best and ignores social inequalities that may restrict attainment. Societies we live in are characterised by several social inequalities such as gender factor, economic status and political interventions. Therefore, to operationalize a concept without due recourse to existing inequalities may invite discrepancies.

**Theories of Citizenship**

There are various theories on Citizenship that give different interpretations of the concept. Sherrod, Flanagan and Youniss (2002), state that Citizenship is the exercise of rights and responsibilities within communities at local, national and global levels, making an informed decision and taking thoughtful and responsible actions locally and globally. The paper was also of the view that young people are citizens of today and not citizens in waiting. Furthermore, the paper saw Citizenship as making informed choices and decisions and about taking actions individually and as part of collective processes.

In relation to this study, an attempt was made to review three of the four main theories of Citizenship identified by Van Gunsteren (1998) which appear to diverge in terms of orientation and practice. Among the main theories of Citizenship identified by Van Gunsteren (1998), the communitarian, civic-republican, and neo-republican theories are reviewed because they appear to have a direct bearing on this study.

The communitarian theory, as identified by Van Gunsteren (1998) views citizenship as a concept wider than just the matter of rights and stresses that being a citizen involves belonging to a historically developed community. The implication is that in Citizenship, the communitarian theory emphasizes participation and identity (Preece & Mosweunyane 2004). In this theory, a citizen is accorded the needed Citizenship if they stay within the limits of what is acceptable within the community. The community symbolizes unity and the neglect of community implies confusion and disunity. The community is accorded with respect as it offers a cultural resource that unifies peoples' relationships. This type of Citizenship encourages voluntarism, self-reliance and a commitment to each other (Preece & Mosweneunyane, 2004).

Osler and Starkey (2005) contributed to this by stating that Citizenship is a feeling of status but is evidenced in practice. The feeling is a sense of belonging to a community and citizenship education can support students' sense of belonging to a range of communities (local, ethnic, and national, diasporic, global) and thereby support their multiple identities. Osler (2005) emphasized that citizenship education curriculum needs to be underpinned by human rights and cited evidence which suggests that a well-conceived human rights-based citizenship curriculum has the potential to contribute to

community cohesion, civic courage and greater solidarity with others, within and beyond our national borders.

The second theory, being the civic-republican theory of Citizenship considers a single community, which is the republic community at the hub of political life. This theory lays emphasis on civil society. Republican virtues of courage, devotion, military discipline and statesmanship are cherished in this theory. It has been contended that a vibrant civil society leads to a more dynamic state through the promotion of active social action which privileges the state by not challenging the status quo (Putnam, 2000). Kerr (1999) emphasized that citizenship education furnishes students with adequate knowledge and understanding of national history and the structures and process of government and political life and then involves students learning by doing through active, participative experiences in the school or local community and beyond.

The last citizenship theory identified by Van Gunsteren (1998) is the neo-republican idea of Citizenship which merges the theories of communitarian, republican, and liberal. This theory asserts that Citizenship is created and recreated by citizens in action. The conception is that the duty of a citizen is to change a community of fate into a public that can be willed by all who are involved as citizens. Citizens according to Van Gunsteren (1998) have to possess competencies, a repertoire of skills, goodwill, consensus on norms and values, tolerance and respect and good judgment.

Reviewing the theories of Citizenship, it has become clear that there are a lot of conceptions that will guide Citizenship in schools. The researcher supports the theories proposed by Van Gunsteren (1998) on Citizenship, and

19

also agrees with the idea that people do not become democrats by default and as such must be taught [educated] to behave like democrats to believe in the virtues of, at least, localised democratic national and continental structures (Abdi, 2008).

However, the neo-republican theory appears to be more suited to this study. This is because it attempts to combine all the other three theories on Citizenship and as well places emphasis on competence, skill development, goodwill, consensus on norms and values which need to be taught in the education settings (schools). Hence, the justification for the choice of the neo-republican theory in this study.

Furthermore, Galston (2001) posited seven important relationships between knowledge and Citizenship. According to him:

1. Civic knowledge helps citizens to understand their interests as individuals and members of groups. The more knowledge we have the better we can understand the impact of public policies.

2. Civic knowledge increases the ideological consistency of views across issues and time.

3. Unless citizens possess basic levels of civic knowledge, it is difficult to understand political events or integrate new information into an existing framework.

4. General knowledge can alter our views on specific public issues.

5. The more knowledge of civic affairs, the likely they are to experience generalized mistrust of or alienation from civic life.

6. Civic knowledge promotes support for democratic values.

7. Civic knowledge promotes political participation'' (p. 223-244).

From the above relationships, it is discernible that if students are to make reflective decisions and participate fully in their civic communities, they must build knowledge in order to understand how things work within the society in which they live. It is therefore clear that a rich store of knowledge is an essential base to Citizenship.

**Conceptual Review**

**The Concept, Goals, and Objectives of Social Studies**

The Social Studies programme has been perceived differently and described in various ways by many writers over the years. Writers such as Banks (1990) and Bar, Barth and Shermis (1977) perceive Social Studies as a single subject and a singular noun. Wesley (1950) and the Committee on Social Studies (1976) as cited in Kankam (2016) perceive Social Studies as several subjects and therefore described as a plural noun. However, the writers in the field of Social Studies perceive the subject as an integrated subject because it integrates the social science subjects such as history, geography, and civics for the purpose of citizenship education (Tamakloe, 1994). It appears tutors and students of Social Studies have different perceptions of the Social Studies programme, and therefore are likely to approach the subject according to how they perceive it.

Banks (1990) gave a comprehensive description of Social Studies related to its nature when he added that: "The Social Studies is that part of the Elementary and High School Curriculum which has the primary responsibility for helping students to develop the knowledge, skills, attitudes and values needed to participate in the civic life of their local communities, the nation and the world. While the other curriculum areas also help students to attain some

21

of the skills needed to participate in a democratic society, the Social Studies is the only curriculum area which has the development of civic competencies and skills as its primary goals" (p.3).

To Banks, learners need knowledge of the contemporary world in which they live and its historical antecedent to fully develop as mature citizens. This definition has been described by Tamakloe (1994) as "an incisive and in-depth description of Social Studies" because it contains essential ideas that shed more light on the nature of the subject (Cobbold, 2013). The definition also puts emphasis on the acquisition of knowledge and skills as well as the development of desirable attitudes and values as prerequisites to civic competence, which is the fundamental purpose of Social Studies. The author mentioned the local community, the nation and the world as the social environments in which the citizen functions progressively implicating the concentric nature of the Social Studies curriculum. It is important to add that, Banks' statement "Social Studies is that part of the Elementary and High School Curriculum" seems to have outlived its time. It was true at the time when the subject was introduced into the curriculum of these schools but today, Social Studies is studied in colleges and universities even to the post-graduate levels in Ghana and other countries.

The National Council for the Social Studies (NCSS) defined the subject as the integrated study of the social sciences and humanities to promote civic competence (1994, p.105). The African Social and Environmental Studies Programme (ASESP, 1994) provided a similar definition to the subject as "the integration of social sciences and humanities

to promote and practice effective problem solving, promoting citizenship skills in social, political and economic issues" (p.5).

Lindquist (1995) also defined Social Studies as an integration of knowledge, skills, and processes that provide powerful learning in the humanities and social sciences for the purpose of helping children learn to be good problem solvers and wise decision-makers. (p. 1). These definitions of Social Studies [NCSS (1994), ASESP (1994) and Lindquist (1995)] present essentially the same understanding of the subject. The definitions identify the content (subject matter) of Social Studies, that is, essential information, ideas, skills and inquiry procedures drawn from the group of disciplines called social sciences. Concepts, principles, generalisations and processes from the social sciences serve as the resources from which the Social Studies curriculum draws, blend and integrates to provide students with meaningful learning experiences.

Most Social Studies educators agree with this assertion. For instance, Matorella (1994) stated that "the field of Social Studies gains a significant portion of its identity from the disciplines of the social sciences and that the methods of inquiry used in the social sciences are important sources of Social Studies subject matter" (Cobbold, 2013). However, it should not be taken that Social Studies is just an approach to teaching in which the content, findings and methods of the social sciences are merely simplified and reorganized for instructional purposes. It is rather a field of study in its own right though it derives its existence from an amalgamation of a number of disciplines.

Another notable point about these definitions [NCSS (1994), ASESP (1994), and Lindquist (1995) is the purpose of Social Studies instruction. The

definitions indicate that Social Studies aims at producing good citizens. The NCSS stated Social Studies aims "to promote civic competence, the ASESP talked about the "promotion of citizenship skills" and Lindquist also indicated that good citizens are good problem solvers and wise decision-makers. Drawing from these definitions, it can be simply admitted that the primary purpose of Social Studies is citizenship education.

According to Salia-Bao (1990), Social Studies education initially started in the United State of America where the Social Studies movement was formed as a result of the influence of John Dewey. John Dewey was an American philosopher, psychologist and educational reformer whose ideas influenced education and social reforms. John Dewey's influence resulted in the formation of progressive education called the Pragmatists (Salia-Bao, 1990). They stressed the progressive philosophy which was based on child-centred education, inquiry, and discovery learning. It is on record that countries in Africa were under the colonies of Britain, France, Portugal and Belgium. And that every colony was imposed on by their colonizers' education system. It appears that to some extent, this created uncoordinated needs and interests of the colonizers and the colonies. In Africa, when most countries were securing independence in the 1960s, there was a need for new leaders and educationists to make changes in the education setting. Social Studies became part of the school curricula after several conferences held in the United States of America, Britain and Africa (Mombasa, Kenya).

In the 1940s Social Studies programme as a field of study was introduced into the curriculum of the teacher training colleges in Ghana (Tamakloe, 1988; Kankam, 2001). The teaching of Social Studies during this

24

period experimented at the Presbyterian Training College (Akropong), Wesley College (Kumasi) and Achimota Training College (Accra). This experiment, according to Agyemang-Fokuo (1994) was, however, not allowed to blossom due to both teachers' and students' negative perceptions and attitudes towards the Social Studies program.

By the early 1950s, the single subjects (i.e. studying subjects like history, economics and geography separately) had taken over the integrated Social Studies (i.e. drawing concepts, ideas, knowledge, and views from different subject areas like history and geography to solve problems or explain issues) in the teacher training colleges. The reasons advanced for the resumption of the single subjects approach according to Tamakloe (1988), was the fact that social science graduates of the University of Ghana, who were to handle Social Studies in the teacher training colleges could not cope with the integrated approach, for they specialized in single subjects.

Also, the students in the teacher training colleges welcomed the single-subject approach because they perceived it as an opportunity to either improve upon their grades in the single-subjects such as history, geography and economics in School Certificate or General Certificate of Education (G.C.E.) Ordinary Level (OL) or get a firm foundation to try their hands at GCE "O" Level examinations (Agyemang-Fokuo, 1994). However, in the late 1960s, another development propelled the reintroduction of integrated Social Studies in the teacher training colleges in Ghana. This was when some graduate and non-graduate teachers who had been sent to Wales and Bristol to study the "Environmental studies approach" and the "Integrated Social Studies" returned to Ghana. By 1971, about 14 of the teachers with positive perceptions

about Social Studies had been posted to the teacher training colleges to spearhead the development of the integrated programme, which they had studied abroad (Tamakloe, 1988).

After training the first three batches of Social Studies teachers at the teacher training colleges for the programme, it was realized that there was a glut of teachers because there was no corresponding expansion of the junior secondary schools in terms of numbers. The result was that Social Studies had to be abandoned in the training colleges in the 1981/82 academic year (Tamakloe, 2008). There was no need for training specialist Social Studies teachers who could not be absorbed into the education system. This state of affairs in the training colleges of Ghana, together with the fact that Social Studies was not examined externally for certification, both at the teacher training colleges and secondary school levels, made tutors and students develop a half-hearted attitude to the study and development of Social Studies. However, by 1998, the teaching of Social Studies had become a core subject at the Senior High School level. Thus, by the end of the twentieth century, Social Studies had been firmly established as a subject examinable for certification at the basic, senior secondary and tertiary levels of education in Ghana (Cobbold, 2013).

The National Council for Social Studies (NCSS) cited in Parker (2001) stated that the primary purpose of Social Studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. Martorella (1994) on his part stipulates that the enduring goal of Social Studies is to produce reflective, competent, concerned,

and participatory citizens who are both willing and capable of contributing positively toward the progress of a democratic life of their societies.

This is in line with Banks (1990) as he points out that the major goal of Social Studies is to prepare citizens who can make reflective decisions and participate successfully in the civic life of their communities and the nation. The Ministry of Education teaching syllabus for Social Studies in Senior High School (2010) in Ghana identified the following as the general aims of Social Studies: develop the ability to adapt to the developing and ever-changing Ghanaian society, acquire positive attitudes and values towards individual and societal issues, develop critical and analytical skills in assessing issues for objective decision-making, develop national consciousness and unity, use inquiry and problem-solving skills for solving personal and societal problems and lastly become responsible citizens capable and willing to contribute to societal advancement.

The objectives of Social Studies are related to the following concerns: the ability to adapt to the developing and ever-changing Ghanaian society due to the fast-growing population of the world with its emerging issues, therefore, it is very imperative to prepare citizens to adapt to such changes with relative ease and also broaden their perspectives and understanding of the community, state, nation, and the world. The second and third objectives are to help students relate to and understand the subject matter content of history and the social sciences, including knowledge, skills and values that are pertinent in solving personal and societal issues. The fourth and fifth objectives are to equip students with relevant information about the nation in which they live and what happens in the world around them. The last objective is to provide

27

students with an understanding of what it means to live in a complex and pluralistic society, encourage students to participate in the affairs of society and work toward establishing a "good" society thereby promoting the ideals of democracy which is central to national development.

According to CRDD (2010), these objectives are concerned with equipping the student with an integrated body of knowledge, skills, and attitudes that will help the student develop a broader perspective of Ghana and the world at large. The subject probes the past and provides knowledge for the student to understand his/her society and be able to solve personal and societal problems. These underscore the importance of citizenship education that promotes democratic principles and which demands that learners are educated on the ideals of democracy that require citizens of great character and civility.

**The Concept of Citizenship Education**

The concept of 'citizenship education' is generally said to encompass the preparation of young people for their roles and responsibilities as citizens. Patrick (1986) explains Citizenship education as the knowledge of the constitutions, the principles, values, history and application to contemporary life". Aggarwal (1982) also linked Citizenship education to the development of ideas, habits, behaviors and useful attitudes in the individual which enable him/her to be a useful member of society.

Different terminologies have been used to refer to citizenship education such as education for Citizenship, education about Citizenship, education in Citizenship, education for democratic citizenship, civic education, civics, and global Citizenship.

Kerr (1990) has stressed on education about Citizenship, education through Citizenship and education for Citizenship. According to Kerr, education about Citizenship dwells on furnishing students with adequate knowledge and understanding of national history and the structures and process of government and political life. Education through Citizenship involves students learning by doing through active, participative experiences in the school or local community and beyond. This learning experience strengthens the knowledge component. On the other hand, education for Citizenship encompasses the other two strands and involves equipping students with a set of tools (knowledge and understanding, skills and aptitudes, values and dispositions) that enable them to participate actively and sensibly in the roles and responsibilities they encounter in their adult lives. This strand links citizenship education with the whole educational experiences of students. These concepts have been used to distinguish between a narrow (minimal) and a broad (maximal) citizenship education.

Kerr (1999) and Nelson and Kerr (2005) termed the narrow sense of citizenship education as education about Citizenship. Kerr (1999) argues that the narrow concept of citizenship education is sometimes termed as civic education which is content-led, teacher-based, whole-class teaching, and examination-based assessment. The broad concept of citizenship education is frequently used in democratic states and geared towards education for Citizenship. It consists of knowledge, values and skills and focuses on preparing students for active responsible participation in school and outside school. Unlike the narrow concept which is teacher-centred, the broad sense of citizenship education is basically functional on interactive teaching, which

29

involves the teacher-learner teaching methods such as discussion, debate and the creation of an inviting atmosphere for students' interaction with teachers.

The Information Network on Education in Europe (Eurydice) identifies citizenship education as ''school education for young people, which seeks to ensure that they become active and responsible citizens capable of contributing to the development and well-being of the society in which they live'' (Eurydice, 2005, p.10). It is clear that citizenship education can be conceptualised as a broad process that takes place in school and beyond. It is not just limited to transmitting knowledge to the student but is also concerned with the inculcation of skills and values with the view of making students function effectively as responsible citizens. Also, citizenship education in its broad sense can be simplified as the type of education or instructions which equip the learner with relevant knowledge, positive attitudes and requisite skills to enable him/her perform his/her role as a credible member of society.

Relevant knowledge is a type of knowledge that is useful in dealing with a particular problem at a period of time. People are knowledgeable in so many fields, but if the knowledge gained is not functional or put to use in the right way, it becomes inert knowledge. In the same vein, positive attitudes are very essential ingredients needed to ensure peaceful co-existence and harmony and among people.

According to Adams, Andoh & Quarshie (2013) …the nation will do better in her strive for development if most of her citizens possess the relevant knowledge, the right attitude and are skillful in one field or the other and also demonstrate positive attitudes at the workplace. Skillful manpower is a pre-requisite for every nation that wishes to develop but skillful manpower

30

without positive attitudes to work is likely to result in counter production because vices like corruption, bribery, abuse of power, lateness to work absenteeism among others will pop their ugly heads.

Citizenship education as a discipline covers the child's role as an effective and participatory member of the democratic, political community. Therefore, it is evident that citizenship education emphasizes civic responsibilities and service rendering. It also builds and prepares the student to become a responsible citizen who will be willing and capable of contributing his or her quota meaningfully towards national development.

Citizenship education as a discipline was introduced in the school curriculum at the upper primary level (P4-P6) to make children appreciate basic concepts and values that underlie a democratic political community and constitutional order to enable them uphold and defend the Constitution of Ghana at all times. The subject does not end at primary 6 but continues from Junior High school to Senior High School as Social Studies to expose students to the persistent contemporary issues hindering the development of the nation and the desired attitudes, values, and skills needed to solve these problems.

**Citizenship Education and Social Studies**

Several scholars and authors emphasise the crucial role of Social Studies in developing citizenship education (Dean 2005; Dinkelman, 1999). Barr, Barth and Shemis (1977), for instance, state that Social Studies is the integration of experience and knowledge concerning human relations for the purpose of citizenship education. Dinkelman (1999) states that the field of Social Studies is bound together by the aim of democratic citizenship

31

education. These assertions point to the silent role Social Studies plays in citizenship education.

Barth (1983) defines Social Studies as the integration of social sciences and humanities for the purpose of instruction in citizenship education. Martorella (1985) adds that the purpose of Social Studies is to develop reflective, competent, and concerned citizens. He explains that reflective individuals are critical thinkers who make decisions and solve problems on the basis of the best evidence available. Competent citizens, he says, possess a repertoire of skills to aid them in decision making and problem-solving. Thus, the reflective, concerned and competent citizen is prepared to function effectively in today's world and that of the future. This view is further supported by Michael et al. (2003) who stated that Social Studies is more related to the promotion of citizenship education in school.

Aggarwal (2001), stressing the purpose of Social Studies points out that Social Studies which deals directly with man and the society in which he lives, carries special responsibility for preparing young children to become well informed, constructive participants in society and capable of developing healthy social relationships. Michalls as cited in Aggarwal (2001, p. 15) also contends that "… the central function of Social Studies education is identical with the central purpose of education – development of democratic citizenship".

In addition, Martorella (1985, p. 12 - 13) states that ''the basic purpose of Social Studies education is to develop reflective, competent, and concerned citizens''. He adds that the focus of Social Studies is to develop the head, the hand and the heart. Martorella further explains that "the head represents

32

reflexion, the hand represents competencies and the heart concern."    This implies that the main concern of Social Studies is to help learners develop the abilities and skills to meet the challenges that confront them.  Thus far, it is evident from the discussion that the main focus of Social Studies is citizenship education and this is reflected in the teaching of Social Studies in most countries including Ghana. The next section looked at the instructional methods used to teach Social Studies to achieve its basic purpose of citizenship education.

**Methods and techniques of teaching Social Studies to Promote Citizenship Education**

Effective citizenship education demands the adoption of an appropriate teaching-learning interaction. Loughran (2007) says teaching methodology is essentially concerned with how best to bring about the desired learning by some educational activity. Mezieobi (2008) imputes the mal-functioning of the Social Studies curriculum, among other factors, to the inappropriate utilisation of methodologies germane to effective teaching and learning of the subject. Therefore, to ensure that Social Studies is effectively taught in schools, the way it should be, and in cognizance of the fact that Social Studies is a "skills" subject" ["Skills" here, refers to process skills or rather problem-solving skills, creative skills, analytical skills or reflective skills], the teaching methods employed should involve the active participation of the learner in the teaching-learning process. Eshun and Mensah (2013a) assert that "Social Studies should be taught as a holistic subject, which should reflect a behavioral change in students and not facts from other social sciences. Social Studies teachers should stress on teaching of skills more than the factual content. Thus, the

main role of the Social Studies teacher is to emphasise the development of relevant knowledge, positive attitudes, value and problem-solving skills of students.

Research has shown that students learn more from student-centred approaches. A study conducted by Mensah & Frimpong (2020) revealed that majority of Social Studies teachers in Senior High School representing 97.2 percent are of the strong view that Social Studies teachers should use different methods when teaching the content of the course and that can improve students' attitude towards the subject.

Eshun and Mensah (2013b) add that "teaching Social Studies is supposed to be done with student-centred techniques and strategies." The authors further stressed that brainstorming, role-playing, simulation, discussion and debate are some of the major techniques that make information more meaningful to students; therefore, they retain it for longer periods of time. According to Aggarwal (1982), good methods of teaching Social Studies should aim at the inculcation of the love of work, developing the desire to work efficiently to the best of one's ability, providing numerous opportunities for participation by the learner and developing the capacity for clear thinking among others. Also, Cuthrell and Yates (2007) found that Social Studies content should be in-depth with lessons and activities. Banks (1990) adds up by saying; skillful teaching in Social Studies is paramount and without it effective learning cannot take place. This implies that teachers are not supposed to depend only on the passive transmission approach as the dominant teaching methodology; rather, there should be an interaction between instructors and the students during the instructional process.

However, Groth (2006) points out that in Ghana, citizenship education revolves around British pedagogical styles; lecture and recitation characterise pedagogy in the Ghanaian classrooms. As scholars have revealed, the lecture – recitation approach hinders the development of citizenship education skills (Levistik & Groth, 2006). To add, a comparative research study conducted by Torney-Purta and Amedeo Pilotti (2004) in 15 Latin American and Caribbean countries in the early 1990 revealed that teachers used the teacher-centred type of teaching. The research suggested that teachers were the primary reason for the weakness of citizenship education, generally characterised by traditional authoritarian teaching. Therefore, for the purpose of Social Studies to be achieved, joint teacher- class activity should be used to ensure effective and efficient teaching and ultimately the accomplishment of the defined objectives of the subject. Methods which ought to be commonly used in Social Studies include the following: inquiry, problem-solving, simulation games, role play, discussion, lecture, fieldwork and project work.

1. Inquiry Method

This is an activity-oriented, thought-provoking creative method in which students, out of curiosity and on their own, or under the guidance of the teacher, probe, investigate, and interpret relevant issues and problems with a view to providing solution through reflective thinking and rational decision-making. In the utilisation of the inquiry method, the teacher or student may introduce a problem which may be difficult, controversial and investigation oriented. In order to guide inquiry through a clear definition of the problem, students are made to ask a number of questions related to the identified problem Meziobi (2008).

Alternatively, the teacher should pose questions that would elicit answers or statements from the students and guide the inquiry. In the inquiry method, the following may be inevitable:

i.    The students, perhaps, under the guidance of the teacher, provide possible cause or explanations of the problem as well as their tentative or alternative solutions to the problems;

ii.   Students are made to collect relevant and available data;

iii.  The collected data or information are presented to the class by the students for their analysis;

iv.   The students are guided to draw tentative conclusions as the conclusion may be altered with time depending on the availability of more information;

v.    Tentative generalisation may be drawn from the tentative conclusions.

As evident in this method, rather than the teacher becoming the knowledge encyclopedia or the giver of knowledge to the students, the students, practically or particularly in a free-ranging inquiry, which is usually student-initiated, strike out on their own, as individual or in a group, to seek solutions to problems while the teacher merely functions as "a facilitator of learning or a collaborator in learning, rather than a dispenser of knowledge" Meziobi (2008).

2. Problem-Solving Method

Social Studies is problem-solving oriented hence the name of this method. This is a teaching-learning method in which students, either individually or collectively or in a group activity, attempt to solve problems through the utilisation of the trial-and-error approach (Craddock, O'Halloran,

Mcpherson, Hean, & Hammick, 2013). In this method, the students actively participate in the learning experiences. In the process of finding solutions to problems, the students, who learn through their mistakes or successes, become creative and develop reflective or critical thinking. Teaching by problem-solving method entails that students should select problems that are relevant to their needs, the object of study and the priority or press needs of the society, to reflect the changing times and needs (Shernoff, Sinha, Bressler & Ginsburg, 2017). The scholars added that in the problem-solving method, the teacher may do the following:

i.   The teacher may introduce and clarify the problem in which case the teacher presents problematic situations, or (the Social Studies teacher) could introduce a discussion that would lead the students into identifying the problems.

ii.  Students are then left on their own to provide tentative suggestions or solutions to the problems through their working individually, in pairs, or groups.

iii. The students collect data (or information) and analyse the data in the light of expected results.

With the actual results conclusions and generations may be reached. The initial problem may be completely solved or partially solved in which case data would be sought to ensure that problems are considerably reduced. In the utilisation of the problem-solving teaching/learning method, the student is actively and directly involved in defining his own learning task, setting his goals, collecting, rearranging and evaluating the necessary data to help him solve the problem (Mezieobi, 2008).

3. Simulation Games

This is a type of contrived experience which schools must expose students to in the absence of concrete learning experience before abstract concepts can be internalized (Ausubel, 2012). The simulation game is a game-like activity or situation in which more or less accurate aspects or real-life situation is replicated or recreated. What is being simulated must prominently feature the elements of the real phenomena that are of particular interest to the simulators or the class. The simulation game is a teaching method and, therefore, a part and parcel of an effective Social Studies curriculum (Habgood, & Ainsworth, 2011). It should be viewed more as an educative experience or a way of learning than as a game played for mere entertainment. A Social Studies teacher can devise simulation games built around definite problem situations in and outside the classroom and the local community.

The teacher made simulation games are easier in terms of time saved in hunting for games which is appropriate to instructional objectives, and more interesting as it is adapted to suit the needs and interest of the students. It inculcates in students the habit or skill of sorting out problems with a view to finding ways and means of solving the problems. It captivates the interest of the students and motivates them to learn as interest is a necessary ingredient of effective learning. (Uchegbu & Ikwuazom, 2001; Chukwuemeka, 2014).

4. Role-Playing

Role-playing, which is a dramatized experience, is an enactment or reenactment of social problematic real-life situations involving morals and values in which decisions are made (Zevin, 2013). Role-playing is not synonymous with a play though some similarities may exist between the two.

A play, for example, is organised around a definite pattern, for example, the preparation of scripts ahead of enactment which will be memorised and recalled. Unlike a play, role-playing does not rely on any set-out structure as there is no advance scripting for the players. Here a player simply accepts a role, interprets it the way he wants and feels and creates a role by translating his interpretation of the role into action. While performing the role if there is any scripting in the role, it is spontaneously created by the player himself in the process of role-playing. There is no trial performance of the role (pre-roleplaying) in advance of the actual act of role-playing.

Role-playing helps to practicalise the subject matter of Social Studies by involving human elements in the study. It allows a student to better appreciate what Social Studies is all about and facilitates a reflection of the problems of man and his relationship with society (Chukwuemeka, 2014). Role-playing does not only concretize but also adds meaning to social situations that would otherwise not have been so clear to students. It also makes them sensitive or aware of societal social problems which they are to contend with in adulthood. The projection of one's self into another's roles and situations in role-playing makes one better understand the problems of others, other viewpoints or perspectives, and possibly gain insight into why people behave the way they do. Such understanding is essential in today's society as it makes for improved interpersonal relationships.

5.  Discussion Method

Discussion method is viewed as an organised, pre-determined procedure of teaching, and not as part or element of another method that surfaces in the course of the utilisation of other teaching methods. It is a

consensus learning strategy in which participants put heads together and contributes worthwhile ideas or personal views that aid them to arrive at a conclusion on the topic of discussion. In a discussion setting, the teacher should be an integral part of the discussion group placing himself somewhere in the discussion circle in such a way that the conventional teacher-standing-in-front of the class and the students-setting facing the teacher arrangement is erased.

The picture of the discussion group should be likened to a situation where a visitor would not, at first sight, grasp an identity of who the teacher is. The physical setting of the discussion would be such that each of the discussants would easily see each other's faces as the discussion progresses. Sitting in a circle would be the most appropriate arrangement provided the number of students in the class is manageable. But where there is an explosion of the student population in the classroom, such that the circle sitting arrangement becomes inoperative due to lack of space, the teacher should organize the students into manageable discussion groups. In a discussion in which only the teacher is knowledgeable or versed in the subject matter but where some members of the discussion group have developed discussion skills like the teacher through participation in previous discussions, they should also be allowed to lead the discussion (Mezieobi, 2008).

6. Lecture Method

The lecture method is the oldest and the most traditional method of teaching. This method is the most frequently used as a means of instruction and has dominated formal education in Ghana over the years. With this method, the teacher is seen as the sole giver of knowledge in the class and

learners made to listen attentively while the teacher deposits the knowledge in their minds. Some educationists refer to this method as the banking method of teaching (Mensah, 2020). According to Merryfield & Muyanda-Mutebi (1991), several kinds of research in Africa indicate that Social Studies teachers use the same expository, teacher-centred methods of teaching history, and geography.  This assertion was confirmed by Agyeman-Fokuo (1994) when he stated that the lecture method, which places emphasis on rote learning, is the main method of teaching Social Studies in many colleges in Ghana. Vella (1992), sees the lecture method as a formal presentation of content by the educator for the subsequent learning and recall in examination by students. Lyule (1995) adds that the lecture method is the oral presentation of instructional material. Quinn (2000) also states that as a method of instruction, the lecture method is informed by transmission models of instruction whose prime purpose is to transmit knowledge to students. With this method, the teacher is active and responsible for the transmission of a specified body of knowledge while students are passive receivers of knowledge.

From these assertions, it can be deduced that the purpose of the lecture is to transfer a specified body of knowledge to a large group of students in a short period of time. It is used primarily to cover a certain amount of content as it permits the greatest amount of materials to be presented.

7.  Fieldwork

Fieldwork may be explained as the teaching and learning which takes place outside the classroom or laboratories, usually planned and organised to take place within the school, the environs of the school, the local community, or outside the local community. Hayford (1992) states that field trips are

planned excursions to sites beyond the classroom for the purpose of obtaining information and provides an opportunity for first-hand observation of phenomena. Tamakloe (1991) also recognises that the nature of the learning experience should enable the student to collect information in his immediate and wider environment. Hayford and Tamakloe see fieldwork as one of the effective tools for the teaching and learning of Social Studies. Their views on fieldwork (field trip) sought to encourage teachers to move away from situations where students and teachers are completely fixed in the four walls of the classroom.

Fieldwork as a teaching method has been described by different scholars in varying terms. For instance, Kilpatrick uses the term field trips, excursions, study trips and educated walks (1965). Though Kilpatrick uses the term excursions, it does not mean field trip is supposed to be sightseeing but "educated walks" which means the purpose of fieldwork is for students to gain educational knowledge. Fieldwork activities can be organised under three stages: pre-fieldwork activities, this involves the necessary preparations made before the actual trip; fieldwork activities involve the activities that will take place during the trip and post fieldwork activities which are the activities that concern the aftermath of the trip. The duration of fieldwork depends on the specific objectives outlined by the teacher. Fieldwork is advantageous because it provides the student with the technique of problem-solving and critical thinking, group work procedure, the location and interpretation of information from books and other sources. Field trips are undertaken for educational purposes and basically organised by the school through teachers. Fieldtrips if well planned and executed can be of geographical, historical, cultural, social,

economic, political and religious significance to both teachers and students. Anderson & Piscitelli (2002) observed that field trip activities have long-lasting consequences for students, typically involving memories of specific social context as well as specific content. Thus, if fieldwork activities become more prominent Social Studies teaching would also be successful.

8.  Project Method

The project method is one of the approaches to teaching Social Studies. The project which had its origin in the professionalization of occupation was introduced in the curriculum so that students could learn at school to work independently and combine theory with practice (Mensah, 2020). According to Knoll (1997), this method is considered a means by which students develop independence and responsibility and practice social and democratic modes of behavior. In Social Studies teaching, the project method may involve a local study whereby students may be assigned (individually or in groups) to investigate and write a report on a particular situation in their immediate environs. Some of the areas to investigate within their immediate environs may include systems of inheritance, festivals, funeral rites, marriage ceremonies just to name a few. Each group writes a report on their findings and presents the report in class.

The project method has a number of advantages. One of the advantages of project work is that it caters for students who have different abilities. Students may be put in groups under this method, by so doing, the highly skilled students can help the lesser skilled ones during the project. For instance, the student who is a good writer can help to revise and edit the one who is weak in writing essays and the learning process is therefore integrated

43

(Peterson, 1999). Also, in project work, students develop skills of analysing and formulating hypotheses; through this, students come to a logical understanding of the problem at hand and recommend solutions to solve these problems.

**Challenges of Promoting Citizenship Education through Social Studies Education**

Both developed and developing countries encounter many challenges in the implementation of the Social Studies curriculum. These challenges have occurred because of the interplay and influence of their broad contextual and more detailed structural factors (Kerr, 1999: Kankam, 2012). A study conducted by Kece (2014) revealed that the subject lacks adequate physical condition (practical aspects) and weekly course hours. This means, the Social Studies subject has little or no practical aspects and the contact hours per week is not enough and this makes it difficult for teachers to complete the topics outlined in the syllabus.

One main reason teacher has to cover so much information is because of high stakes testing. Researchers have found that "teachers under the pressure of high stakes testing tend to increase their dependency on teacher-centred instructional practices (e.g. lecture) and the superficial coverage of content-driven textbooks" (Vogler & Virtue, 2007). High stakes testing has caused teachers to move away from student centred approaches "such as discussion, role-play, research papers, and cooperative learning" because they need to learn "just the facts" because that is what the tests cover (Vogler & Virtue, 2007).

44

In addition, Nworgu (2007) and Ibaim (2007) in their respective studies established that most Social Studies teachers are not sufficiently informed about the demands, implications, and objectives of the subject and this in a way affects the worth and relevance of instruction delivered to the students. Kerr and Cleaver (2004) also pointed out another challenge to be the fact that teachers require expert training in citizenship. According to Aggarwal (2001), if the Social Studies subject is to assist learners to understand this complex world in which they live, in order that they may better adapt themselves to it, and to prepare themselves for intelligent and constructive citizenship, we must provide well-trained teachers of Social Studies at all stages. Therefore, situations where anyone at all is drafted into the classroom to teach Social Studies should be unaccepted. He further suggested that the Social Studies teacher should have sound academic knowledge in addition to good professional training. Thus, for the goal of Social Studies to be achieved, teachers who are the final implementers of the curriculum need to go through the required training.

**Empirical Review**

This section takes a look at studies that have been conducted by other researchers which are related to this study.

In exploring the perspectives of education stakeholders in the Solomon Islands on Citizenship Education in the Social Studies curriculum, Fito'o (2009) examined the knowledge, values, and skills of Citizenship Education that are relevant and contextual to the Solomon Islands.

The study investigated more fully the linkages between the Social Studies curriculum and Citizenship Education and scrutinized the

45

Conceptualisations of Citizenship Education in the Solomon Islands context and their implications on the curriculum. The researcher further explored the extent to which the Social Studies curriculum educates students about themselves, their diverse neighbors, and how to live as good and active citizens in a complex and dynamic national social environment.

Using a case study involving 21 Solomon Islands participants (education officials, teachers, and students), the researcher concluded that people may be from a different land, culture, or custom but if they demonstrate acceptable behaviors they will be accepted and highly regarded among local people. The significant factor is for people to respect and uphold the values of the culture and customs of the people they live amongst, that is the solution for mutual relationship and unity.

In contrast, a person may be a member of the ethnic group, but if he/she fails to live up to the standards of culture and custom, that person will be dealt with accordingly or reprimanded. Often in the traditional Melanesian cultures, people who are reprimanded for violation of cultural values only reconcile with the community when they change their behavior and attitudes towards others and the environment. As such, good values and other character traits are significant characteristics for people's way of life and they are part of the responsibilities and obligations of a citizen.

The researcher also concluded that in the current Social Studies curriculum of the Solomon Islands there are concepts taught that reflect the values, knowledge, and content of citizenship which is promoted in other countries. The teaching of values includes the teaching about families and communities, the environment, and the history of the Solomon Islands and its

political system. However, according to the data, those values do not provide appropriate qualities to enhance good and active citizens.   Based on interviewees' responses, the study reported that teaching content was inadequate to meet the challenges and social changes found in the Solomon Islands society today. Respondents reported that there were family, community, tribal and ethnic divisions among people, a lack of cooperation and tolerance to one another, and a lack of respect for people, the environment, and state institutions.

It has been found that the important values and knowledge that should influence students to be good and active citizens in Citizenship Education has not been included in the Social Studies curriculum. Much of what is learned in the Social Studies curriculum is pure theories relating to history and learning is only for the memorizing of facts for examination purposes. Even if citizenship values, knowledge, and skills are included, the effective learning and understanding of concepts to change children's behavior would never be achieved because of the irrelevance and non-contextual goals and purpose of the current Social Studies curriculum. The respondents expressed their concern over the weakening content, goals, and purpose of the curriculum in conjunction with the current changes within society.

Phipps (2010) conducted a study that explored Senior High School Social Studies Teachers' Beliefs about the Concept of Citizenship. The study used multiple data sources to explore and describe teachers' beliefs about citizenship and education for citizenship. Four teachers in a college preparatory urban public secondary school participated. Data sources included a survey instrument, a series of teacher interviews, a series of classroom

observations, and examination of documents. All data were analyzed using hand-coding.

Among others, the study found that, teachers' levels of personal political engagement seemed consistent with their conceptions of citizenship, the relative openness of the climate in their classroom, and the degree to which their students would discuss controversial issues in the classroom. The study concluded that none of the participating teachers consistently thought about Social Studies itself as a unified field driven by the goal of developing thoughtful citizens in a democratic society. Each of the teachers cited differences between Social Studies disciplines (e.g., economics, history, sociology) as important in their decisions about curriculum. The participating teachers emphasized different goals for Social Studies in the schools.

Dwamena-Boateng (2012) conducted a study on how social studies promotes citizenship education: perspectives of students and tutors of colleges of education in Ghana. The purpose of the study was to examine the views of social studies tutors and students of selected Colleges of Education on how the teaching and learning of social studies could promote Citizenship Education. The study employed the survey design. A questionnaire with a five-point Likert scale was used to collect data from the respondents.

Findings of the study indicated that tutors and students agree in like manner to the fact the Citizenship Education [Social Studies] prepares the young ones to participate in public life and to play active roles in societal issues and that Social Studies as appreciated by both tutors and students of the same area develops young ones to become critical thinkers who are likely to solve societal problems. Also, the study pointed out that tutors and students

48

understood Social Studies as an integration of human relations for the purpose of Citizenship Education.

Kankam (2013) conducted a study to determine teachers' perceptions of the importance of teaching Citizenship Education to primary school children. This study was carried out in twelve (12) purposively selected private and public schools in the Cape Coast Metropolis. To determine teachers' perception, the researcher administered a questionnaire designed for the purpose of primary school teachers in Cape Coast Metropolis. Data gathered were analyzed using simple percentage, mean and standard deviation. Findings revealed that teachers in the area of study had realized the importance of teaching citizenship at primary school. Based on this finding, it was recommended among other things that deliberate effort should be made by teachers to impart the knowledge they had acquired in citizenship education to the children they teach. It was also recommended that primary school teachers should be well motivated in cash or kind by all stakeholders in education to ensure effective citizenship education delivery at the primary school level.

Similarly, in investigating the perceptions of Omani student-teachers on citizenship and citizenship education, AlMaamari and Menter (2013) conducted a study in which ten (10) students comprising five (5) males and (5) females were interviewed. Data were analysed qualitatively using analytic induction and interpretive analytic framework. According to the researchers, there are varied range of views on citizenship and citizenship education. The results of the study indicated that:

1. Seven of the student-teachers identified citizenship education as a sense of belonging whilst three of them defined it as a set of rights and duties and as participation in state affairs. The student-teachers who identified with it being a sense of belonging indicated that a good citizen ought to show such belongingness in several ways such as loyalty to one's country and respect for the laws of that country. Those who defined citizenship education as a set of right and duties actually valued duties more than rights and stressed that a citizen is always indebted to the government as a result of the several services such as education and healthcare provided to the citizen.

2. Social Studies remains the main approach used to promote citizenship education. Majority of the respondents stated that citizenship education is an essential area which aims at influencing student-teachers from diverse backgrounds to inculcate the spirit of citizenship. Although majority of the respondents agreed that citizenship education is a cross-circular theme, they found strong relationship between Social Studies and civic/citizenship education. They claimed that Social Studies was the school subject that embraces citizenship. They concluded that although citizenship education is a broad area that can be delivered by several subjects, yet Social Studies is one of the most appropriate subjects for introducing citizenship.

Porter (2014) however examined the influence that political, societal, and educational trends and characteristics have on citizenship education within official curriculum documents. The Social Studies curricular documents of 1971, 1991, 1999, and 2008 were analysed in order to determine the type of citizen and citizenship education that was promoted during those years. The

analysis considered only the official curriculum documents for the period in question, as opposed to actual classroom practice. The curricular documents were analyzed in light of prevailing currents and countercurrents in Canada during the period from 1970 to 2014 and a typology of citizenship education ranging from traditional to social activist and re-constructionist.

The interpretations and conclusions of the study highlighted a history of competing and complementary currents and countercurrents within the documents and a movement in citizenship education from less active roles for students to increasingly socially and globally aware citizens which continually rests on democratic values. The documents also highlighted the influence of regional development concerning the role of participation and the natural environment in citizenship education in Saskatchewan. A content analysis was employed to identify and analyse the occurrences of specific messages (citizenship) embedded in texts. The unit of study is syntactical considering the focus is on discrete units of language associated with citizenship.

Four themes that Osborne (1997) identified through the course of his analysis of citizenship education within Social Studies were used to organize and guide the textual content analysis. The four themes identified by Osborne (1997) plus one additional contemporary theme identified by Sears and Hughes (1996) were used to identify the prevailing character of citizenship within the curriculum documents.

Porter (2014) concluded that Citizenship Education has always been and will continue to be an essential part of education and finds a comfortable fit in the space of Social Studies because of its focus on integral components like history, identity, politics, and societal issues. Each of the documents

51

presented a number of links to what might be considered competing ideologies and theories within politics, society, and education. All of the documents accepted a relative core set of views concerning a good citizen: democratic ideals are the basis of citizens' value systems, citizens are able to and expected to participate responsibly in society, citizens have the ability to analyse and solve problems, citizens are lifelong learners, citizens are aware of and appreciate the relationship of humans with nature, and appreciate that history has connections to the present.  What is missing is the diverse nature of belonging that the most recent notions of citizenship argue is necessary for a plural society. Although the diverse and plural nature of the country is cited on multiple occasions, students are still encouraged to find belonging in their communities through acceptance of diversity not because of it.

In the same year, Kankam, Bekoe, Ayaaba, Bordoh, and Eshun (2014) conducted a study to determine the curriculum conceptions of the scope of the content of Social Studies in the colleges of education in Ghana. The research methods chosen for this study were both qualitative and quantitative (mixed method). Triangulation was used to test the consistency of findings obtained through different instruments used. The population for this study included all final year teacher-trainees offering the general programme for Diploma in Basic Education (DBE) certificate in the three Colleges of Education in the Western Region of the Republic of Ghana. Non-probability sampling method (purposive and convenience sampling techniques) was used to select the sample of districts, colleges and respondents for the study. One hundred and fifty (150) final year teacher-trainees were sampled from the three Colleges of Education in the Western Region of the Republic of Ghana, namely, Enchi

College of Education; Holy Child College of Education and Wiawso College of Education. Eighteen (18) final year teacher trainees: six from each of the three Colleges of Education were also guided through focus group discussion.

The researchers used the following in gathering the data: A questionnaire made up of fourteen (14) close-ended three-point Likert scale structured items were administered to one hundred and fifty (150) final year teacher-trainees from three Colleges of Education, and a focus group discussion checklists made up of fifteen (15) items were administered to eighteen (18) trainees (three groups of six trainees).

The quantitative data entry and analysis were done by using the SPSS software package. The data was edited, coded, and analyzed into tables, frequencies, percentages with interpretations. Pearson's Correlation Coefficient (r) or technically called Pearson Product Moment Correlation (PPMC) co-efficient was used to determine whether a significant relationship exists in teacher-trainees' conceptions of Social Studies from the colleges used. The qualitative data was analysed by the use of the interpretative technique based on the themes arrived at during the data collection. The themes were related to the research question and interpreted on the number of issues raised by respondents on the focus group discussions of final year teacher trainees.

The study revealed that the scope of the content of the College of Education Social Studies course structure does not reflect the tools needed by the individual to solve personal and societal problems as compared to the JHS syllabus. Final year teacher-trainees' knowledge base about the scope of the content of Social Studies as a problem solving was inadequate. It was

recommended that at least two credit hours course should be designed and mounted on the then Junior High School (JHS) Social Studies syllabus for students in Colleges of Education as part of their programme of study. This would help mentees to become familiar with the content of the syllabus, making it easy in their selection of valid content, the setting of appropriate objectives in their teaching and even the mode of using appropriate assessment tools

Kankam (2015) conducted another study to explore the views of Social Studies tutors in the colleges of education in Ghana with regard to the meaning and teaching methods that are most appropriate to teach Citizenship Education. The views of 36 tutors of Social Studies from eight colleges of education were surveyed through the multi-stage sampling technique, and eight respondents were interviewed to further understand the groups' perception of Citizenship Education. The study employed quantitative data analysis and was fed into Statistical Product and Service Solutions (SPSS) version 16.00. The major findings were that (i) tutors generally agreed on the components of Citizenship Education, (ii) tutors generally agreed on the characteristics of a good citizen. (iii) There was general agreement among the tutors that various classroom activities were important in the teaching of Citizenship Education and were being taught effectively. It was recommended that a policy be put in place by government for Social Studies teachers to have regular in-service training on current issues in Citizenship Education. And that Citizenship Education should be introduced as a programme on its own in schools, colleges and universities and examined externally.

Kankam concluded that the way people perceive things determine their level of commitment to those things and how they talk about them. Once tutors say their views on Citizenship Education effective teaching will take place. He further concluded that the tutors are providing opportunities for trainees to practice good citizenship skills in their college environment, and by doing so, it is hoped they will continue to demonstrate citizenship skills when they leave the colleges and become citizens at large. The practices of Citizenship Education in the colleges as voiced out by the tutors gave impressions to the outside world on what is actually happening in the colleges. With this, people will get to know the type of Citizenship Education students are faced within schools and what alternatives or modifications can be suggested for improvement.

Bordoh, Eshun, Kwarteng, Osman, Brew and Bakar (2018) conducted a study on professional qualification of teachers in teaching and learning of Social Studies concepts in the Senior High Schools in Ghana. According to the researchers, the Social Studies syllabus for second cycle educational institutions in Ghana is made of several concepts that are taught and learnt and that the caliber and attitude of Social Studies teachers are likely to impede the learning of the subject by students. This justified the need to assess the professional qualification of the teachers.

The study was conducted in three public Senior High Schools in the Sefwi Wiawso District in the Western Region of Ghana. The study involved the participation of ten (10) Social Studies teachers and data were collected through interviews. The District, schools and respondents of the study were selected using purposive and convenience sampling technique. The Data was

analysed using descriptive and interpretive techniques based on the themes that emerged from data collection.

The results of the study indicated that only 50% of the respondents possessed the professional qualification needed to teach Social Studies. The study reiterated the need to engage teachers who are professionally qualified to teach the Social Studies subject and that content knowledge alone is not sufficient to arm teachers against the hurdles that come along with teaching the subject. The researchers also argued that Social Studies being an integrated subject comprising two or more Social Sciences such as Geography and History will be best taught by teachers who have training in at least two or more Social Science disciplines.

**Chapter Summary**

The impact of Citizenship Education on the youth (students) has been a discussion among many researchers. The role of Citizenship Education has been recognized as a medium through which one develops knowledge, skills and attributes needed to be a good citizen of a society. Citizenship Education has therefore been an integral part of academic curricula across levels of education in many countries. This is because according to the functionalist theory of education, the role of schools is to prepare students to participate in institutions of society. However, in the Senior High School curriculum in Ghana, Citizenship Education has not found a distinct place but has been integrated into the Social Studies curriculum. This implies that Social Studies education ought to promote Citizenship Education among students in the Senior High Schools.

According to the literature, the role of Social studies in promoting citizenship education is inconclusive. While some scholars argue that Social Studies education promotes Citizenship Education others are of the view that the current Social Studies curriculum is not adequate to promote Citizenship Education. Despite these divergent views, there has been a common stand among researchers that the goals of Social Studies education remains helping students develop the ability to adapt to the developing and ever-changing society, acquire positive attitudes and values towards individual and societal issues, develop critical and analytical skills in assessing issues for objective decision-making and develop national consciousness and unity, use inquiry and problem-solving skills for solving personal and societal problems and lastly become responsible citizens capable and willing to contribute to societal advancement.
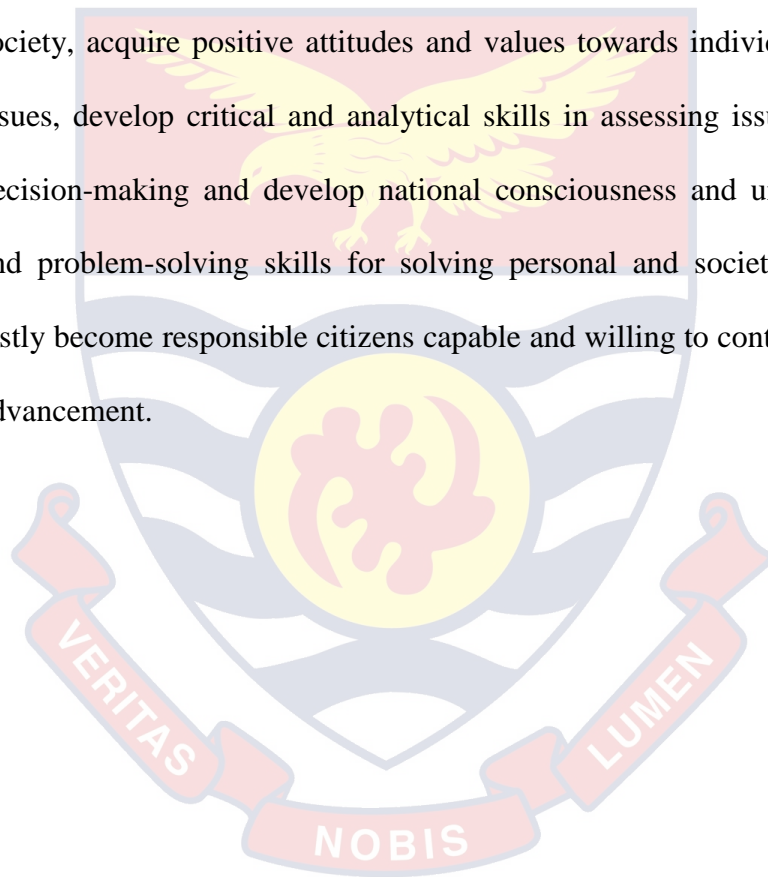
## CHAPTER THREE

## RESEARCH METHODS

**Introduction**

This chapter presents the research methods employed by the researcher for the study. It describes the designs, population of the study, sample and sampling techniques, research instruments, validity, and reliability of the instruments, ethical considerations, procedure for data collection and procedure for data analysis.

**Research Design**

This study was guided by the positivist paradigm of research which underpins quantitative research methods. This paradigm outlines the facts that knowledge stems from human experience and that statistical analyses can be conducted out of quantifiable data. This paradigm limits the role of the researcher to data collection and interpretation in an objective way. The philosophical view of the researcher was to combine deductive logic with a precise empirical study of individual perception to discover the role Social Studies plays in promoting Citizenship Education. Cross-sectional descriptive survey design was used to achieve the objectives of the study. The cross-sectional approach was adopted because the researcher sought to study the respondents at one specific point in time. The descriptive survey design specifies the nature of a phenomenon and tries to find answers to the research questions. According to Aggarwal (2008), descriptive research is devoted to the gathering of information about prevailing conditions or situations for the purpose of description and interpretation. This type of research design is not merely amassing and tabulating facts but includes proper analyses,

interpretation, comparisons, identification of trends and relationships. The major purpose of descriptive research is a description of the state of affairs as it exists at present. The survey design makes inquiries into the status-quo and attempt to measure what exists without questioning why it exists (Ary, Jacobs, & Razavieh, 1996). This design provides opportunities for a researcher to gain insight into the current status of a phenomenon concerning variables or conditions in a given situation. A descriptive survey design was used because it allowed the researcher to take much information on a large number of people within a short period; it is relatively quick to conduct and administer. It also allows researchers to identify the proportions of people in particular groups and controls the effects of subjects participating twice.

**Study Area**

Since the study placed emphasis on the role Social Studies Education plays in promoting Citizenship Education in the Central Region, this section gives a brief introduction of the area of study in terms of its description, geographical location, history, and contemporary developments.

Central Region is one of the sixteen administrative regions of Ghana. It is bordered by the Ashanti and Eastern regions to the north, Western region to the west, Greater Accra region to the east, and to the south by the Gulf of Guinea. The region has a population of 2,201,863 (2010 Census), with 17 districts. The Central region was chosen for the study because it is renowned for its many elite higher educational institutions. The Region is a hub of education, with some of the best schools in the country. These schools include Junior and Senior High Schools, Colleges of Education and Universities. The region is said to have recorded the establishment of the first degree-awarding

59

teacher education institution that is the University of Cape Coast, one of the best Universities in Ghana. Also, the region has within it sixty-seven (67) Senior High Schools with a number of the best (category A) Senior High Schools which attracts quite several students across the nation. Thus, it provided the researcher with a fair representation of students from all over the nation.

**Population**

The target population for the study comprised all Social Studies teachers and students of public Senior High Schools in the Central Region. In all, there are 67 public Senior High Schools, according to the Ghana Education Service Selection Register (2019).

The accessible population consisted of Form Two gold track and Form Three Social Studies students and teachers. The Form Two gold track and Form Three Social Studies students were chosen for the study because the Social Studies students at the two levels were assumed to have studied more of the concepts and theories of Citizenship Education and might have practiced them both on campus and in the wider community. Their respective teachers were chosen with the view that they may have covered many areas of the Social Studies syllabus and therefore were better informed about issues in Social Studies in general and Citizenship Education in particular.

The total population of Form Two gold track Social Studies students was 22, 848 and Form Three Social Studies students was 37487 (Ghana Education Service, Central Region Field data, 2020). The total number of Social Studies teachers from the selected Senior High Schools was 60.  The population distribution of both students and teachers are indicated in Table 1.

Table 1: *Population Distribution of Teachers and Students*

| Category | School | Students | Teachers |
|----------|--------|----------|----------|
| A | St. Augustine's College | 994 | 5 |
|   | Holy Child School | 626 | 5 |
| B | Ghana National College | 1381 | 5 |
|   | Methodist High School | 942 | 5 |
|   | University Practice Senior High | 761 | 5 |
| C | Moree Comm. Senior High | 448 | 5 |
|   | Komenda Senior High/Tech | 773 | 5 |
|   | Eguafo-Abrem Senior High | 812 | 5 |
|   | Jukwa Senior High | 506 | 5 |
|   | Kwegyir Aggrey Senior High/Tech | 786 | 5 |
|   | Oguaa Senior High/Tech | 633 | 5 |
| Total |  | 8662 | 60 |

Source: Ghana Education Service, Central Region 2019.

**Sample and Sampling Procedure**

Some scholars in Social Science have confirmed that for a sample to be representative in a study, it must be a right proportion of the population (Welman, Kruger, & Mitchell, 2005). This establishes the fact that samples of the study population are taken when it is not feasible to carry out whole population study. Thus, by observing the characteristics of a sample, one can make certain inferences about the characteristics of the population from which it is drawn.

Proportionate stratified random sampling was used to select the schools for the study. Stratified random sampling is a method of sampling that

61

involves the division of a population into smaller sub-groups known as strata. In stratified random sampling or stratification, the strata are formed based on members' shared attributes or characteristics such as income or educational attainment (Nickolas, 2019).

All the public Senior High Schools were categorized according to their level of academic performance and existing infrastructure (Ghana Education Service Selection Register (2019). This yielded three strata, namely: Category A, Category B, and Category C schools. Category A consisted of 6 Senior High Schools; Category B consisted of 21 Senior High Schools, and Category C, 40 Senior High Schools. A simple random sampling was then used to select the number of schools in each category proportionate to the total number of schools in the respective categories for the study. This resulted in the selection of 1 Senior High School in Category A, 3 Senior High Schools in Category B and 6 Senior High Schools in Category C. However, considering the single-sex nature of all the Senior High Schools in Category A, the researcher found it expedient to select one more Senior High School in Category A to ensure fair representation in terms of gender in the study. Therefore, the total number of Senior High Schools used for the study was eleven (11).

The table for determining sample size from a population by Krejcie and Morgan (1970) was used to determine the number of students to be selected for the study. Krejcie and Morgan (1970) postulate that "as the population increases the sample size increases, at a diminishing rate and remains constant at slightly more than 380 cases" (Krejcie & Morgan, 1970: 610). The total number of Social Studies students (form 2 and 3) from the selected Senior High Schools was 8,662 (Ghana Education Service, 2019).

The total number of their respective teachers was 60. Thus the census method was used for the teachers because their population was not large.

Krejcie and Morgan (1970) revealed that for a population of 9000, a sample size of 368 is quite representative. With the total population of students, it was considered prudent to use a round figure of 400 as the sample size which would be a little more than the sample size determined by Krejcie and Morgan (1970). However, 399 valid questionnaires were retrieved from the students after data collection. The distribution of the sample of the students can be viewed from Table 2.

Table 2: *Distribution of Sample Size of Form 2 and 3 Students for the Study*

|  | N | | S | |
| School | F 2 | F 3 | F 2 | F 3 |
| St. Augustine's | 332 | 662 | 15 | 30 |
| Holy Child | 222 | 404 | 10 | 19 |
| Ghana National | 457 | 924 | 21 | 43 |
| Methodist High | 277 | 665 | 13 | 31 |
| UPHS | 320 | 441 | 15 | 20 |
| Moree Comm. | 322 | 126 | 15 | 6 |
| Komenda Snr. High | 423 | 350 | 19 | 16 |
| Eguafo Abrem | 347 | 465 | 16 | 21 |
| Jukwa Snr. High | 255 | 251 | 12 | 12 |
| Kwegyir Aggrey | 228 | 558 | 11 | 26 |
| Oguaa Snr. /High | 283 | 350 | 13 | 16 |
| Total | 3466 | 5196 | 160 | 240 |

Source: Field data (2020)

**Data Collection Instrument**

Instruments refer to the tools or means by which researchers attempt to measure variables or items of interest in the data collection process.  In the words of Bhandarkar & Wilkinson (2010), the Instrument for data collection is a tool that is used by the researcher for the collection of data in social science research. A questionnaire was developed to collect data for the study.  This instrument was used because, it is [said] to be appropriate for survey works and provides the respondents' ample time to give well thought out answers (Kothari, 2004). Kothari added that questionnaires can be used when the sample size is large and thus the results can be more dependable and reliable. Also, the questionnaire is advantageous whenever the sample size is large enough to make it uneconomical for reasons of time or funds to interview every subject in the study (Osuala, 2005).

Again, the questionnaire was employed because it is less expensive and also affords the respondents a greater level of anonymity as there is no personal interaction between the respondents and the investigator. Despite these strengths, one weakness of these instruments is that: if respondents do not understand some of the items on the questionnaire, there may be no opportunity for them to be clarified.

The researcher developed two set of questionnaires, one for teachers and one for students. The questionnaires were made up of a four-point Likert scale item from Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The Likert Scale was found to be the most suitable tool for the measurement of perception (views). This is because it enables respondents to indicate the degree of their acceptance of a given statement (Best & Khan,

1996). It is easy to construct, administer and score (Borg & Gall, 1983). Respondents were required to respond by ticking the extent to which they agreed or disagreed with the items on the Likert scale. There were four sections in the questionnaire for teachers: Section A; Section B; Section C and Section D. Section A contained four items used to elicit the demographical characteristics of the teachers. The data requested for were gender, age, qualification and teaching experience. Section B sought information on the perception of teachers on the role Social Studies plays in promoting Citizenship Education and consisted of 10 items. Section C sought information on how often teachers use the effective teaching methods that promote citizenship education and contained 3 items. Section D sought information on the challenges of promoting Citizenship Education through Social Studies education and consisted of 8 items.

The questionnaire for students was also in four sections, sections A, B, C, and D. The demographic characteristics requested in section A were gender, age and form (level). Section B sought information on the perceptions of students on the role Social Studies plays in promoting Citizenship Education and consisted of 10 items. Section C sought information on how often students perceive teachers' use of the effective teaching methods that promote Citizenship Education and contained 4 items. Section D sought information on the challenges of promoting Citizenship Education through Social Studies education and consisted of 8 items. The items on the questionnaire were formulated based on the demands of the research questions.

**Validity and Reliability of Instrument**

The instrument was subjected to validity and reliability tests. The questionnaires were given to my supervisor to check the content and construct validity. The suggestions given by the supervisor were used to effect the necessary changes to improve the quality of the instruments. A pilot test of the questionnaire was conducted using respondents from three Senior High Schools in the Ashanti Region because of similarities in the distribution of public Senior High Schools as well as characteristics of students and teachers as a result of computer placements.

According to Baker (1994), a sample size of 10% - 20% of the actual sampling frame is reasonable to consider in a pilot test. Thus, 10 Social Studies teachers and 40 students were involved in the pilot test representing at least 10% of the sample size for the main study. The reliability of the instrument was estimated on a scale with the help of the Statistical Package for Social Sciences (SPSS, version 22.0) programme, on the computer. The Cronbach's Alpha value was considered reliable as their reliability values exceeded the recommended threshold of 0.70. The reliability co-efficient before the main data collection supported the view of Sekaran (2000) who suggested that 'alpha value less than 0.60 is considered to be poor, those in 0.70 range, acceptable and those over 0.80 high. The results for the reliability tests are presented in Tables 3 and 4.

Table 3: *Reliability Coefficient for each of the Subscales on the Questionnaire for Teachers*

| Research Questions | No. of items | Cronbach's Alpha |
|---|---|---|
| What are the perceptions of teachers on the role Social Studies plays in promoting Citizenship Education? | 10 | .866 |
| How often do teachers use the effective teaching methods that promote Citizenship Education? | 3 | .836 |
| What challenges do teachers face in promoting Citizenship Education through Social Studies education? | 8 | .815 |
| Overall Reliability Coefficient | 21 | .798 |

Source: Field data, 2020

Table 4: *Reliability Coefficient for each of the Subscales on the Questionnaire for Students*

| Research Questions | No. of items | Cronbach's Alpha |
|---|---|---|
| What are the perceptions of students on the role Social Studies plays in promoting Citizenship Education? | 10 | .749 |
| How often do students perceive the use of effective teaching methods to promote Citizenship Education by teachers? | 3 | .768 |
| What challenges do teachers face in promoting Citizenship Education through Social Studies education? | 8 | .815 |
| Overall Reliability Coefficient | 21 | .789 |

Source: Field data, 2020

**Data Collection Procedures**

The administration of the questionnaire was preceded by a letter of introduction from the Head, Department of Business and Social Sciences Education (DoBSSE) of the University of Cape Coast to be presented to the heads of the selected Senior High Schools. The presentation of the introductory letter enabled the researcher to obtain permission to collect data from the teachers and students.

However, due to the limited time teachers had to teach, three research assistants were used to help in the administration of the questionnaire. The researcher and the research assistants did not get the opportunity to administer the questionnaire in person in all the selected Senior High Schools. Out of the 11 selected Senior High Schools, the researcher and research assistants had the opportunity to administer the questionnaire personally in only 5 schools. This was because visitors were restricted from entering the Senior High Schools due to the laid down protocols to help reduce the spread of the pandemic (coronavirus) at hand.

The assistant headmasters/mistresses nominated a teacher each from the seven schools to administer the questionnaire on the researcher's behalf. The researcher, together with the research assistants, met the nominated teachers and briefed them on how to administer the questionnaire. Respondents from the 5 schools were briefed on how to respond to the items and were supervised by the researcher and research assistants to complete the questionnaire. A minimum of 15 minutes was given to the respondents to complete the questionnaire after which the researcher together with the research assistants collected the completed questionnaire.

68

**Data Processing and Analysis**

To address the research questions that were formulated to guide the study, the data obtained from respondents were filtered to remove any irrelevant responses and then coded. Afterwards, they were analyzed using the Statistical Package and Service Solution (SPSS, version 22.0). Both descriptive and inferential statistics were used to analyse the data to show the direction of the responses. Frequencies and percentages were used to analyse the demographic characteristics of the respondents.

Research question one sought to determine the perceptions of teachers on the role Social Studies plays in promoting Citizenship Education. It was measured on a four-point Likert scale and coded as 1 (strongly disagree), 2 (disagree), 3(agree), and 4 (strongly agree). Then, it was analysed using mean and standard deviation. The mean was used to determine the degree to which they perceived the role of Social Studies in promoting citizenship Education. The standard deviation provided information on the congruence of the responses given by the teachers. A mean value above 2.5 indicated that teachers agreed that the items on the questionnaire represented the role Social Studies education plays in promoting Citizenship Education and a mean value below 2.5 indicated that teachers disagreed that the items on the questionnaire represented the role Social Studies education plays in promoting Citizenship Education.

Research question two sought to determine the perceptions of students on the role Social Studies plays in promoting Citizenship Education. It was measured on a four-point Likert scale and coded the same way as research question one. It was analysed using mean and standard deviation. Also, a

mean value above 2.5 indicated that students agreed that the items on the questionnaire were the role Social Studies education plays in Citizenship Education, and a mean value below 2.5 indicated that students disagreed that the items on the questionnaire were the role Social Studies education plays in Citizenship Education.

Research question three sought to determine how often teachers use the effective teaching methods that promote Citizenship Education. It was measured on a four-point Likert scale and coded as 1 (not at all), 2((seldom), 3 (often) and 4 (very often). It was analysed using mean and standard deviation, and frequencies and percentages. A mean value above 2.5 indicated that teachers often used the effective teaching methods during the instructional periods and a mean value below 2.5 indicated that teachers did not often use the effective teaching methods during the instructional periods.

Research question four also sought to find out students' perceptions of teachers the use of the effective teaching methods that promote Citizenship Education. It was measured on a four-point Likert scale and coded as 1 (not at all), 2((seldom), 3 (often) and 4 (very often). It was analysed using mean and standard deviation, and frequencies and percentages. A mean value above 2.5 indicated that students perceived teachers often used the effective teaching methods during the instructional periods and a mean value below 2.5 indicated that students perceived teachers did not often use the effective teaching methods during the instructional periods.

Research question five focused on the challenges encountered by teachers in promoting Citizenship Education through Social Studies education. The data was measured on a four-point Likert scale and coded the same way

as research questions one and two. It was analysed using mean and standard deviation. A mean value above 2.5 indicated that teachers agreed that the items on the questionnaire were the challenges they encounter in Social Studies education. A mean value below 2.5 indicated that the items on the questionnaire were not challenges they encounter.

The research hypothesis sought to find out whether there was a statistically significant difference in the perceptions of Senior High School students and Social Studies teachers on the role Social Studies plays in promoting Citizenship Education. This hypothesis had two variables that is perceptions of teachers and students as the dependent variable and status (Senior High School students and teachers) as the independent variable. To get the role of Social Studies variable, the data on research question one was transformed into a single variable known as perceptions of teachers and students. Afterward the difference between perceptions of students and teachers on the role Social Studies education plays in promoting Citizenship Education was analysed using the Mann Whitney U test at a significant level of 0.05.

**Ethical Considerations**

According to Saunders, Lewis and Thornhill, (2009) research ethics relates to questions about how to formulate and clarify a research topic, design research and gain access, collect data, process and store data, analyze data and write up research findings morally and responsibly. Ethical issues in the field are inevitable when the work involves others, whether they are colleagues, respondents, assistants, or people in positions of authority (Perecman, & Curran, 2006).

71

Ethical issues are highly relevant and require due considerations. According to Babbie and Mouton (2006), ethical standards require that researchers do not put participants in a situation where they might be at risk of harm as a result of their participation. The trustworthiness of a quantitative study is judged by whether the researcher conforms to standards for acceptable and competent practices and whether they meet criteria for ethical conduct (Rossman & Rallis, 2003). To ensure this, the researcher obtained consent from respondents and permission to administer the questionnaire, assured respondents' confidentiality of their responses, and informed them about the purpose of the research.

**Chapter Summary**

This chapter presented a detailed explanation of the methods that were employed in this study. The descriptive survey design was adopted for the study. Proportionate stratified random sampling technique was used to select the schools and the sample determined by Krejcie and Morgan (1970) was used to determine the sample size for the students. The census technique was used for the teachers because their population was not large. In all, 60 teachers and 400 students were used for the actual study, and 10 teachers, 40 students were used for the pilot test.

## CHAPTER FOUR

## RESULTS AND DISCUSSION

**Introduction**

The primary purpose of the study was to find out Social Studies teachers' and students' perception on the integral role Social Studies education plays in promoting Citizenship Education in Senior High Schools in the Central Region. A quantitative approach was employed and a questionnaire administered to the respondents. The key respondents were form 2 and 3 students and Social Studies teachers. A total of 60 teachers, 160 form 2 and 240 form 3 students were involved in the study. This chapter presents the results of analysis from the data retrieved from the respondents.

The discussion presented in this chapter is in two sections. The first part presents the results on demographic characteristics of the respondents. The second part presents the discussion of main data to address the research questions and hypothesis.

**Demography of Respondents**

This part of the report presents and discusses the background data of the respondents for the study. The respondents were classified into two categories: Social Studies teachers and students. As part of the study, the teachers were requested to provide information on four of their characteristics: gender, age, programme studied and how long they had been teaching the subject. The students as well were requested to provide information on three of their characteristics: gender, age and form. These characteristics were necessary to provide the researcher with a better understanding as to the type of teachers and students involved in the study in relation to their level of

maturity, teaching experience, educational qualification and the level of seriousness they attach to the subject. The results of the characteristics of the respondents were presented in Tables 5, 6 and 7.

Table 5: *Characteristics of Respondents (Teachers)*

| Variable | Sub-scale | n | % |
|---|---|---|---|
| Gender | Male | 38 | 63.3 |
| | Female | 22 | 36.7 |
| Age (in years) | 25 - 29 | 27 | 45.0 |
| | 30 – 34 | 19 | 31.7 |
| | 35 – 39 | 6 | 10.0 |
| | 40 - 44 | 6 | 10.0 |
| | 45 - 49 | 2 | 3.3 |
| Years in teaching | 1 -5 | 48 | 80.0 |
| | 6 - 10 | 8 | 13.3 |
| | 11 - 15 | 3 | 5.0 |
| | 16 - 20 | 1 | 1.7 |

Source: Field data, 2020

Table 5 presents the gender, age and teaching experience of teachers. It can be inferred that male Social Studies teachers outnumbered (n =38, 63.3%) the female teachers (n = 22, 36.7%) in the study. In terms of age, a majority the teachers (n = 27, 45.0%) involved in the study were within the range of 25-29 years, followed by those in the 30-34 year range (n =19, 31.7%). Few teachers (n = 6, 10%) were within the ranges of 35-39 years and 40-44 years, with only 2 representing 3.3% in the 45-49 year range. From the analyses, it can be deduced that majority of the teachers have more years to spend in the

teaching profession and therefore are likely to have more years at their disposal to improve the teaching of Social Studies to promote Citizenship Education. Research has revealed that the longer people work in their profession, the better the tasks they perform (Ditchfield, 2002). Relating this to teaching of Social Studies it implies that the longer the young teachers can focus on the role Social Studies plays in promoting Citizenship Education, the better they are likely to transmit that to future students.

Also, Table 5 shows that most (n = 48, 80.0%) of the teachers involved in the study had taught the subject in the Senior High School for at least a year, but less than six years. Only a few (n =12, 20.0%) had taught for more than ten years. This implies that most of the teachers had less than six years teaching experience while a few have more than ten years teaching. This could be due to recent mass recruitments of fresh graduate teachers by government due to the free Senior High School policy currently introduced in Ghana which has increased the enrolment of Senior High School students each year. It can be deduced that highly experienced Social Studies teachers constitute a small percentage of the teachers in Senior High Schools in the Central Region. It is believed that the experiences teachers acquire in the teaching profession make them well-grounded in their area of specialisation. This supports the assertion that there is the need for teachers of Citizenship Education [Social Studies] to have practical experience that puts them in a good position to approach Citizenship Education [Social Studies] confidently and skillfully, Davies et al (1999).

Table 6: *Educational Qualification of Teachers*

| Variable | Sub-scale | n | % |
|---|---|---|---|
| Programme Studied | B. Ed Social Studies | 35 | 58.3 |
| | B. A Social Studies | 5 | 8.3 |
| | M. Ed Social Studies | 1 | 1.7 |
| | B. Ed Special Education | 1 | 1.7 |
| | B. Ed Social Science | 4 | 6.7 |
| | B. A Social Science | 3 | 5.0 |
| | BSC. Psychology | 2 | 3.3 |
| | B. A Geography Education | 1 | 1.7 |
| | B. A Social Studies in education | 4 | 6.7 |
| | PGDE | 1 | 1.7 |
| | B.A Sociology and Social Work | 2 | 3.3 |
| | BSC Computer Science | 1 | 1.7 |

Source: Field data. 2020.

Table 6 presents the educational qualification of Social Studies teachers involved in the study. It can be seen from the Table that 35 (58.3%) of the teachers had a Bachelor of Education in Social Studies; 1 (1.7%) had a Bachelor of Education degree in Special Education whereas 4 (6.7%) had a Bachelor of Education degree in Social Science. Also, 1 (1.7%) had a Bachelor of Arts degree in Geography Education and 4 (6.7%) had Bachelor of Arts degree in Social Studies Education. Therefore, 45 (75%) out of the 60 teachers had Bachelor of Education degrees. Also, 1 (1.6%) out of the 60 teachers had a Master of Education degree in Social Studies and only 1 (1.6%) had Post Graduate Diploma in Education. In total, 47 (78.3%) teachers had Education degrees. However, only 36 (60%) teachers had qualifications in teaching Social Studies.

The remaining 13 (21.7%) teachers had a Bachelor of Arts and Bachelor of Science degrees. Also, 5 (38.5%) out of the 13 teachers without education qualification had Bachelor of Arts degree in Social Studies, 3 (23.1%) teachers had Bachelor of Arts degree in Social Science, and 2 (15.3%) teachers had Bachelor of Arts degree in Sociology and Social Work. Again, 2 (15.3%) teachers had a Bachelor of Science degree in Psychology with only 1 (7.7%) teacher having a Bachelor of Science degree in Computer Science.

According to Aggarwal (2001), there is a need to provide well trained Social Studies teachers at all stages to assist learners to grasp better the concepts of the subject and especially its role of promoting citizenship. Therefore, situations, where anyone at all is drafted into the classroom to teach Social Studies, should be discouraged. In the Ghanaian setting, teachers of Social Studies in the Senior High School ought to have at least Bachelor of Education degree in Social Studies. The results in Table 6 reveal that although 60% of the teachers had Education degree in Social Studies, 40 % did not qualify to teach Social Studies. Bordoh, Eshun, Kwarteng, Osman, Brew and Bakar (2018) stated that content knowledge alone is not sufficient to arm teachers against the hurdles that come along with teaching the subject and that there is a need to engage teachers who are professionally qualified to teach the Social Studies subject. It is therefore likely that the lack of pedagogical knowledge by the 40% of teachers without qualification to teach the subject can affect the teaching and learning of Social Studies and ultimately impede the achievement of the goals of Social Studies Education.

Table 7: *Demographic Characteristics of Students*
Source: Field data, 2020

| Variable | Sub-scale | N | % |
|---|---|---|---|
| Gender | Male | 177 | 44.4 |
| | Female | 222 | 55.6 |
| Age(in years) | 14-16 | 57 | 14.3 |
| | 17-19 | 312 | 78.2 |
| | 20+ | 30 | 7.5 |
| Level | Form 2 | 159 | 39.8 |
| | Form 3 | 240 | 60.2 |

Table 7 shows the gender, age and form of respondents (students). The female students dominated (n = 222, 55.6%) the study. As indicated in Table 7, 177 of the respondents were male students representing 44.4%. The dominance of the female students in the study is likely due to recent policy changes with regards to the promotion of girl child education in Ghana. Before now, males were given an upper hand in terms of education than females. This situation is perceived to have been caused by how the former traditional parents determined the place of the girl child in the society where they were supposed to be in the kitchen. At the same time, their male colleagues remain in the classroom. One of the recent changes concerning girl child education in Ghana is the Campaign for Female Education (Camfed). This is a non-governmental organisation in Ghana to provide multiple educational opportunities for girls and empower them to become leaders of change in society.

In terms of age, the majority (n = 312, 78.2%) of the respondents (students) were within the range of 17-19 years, followed by those in the age range of 14-16 years (n = 57, 14.3), few (n = 30, 7.5%) of the students were 20

years and above. Also, majority (n =240, 60.2%) of the students were in Form 3 while the remaining (n = 159, 39.8%) were in Form 2.

**Discussion of Main Results**

This section presents the discussion of the main results based on the research questions and hypothesis that were formulated to guide the study. The result on each research question is presented in a table form followed by its discussion. The data on the research questions were collected on a four point-Likert scale; strongly agree (4), agree (3), disagree (2) and strongly disagree (1). The research questions were analysed using mean and standard deviation. A mean above 2.5 was considered as an agreement to the statement and a mean below 2.5 was considered as a disagreement to the statements provided. The hypothesis was tested using Mann Whitney U test at a significance level of 0.05.

**Teachers Perceptions of the Role Social Studies Education Plays in Promoting Citizenship Education**

**Research question one**: what are the perceptions of teachers on the role Social Studies plays in promoting Citizenship Education?

The significance of this research question was to know from the perspective of teachers, whether Social Studies education plays a role in enhancing Citizenship Education. Teachers were required to respond to ten statements by indicating their level of agreement (mean = 2.5 to 4.0) or disagreement (mean = 1.0 to 2.4) to the statements. The results are presented in Table 8.

Table 8: *Teachers' Perceptions on the Role Social Studies Plays in Promoting*

*Citizenship Education*

| Statement | N | M | SD |
|---|---|---|---|
| **Social Studies** | | | |
| develops ideas, beliefs, values, desirable behavior and attitude of students | 60 | 3.85 | .360 |
| inculcates certain basic skills and tools in solving societal problems | 60 | 3.65 | .481 |
| offers the younger generation moral, social, intellectual and knowledge about cultural heritage | 60 | 3.65 | .481 |
| provides understanding of the socio-economic problems of the country, how they rise and how they are being solved | 60 | 3.62 | .490 |
| prepares the young for their roles and responsibilities in the society | 60 | 3.60 | .527 |
| provides the knowledge of the constitution, its principles, values, history and application to contemporary life | 60 | 3.52 | .537 |
| provides students with sufficient knowledge and understanding of national history and politics | 60 | 3.47 | .650 |
| develops skills of participation in both private and public spheres | 60 | 3.37 | .610 |
| makes the conscious attempt to provide knowledge and respect for political institutions | 60 | 3.27 | .607 |
| creates knowledge and appreciation of the principles underlying sound and enduring government and society | 60 | 3.27 | .516 |
| Mean of means/Average Standard Deviation | | 3.53 | .526 |

Source: Field data, 2020

Table 8 shows the perception of Social Studies teachers on the role

Social Studies education plays in promoting Citizenship Education. From the

Table, it can be seen that most (M = 3.85, SD =.360) of the teachers agreed

that the subject develops ideas, beliefs, values, desirable behavior and attitude of students. The heart of citizenship lies in the ability to develop ideas, values and beliefs associated with one's community or nation. As one begins to understand and appreciate the values and beliefs that underpin the structure, growth and development of a nation, the stronger the bond and loyalty the individual has with his or her nation. As indicated by the teachers, the Social Studies syllabus provides the bedrock upon which students are able to begin the development of such loyalty and bonding as they imbibe the beliefs and values of the society and desirable behavior expected of them. Aggarwal (1982) stated that Citizenship Education [Social Studies education] should lead to the development of ideas, habits, behaviors and useful attitudes in the individual which enables him or her to be a useful member of society. This underlines one of the objectives stipulated in the (2010) Social Studies teaching syllabus for Senior High School in Ghana; to acquire positive attitudes and values towards individual and societal issues and to develop national consciousness and unity.

Teachers also agreed that the subject inculcates certain basic skills and tools that help in solving societal problems (M = 3.65, SD = .481). Citizenship demands that one does not sit on the fence when it comes to problems that emerge in society. One of the roles of every good citizen is to develop the skill that facilitates the assessment of problems, develop plausible solutions and identify effective solutions to those societal problems. As argued by Lindquist (1995), Social Studies is an integration of knowledge, skills and processes that provides powerful learning in the humanities and social sciences to help children learn to be good problem solvers and wise decision-makers in the

society. Martorella (1985) added that competent citizens possess a repertoire of skills to aid them in decision making and problem-solving. According to the MOES (2007) stated that Citizenship Education [Social Studies education] exposes pupils to the persistent contemporary issues hindering the development of the nation and the desired attitudes, values, and skills needed to solve these problems. The Ministry of Education (2010) therefore stated one of the goals of Social Studies as teaching problem-solving skills requisite for solving personal and societal problems and lastly become responsible citizens capable and willing to contribute to societal advancement.

Regarding offering the younger generation (students) moral, social, intellectual and knowledge about cultural heritage, the teachers agreed that Social Studies education provides content that fosters that goal (M = 3.65, SD = .481). Culture, as is commonly defined, refers to the way of life of a people. The way of life of a society can be passed down from generation to generation. Citizenship requires that one identifies with the society's way of life. Fito'o (2009) argued that individuals may be from different backgrounds and may differ in perceptions relating to culture, however when they demonstrate acceptable behaviors, they will be accepted and highly regarded among local people. The researcher further asserts that the significant factor is for people to respect and uphold the values of the culture and customs of the people they live amongst and that are the solution for mutual relationship and unity. Citizenship Education through Social Studies education in the Ghanaian educational system should, therefore, afford students the opportunity to critically examine and understand not only their cultural identifications and attachments but more importantly, enabling them maintain their cultural

82

identities and attachments while at the same time endorsing and respecting other cultures and identities (Waghid, 2010).

Again, the teachers indicated that the subject provides an understanding of the socio-economic problems of the country, how they rise and how they are being solved (M =3.62, SD =.490). Every society desires to have a successful economy. Nonetheless, every economy is confronted with challenges. Good citizens ought to understand and appreciate how the economy works and the challenges that come along with it. One of the questions that the functionalist theory poses is how education and social systems like the economic system are related and how this relationship helps to integrate the society as a whole. The African Social and Environmental Studies Programme (ASESP, 1994) indicated that Social Studies provides integration of social sciences and humanities to promote economic issues. This indication is affirmed by the responses of the teachers.

Teachers further agreed that the subject prepares the young for their roles and responsibilities in society (M = 3.60, SD =.527). One of the integral roles of education is to prepare students for their future roles and responsibilities in society. This is supported by the functionalist theory that draws a relationship between education and society and argues that education is responsible for equipping students with traits necessary to operate in society. Writing in the late 1950s, Persons argued that after primary socialization within the family, the school takes over as the next socializing agency: school acts as a bridge between the family and society as a whole preparing child [students] for their adult roles. The concept of 'Citizenship

83

Education' is generally said to encompass the preparation of young people for their roles and responsibilities as citizens.

The teachers also affirmed that Social Studies provides knowledge of the constitution, its principles, values, history and application to contemporary life (M = 3.52, SD = .537). Patrick (1986) explains Citizenship Education as ''the knowledge of the constitutions, the principles, values, history and application to contemporary life". Citizenship Education as a discipline is introduced in the school curriculum at the upper primary level ( P4-P6) to make children appreciate basic concepts and values that underlie a democratic political community and constitutional order to enable them to uphold and defend the Constitution of Ghana at all times. The subject does not end at primary 6; it continues from Junior High school to Senior High School as Social Studies to expose students to the persistent contemporary issues hindering the development of the nation. Dinkelman (1999) stated that the field of Social Studies is bound together by the aim of democratic Citizenship Education. According to Banks (1990), learners require knowledge of the contemporary world in which they live. This emphasizes the acquisition of knowledge and skills as well as the development of desirable attitudes and values as prerequisites to civic competence.

Teachers indicated again that the subject provides students with sufficient knowledge and understanding of national history and politics (M = 3.47, SD = .650). National history and politics form the basis of every society. It is therefore important for young ones to be able to learn and appreciate the political climate that characterises one's nation and its underlying history. According to Bekoe (2013), Social Studies has evolved from a single

discipline of study into an integrated subject that encompasses, among others the history of a people. The results in Table 8 indicate that teachers appreciate the role of Social Studies in providing students with a historical background regarding their identity as a people. The Curriculum Research and Development Division (CRDD) (2007) stipulated the general aims of the Social Studies subject to be to appreciate the impact of history on current and future development efforts of the country. Education, and in particular the teaching of history [Social Studies], provides this link between the individual and society. If the history of their society is brought alive to children [students], they will come to see that they are part of something larger than themselves and they will develop a sense of commitment to the social group.

With the development of skills of participation in both private and public spheres, the teachers agreed Social Studies prepares students to participate in all spheres of life (M = 3.37, SD = .610). Citizenship Education is the type of education that fosters democratic attitudes, skills, and knowledge to engage and work on important public issues. It also motivates students to engage in all civic activities such as voting in elections, influencing public policy, and working with others to improve the living conditions of their environment. The teachers agreed that the role of Social Studies is to prepare students to engage in all societal activities. This acknowledgement by the teachers creates the impression that they are most likely to help students be able to develop the sense of involvement in all public activities and to engage in private endeavors that contribute positively to the society as well.

Teachers indicated that Social Studies makes the conscious attempt to provide knowledge and respect for political institutions (M = 3.27, SD = .607).

Lastly, teachers affirmed that the subject creates knowledge and appreciation of the principles underlying sound and enduring government and society (M = 3.27, SD = .516). Kerr (1990) emphasized that Citizenship Education furnishes students with adequate knowledge and understanding of national history and the structures and process of government and political life and then involves students learning by doing through active, participative experiences in the school or local community and beyond. According to Kerr, education about citizenship dwells on furnishing students with adequate knowledge and understanding of national history and the structures and process of government and political life. This assertion is supported by the teachers and is likely to translate into the teaching of the Social Studies subject.

Generally, the teachers agreed that Social Studies exhibits traits of Citizenship Education and plays a role in helping students develop the spirit of citizenship. This is supported by the mean of means (3.53) indicating an agreement to the fact that Social Studies Education plays a role in promoting Citizenship Education. This is also supported by Fito'o (2009) who stated that in like manner, the current Social Studies curriculum of the Solomon Islands there are concepts taught that reflect the values, knowledge, and content of citizenship which is promoted in other countries. Again, Kankam (2013) revealed that teachers had realized the importance of teaching citizenship at primary school. Based on this finding, it was recommended among other things that deliberate effort should be made by teachers to impart the knowledge they have acquired in Citizenship Education to the children they teach. Also, Kankam (2015) concluded that the tutors are providing opportunities for trainees to practice good citizenship skills in their college

environment, and by doing so, it is hoped they will continue to demonstrate citizenship skills when they leave the colleges and become citizens at large.

**Students' Perceptions of the Role Social Studies Education Plays in Promoting Citizenship Education**

**Research question two**: what are the perceptions of students on the role Social Studies plays in promoting Citizenship Education. The significance of this research question was to know from the perspective of students as well, whether Social Studies education plays a role in enhancing Citizenship Education. Like research question one, students were required to respond to ten statements by indicating their level of agreement (mean = 2.5 to 4.0) or disagreement (mean = 1.0 to 2.4) to the statements. The results are summarised in Table 9.

Table 9: *Students' Perceptions of the Role Social Studies Plays in Promoting Citizenship Education*

| Statement | N | M | SD |
|---|---|---|---|
| **Social Studies** | | | |
| prepares me for my roles and responsibilities in the society | 399 | 3.65 | .573 |
| helps me develop ideas, beliefs, values, desirable behavior and accepted attitudes of my society | 399 | 3.59 | .585 |
| makes a deliberate effort to provide me with the moral, social, intellectual and knowledge about cultural heritage | 399 | 3.54 | .656 |
| provides me with the knowledge of the constitution, its principles, values, history and application contemporary life | 399 | 3.49 | .601 |
| provides me with sufficient knowledge and understanding of national history and politics | 399 | 3.48 | .629 |

| | | | |
|---|---|---|---|
| provides me with understanding of the socio-economic problems of the country, how they rise and how they are being solved | 399 | 3.40 | .716 |
| inculcates certain basic skills and tools in solving my societal problems | 399 | 3.38 | .681 |
| makes the conscious attempt to provide me with knowledge and respect for political institutions | 399 | 3.33 | .698 |
| helps me develop skills of participation in both private and public spheres | 399 | 3.18 | .746 |
| provides me with the knowledge and appreciation of the principles underlying sound and enduring government and society | 399 | 3.11 | .751 |
| Mean of means/ Average Standard Deviation | | 3.41 | .664 |

Source: Field data, 2020

Table 9 shows the perception of students of the role of Social Studies in promoting Citizenship Education. Students indicated that Social Studies prepares them for their roles and responsibilities in society (M = 3.65, SD = .573). Also, students agreed (M = 3.59, SD = .585) that the subject helps them to develop ideas, beliefs, values, desirable behavior and accepted attitudes of my society. On making a deliberate effort to provide students with the moral, social, intellectual and knowledge about cultural heritage, the students affirmed that Social Studies plays such an integral role (M = 3.54, SD =.656). It is clear from the table that Social Studies provides students with knowledge of the constitution, its principles, values, history and application contemporary life (M = 3.49, SD =.601). Students agreed (M = 3.48, SD =.629) that the subject provides them with sufficient knowledge and understanding of national history and politics. Also, students indicated the subject gives them an understanding of the socio-economic problems of the country, how they rise

and how they are being solved (M = 3.40, SD = .716). Again, students confirmed that (M = 3.38, SD = .681) the subject inculcates certain basic skills and tools that help them to solve societal problems. Students also agreed (M =3.33, SD = .698) that Social Studies makes the conscious attempt to provide them with knowledge and respect for political institutions. With the role of helping students develop skills of participation in both private and public spheres, students agreed that Social Studies contributes to playing such a role (M = 3.18, SD = .746). Students also indicated (M = 3.11, SD =.751) that the subject provides them with the knowledge and appreciation of the principles underlying sound and enduring government and society.

Generally, the students, just as the teachers agreed that Social Studies plays a role in promoting Citizenship Education. However, to confirm similarities in perceptions of teachers and students on the role Social Studies plays in promoting Citizenship Education, a hypothesis was tested to determine whether there is any statistically significant difference in their perceptions.

**$H_0$: There is no statistically significant difference in the perceptions of teachers and students' regarding the role Social Studies plays in promoting Citizenship Education.**

A normality test was conducted to determine whether the sample data was drawn from a normally distributed population. The test of normality is presented in Table 10.

Table 10: *Normality Test for Teachers' and Students' Perceptions of the Role Social Studies Plays in Promoting Citizenship Education*

|  | Shapiro-Wilk | | |
| --- | --- | --- | --- |
| All perceptions | Statistic | df | Sig |
|  | .945 | 459 | .000 |

Source: Field data, 2020

The Sig value of .000 indicated that the distribution was not normal and therefore, a non-parametric tool was appropriate to conduct the test. Based on the data, the Mann-Whitney U test was chosen. The results of the test are presented in Table 11.

Table 11 - *Differences between Teachers' and Students' Perceptions of the Role Social Studies Plays in Promoting Citizenship Education*

| Status | M | IQ | U | Z | *p* |
|---|---|---|---|---|---|
| Teachers | 35 | 6.75 | 10459.500 | -1.583 | .113 |
| Students | 35 | 6.00 | | | |

*P >.05*

Mann-Whitney U test was conducted to compare the perceptions of teachers and students' regarding the role Social Studies plays in promoting Citizenship Education. The results show that there is no statistically significant difference in teachers' (median = 35.00, IQ = 6.75) and students' (median = 35.00, IQ = 6.00) perception of the role Social Studies plays in promoting Citizenship Education, U = 10459.500, *p* > 0.05 (2 tailed). Hence, the null hypothesis has failed to be rejected. This means that the teachers and students had no difference in their perceptions of the role Social Studies plays in promoting Citizenship Education.

This finding validates the assertion of Kankam (2013) that the way teachers perceive the importance of Citizenship Education [Social Studies] has a bearing on their commitment to its impartation on learners and also follows that the way students perceive the importance of Citizenship Education [Social Studies] has a similar bearing on their commitment to imbibe the principles and values the subject presents. The results in Table 11 indicate that the way

90

the Social Studies teachers appreciate the concepts of the subject as a means of promoting Citizenship Education has been transmitted to the students such that both parties have same perceptions regarding the integral role of the subject.

Also, Dwamena-Boateng (2012) concluded in his study that tutors and students alike agree to the fact the Citizenship Education [Social Studies] prepares the young ones to participate in public life and to play active roles in societal issues and that Social Studies as understood by both tutors and students of the same area develops young ones to become critical thinkers who are likely to solve societal problems. The researcher also asserts that both tutors and students view Social Studies as a means to develop good citizens as it promotes understanding, civic participation and co-operation. These assertions by Dwamen-Boateng can be confirmed by the finding presented in Table 11.

**Teachers Use of the Effective Teaching Methods That Promote Citizenship Education**

**Research question three**: how often do teachers use the effective teaching methods that promote Citizenship Education? The essence of this research question was to determine how often teachers use the effective methods that facilitates the promotion of Citizenship Education during the instructional process. Teachers were required to respond to three statements by indicating their level of usage (mean = 2.5 to 4.0) or non-usage (mean = 1.0 to 2.4) of the teaching methods and also were given the opportunity to state other teaching methods they use in teaching. The results are presented in Tables 12 and 13.

Table 12: *Teachers' Use of the Effective Teaching Methods That Promote Citizenship Education*

| Teaching Method | N | M | SD |
|---|---|---|---|
| Discussion method | 60 | 3.77 | .427 |
| Inquiry method | 60 | 3.13 | .747 |
| Problem-solving | 60 | 2.98 | .792 |
| Mean of means/Average Standard Deviation | | 3.29 | 0.66 |

Source: Field data, 2020

From Table 12, it can be deduced that most of the teachers use the discussion method very often during the instructional period (M = 3.77, SD = .427). This teaching method scored the highest mean among the teaching methods that were assessed. Also, teachers indicated that they often use the inquiry method in teaching (M= 3.13, SD = .747). Again, teachers also revealed that they use the problem-solving method in teaching (M = 2.98, SD = .792). Loughran (2007) says teaching methodology is essentially concerned with how best to bring about the desired learning by some educational activity. The findings in Table 12 indicate that generally, some appropriate teaching methods are often employed by the Social Studies teachers in teaching the subject to the students. This is supported by the mean of means score of 3.29.

This finding does not support the assertion by Mezieobi (2008) that the Social Studies curriculum has failed to live up to its mandate as a result of the utilisation of inappropriate teaching methods germane to effective teaching and learning of the subject. The results in Table 12, however, confirms the assertions by Mensah & Frimpong (2020) who revealed that majority of Social Studies teachers in Senior High School representing 97.2 per cent are of the firm view that Social Studies teachers should use different methods when

teaching the content of the course and that can improve students' attitude towards the subject. Eshun and Mensah (2013b) as well added that "teaching Social Studies is supposed to be done with student-centred techniques and strategies" of which the findings in this study equally confirms.  The teachers were also requested to state other teaching strategies they utilize other than those stipulated on the questionnaire. Fourty-Seven teachers indicated that they use other teaching methods; the indications of 47 (78.3%) teachers out of 60 are presented in Table 13.

Table 13: *Other Teaching Methods Utilized by Teachers*

| Other teaching methods | f | % |
|---|---|---|
| presentations | 16 | 26.7 |
| lecture method | 5 | 8.3 |
| project work | 2 | 3.3 |
| group discussions | 3 | 5.0 |
| question and answer | 8 | 13.3 |
| peer teaching | 3 | 5.0 |
| demonstration | 3 | 5.0 |
| brainstorming | 7 | 11.7 |
| Total | 47 | 78.3 |

Source: Field data, 2020

The results in Table 13 show that 16 (26.7%) teachers stated they use presentation as a teaching method; 5 (8.3%) teachers stated the use of lecture method and 2 (3.3%) teachers stated the use of project work. Group discussion and question and answer were stated by 3 (5.0%) and 8 (13.3) teachers, respectively. Peer teaching was stated by 3 (5.0%) teachers. With regards to demonstration and brainstorming, 3 (5.0%) and 7 (11.7) of teachers respectively indicated they use such teaching methods. A study of the table 13 reveals that 42 (70%) out of 47 teachers indicated the use of student-centred

93

approaches rather than the traditional lecture method of teaching. This finding does not support the assertion by Groth (2006) that in Ghana, Citizenship Education [Social Studies] revolves around lecture and recitation, which characterise pedagogy in the Ghanaian classrooms.

**Research question four**: The researcher also inquired from students how often teachers use the effective methods that promote Citizenship Education during the instructional process. Students were required to respond to four statements by indicating how often teachers used (mean = 2.5 to 4.0) or did not use (mean = 1.0 to 2.4) the effective teaching methods that promote Citizenship Education. The results are presented in Table 14.

Table 14: *Students' Response on How Often Teachers Use the Effective Teaching*
*Methods that Promote Citizenship Education*

| Statement | N | Mean | Std. Deviation |
|---|---|---|---|
| My teacher | | | |
| encourages me to ask questions and assists me to find answers to those questions (inquiry method) | 399 | 3.30 | .834 |
| creates groups in class and encourages us to discuss the lesson (discussion method) | 399 | 3.15 | 1.03 |
| encourages me to identify problems within society and to generate possible solutions to those problems (Problem-solving) | 399 | 3.09 | .914 |
| Mean of means/ Average Standard Deviation | | 3.18 | .926 |

Source: Field data, 2020

94

Table 14 shows the perception of students on teachers' level of usage of the effective teaching methods that help promote Citizenship Education. From the table, students indicated that their teachers encourage them to ask questions and assist them to find answers to those questions (M = 3.30, SD = .834). Students also agreed that their teachers create groups in class and encourage them to participate in the discussion of the lesson (M =3.15, SD =1.03). Again, students agreed that teachers encourage them to identify problems within the society and to generate possible solutions to those problems (M = 3.09, SD = .914). Just as the teachers, the students indicated that generally, some appropriate teaching methods are often utilized by the Social Studies teachers in teaching the subject. This is supported by the mean of means score of 3.18.

The students as well were requested to state other teaching methods that were utilized by their Social Studies teachers.  Only 7 (1.8%) out of 399 students responded to this statement, the results of the 7students are shown in Table 15.

Table 15: *Other Teaching Methods Stated by Students*
Source: Field data, 2020

| Other teaching strategies | Frequency | % of respondents |
|---|---|---|
| presentations | 1 | .3 |
| lecture method | 4 | 1.0 |
| project work | 2 | .5 |
| Total | 7 | 1.8 |

From the results shown in Table 15, only 1 (0.3%) student indicated presentation method as a teaching strategy employed by the Social Studies teachers. 4 (1.0%) and 2 (0.5%) students indicated the use of lecture method

and project work respectively by the Social Studies teachers. This finding as well shows that only 1.0% of the students indicated the use of the traditional lecture method by the Social Studies teachers.

**Challenges of Promoting Citizenship Education through Social Studies Education**

**Research question five**: what are the challenges of promoting Citizenship Education through Social Studies education? This research question was to find out the difficulties in the teaching and learning of Social Studies. Teachers were required to respond to eight statements by indicating their level of agreement (mean = 2.5 to 4.0) or disagreement (mean = 1.0 to 2.4) to the statements. The results obtained are summarised in Table 16.

Table 16: *Teacher's Perceptions of Challenges of Promoting Social Studies through Citizenship Education*

| Statements | N | M | SD |
|---|---|---|---|
| Teachers require expert knowledge in teaching Social Studies | 60 | 3.63 | .610 |
| Inadequate funding for social studies programme | 60 | 3.47 | .566 |
| General unwillingness of the students to take the subject serious | 60 | 3.37 | .801 |
| Insufficient instructional materials for the subject | 60 | 3.33 | .705 |
| Inadequate time allocation for the subject | 60 | 3.18 | .813 |
| The school time table is overloaded | 60 | 3.05 | .909 |
| Ineffective utilisation of instructional materials | 60 | 2.87 | .812 |
| The social studies syllabus is overloaded | 60 | 2.87 | .812 |
| Mean of means/Average Standard Deviation | | 3.22 | .754 |

Source: Field data, 2020

The majority (M = 3.63, SD = .610) of teachers were of the view that teachers in the field require expert knowledge in teaching the subject. Also,

96

teachers confirmed (M = 3.47, SD = .566) that inadequate funding for social studies programmes is one of the challenges they encounter in teaching the subject to achieve its main purpose. More so, teachers affirmed (M =3.37, SD = .80) unwillingness of the students to take the subject serious is one of the difficulties in teaching the subject. Also, teachers agreed (M = 3.33, SD = .705) that insufficient instructional materials for the subject is a challenge.

Teachers pointed (M = 3.18, SD = .813) out that inadequate time allocation for the subject is another difficulty they encounter in implementing the curriculum requirements of the subject. Teachers also indicated (M =3.05, SD =.909) that the time table in their schools is overloaded with some other subject and activities. Again, effective utilisation of instructional materials is seen to be a challenge from the responses of teachers (M = 2.87, SD = .812). Also, teachers agreed (M =2.87, SD = .812) that the social studies syllabus is overloaded. Generally, teachers agreed that there were challenges in promoting Citizenship Education through Social Studies. This is supported by the mean of means score of 3.22.

This finding supports the assertions of Kerr (1999) and Kankam (2012) that challenges in promoting Citizenship Education through Social Studies have occurred because of the interplay and influence of their broad contextual and more detailed structural factors. A study conducted by Kece (2014) also revealed that the subject lacks adequate physical condition (practical aspects) and weekly course hours. This means, the Social Studies subject has little or no practical aspects and the contact hours per week is not enough and this makes it difficult for teachers to complete the topics outlined in the syllabus. According to Atbasi (2007), it has been stated by teachers that the classrooms

are too crowded, the content is too detailed, and these create barriers while using learner-centred teaching methods like investigation and observation.

Also, Nworgu (2007) and Ibaim (2007) in their respective studies established that most Social Studies teachers are not sufficiently informed about the demands, implications, and objectives of the subject and this in a way affects the worth and relevance of instruction delivered to the students. Kerr and Cleaver (2004) also point out another challenge to be the fact that teachers require expert training in citizenship. According to Aggarwal (2001), if the Social Studies subject is to assist learners to understand this complex world in which they live, so that they may better adapt themselves to it, and to prepare themselves for intelligent and constructive citizenship, we must provide well-trained teachers of Social Studies at all stages.

**Chapter Summary**

The discussions in this chapter focused on the results of the survey and analysed same in line with the research questions and hypothesis. The findings of the study indicated that teachers agreed that Social Studies plays an important role in promoting Citizenship Education. This was perhaps due to the fact that the teachers appreciated the concepts of the subject and its role in producing good citizens. In like manner the students agreed that Citizenship Education is promoted through the teaching and learning of Social Studies. The findings further indicated that there was no statistically significant difference in the perceptions of teachers and students' regarding the role Social Studies plays in promoting Citizenship Education. This can be attributed to the fact that the teachers have been able to transmit the concepts of the subject that they themselves have come to appreciate to the students.

98

The study also revealed that both teacher and students recognized the use of effective teaching methods (student-centred learning strategies) in the teaching and learning of the subject. However, the teachers further indicated that there are some challenges that impede the goal of Social Studies in promoting Citizenship Education.

## CHAPTER FIVE

## SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

**Introduction**

There have been concerns about the decline in the traits of citizenship among the youths of today. These concerns have led to arguments regarding the extent to which the youths (students) have been taken through the training and education of citizenship. Although in the Senior High School curriculum in Ghana, there is no sole subject as Citizenship Education, the Social Studies subject has been perceived to be a means of promoting Citizenship Education. Therefore, this study was directed towards finding out the perceptions of Social Studies teachers and students in selected Senior High Schools in the central region of Ghana regarding the role of Social Studies in promoting Citizenship Education.

**Summary of the Study**

The aim of the study was to find out whether teachers of Social Studies and students in the Senior High Schools regarded the Social Studies subject as a tool to promote Citizenship Education. The study sought to answer the following research questions:

1. What are the perceptions of teachers on the role Social Studies plays in promoting Citizenship Education?

2. What are the perceptions of students on the role Social Studies plays in promoting Citizenship Education?

3. How often do teachers use the effective teaching methods that promote Citizenship Education?

4. How often do students perceive the use of the effective teaching methods that promote Citizenship Education by teachers?

5. What challenges do teachers face in promoting Citizenship Education through Social Studies education?

The study also sought to determine the following hypothesis:

**Research Hypothesis**

$H_0$: There is no statistically significant difference in the perceptions of teachers and students' regarding the role Social Studies plays in promoting Citizenship Education.

$H_1$: There is a statistically significant difference in in the perceptions of teachers and students' regarding the role Social Studies plays in promoting Citizenship Education.

The research questions were addressed by employing a descriptive survey design and a proportionate stratified sampling technique to determine the sample frame. A total of 60 Social Studies teachers and 399 students from selected Senior High Schools participated in the study. Copies of a 4-point Likert scale questionnaire were administered to the respondents. The respondents were requested to determine their level of agreement or disagreement regarding the role Social Studies plays in promoting several citizenship traits. The respondents were also requested to determine how often Social Studies teachers' used certain appropriate teaching methods for teaching the subject, the challenges of promoting Citizenship Education through Social Studies education. The data were analysed using descriptive and inferential statistics. Mean, and standard deviation were used to analyse research questions one, two and five. In addition to mean and standard

101

deviation, frequencies and percentages were used to analyse research questions three and four. The research hypothesis was tested using a Mann Whitney U test.

**Key Findings**

After a detailed discussion of the results, the following key findings were obtained:

1. The Senior High School Social Studies teachers and students agreed that Social Studies education plays a role in promoting Citizenship Education.

2. Senior High School Social Studies teachers often use learner-centred strategies in teaching the Social Studies subject which was confirmed by the students.

3. The Senior High School teachers agreed that there were challenges in promoting Citizenship Education through Social Studies such as time table overload, syllabus overload, general unwillingness of students to take the subject serious and insufficient instructional materials.

4. There was no statistically significant difference in the perceptions of Senior High School Social Studies teachers and students regarding the role of Social Studies education in promoting Citizenship Education.

**Other Findings**

1. (Senior High School) Social Studies teachers require expert knowledge in teaching the subject to achieve its aims and objectives.

2. Inadequate teaching and learning resources is one of the challenges that impede the teaching and learning of the subject to achieve its purpose.

102

**Conclusion**

The Social Studies subject is essential and plays an integral role in helping youths (students) develop traits of citizenship within society. This study can confirm this as both Senior High School Social Studies teachers and students agreed to the fact that Social Studies education has a role in promoting Citizenship Education.

The study further established that there was no significant difference in the perceptions of the teachers and students regarding the role of Social Studies in promoting Citizenship Education. These indicate that the teachers appreciated the concepts of the subject and have been able to transmit it to the students and therefore are likely to transmit same in future students.

Both the Social Studies teachers and students also agreed that learner-centred approaches were often used in the teaching of the subject. This suggests that the students will be able to acquire the necessary skills, knowledge and values that ought to be achieved through the learning of the subject.

Finally, the Social Studies teachers indicated that there were challenges in promoting Citizenship Education through the Social Studies subject. These challenges include general unwillingness of the students to take the subject seriously, insufficient instructional materials and inadequate funding. These challenges pose a threat to the consistency of the teachers in delivering quality education and may eventually affect how students appreciate the concepts and values of the Social Studies subject.

**Recommendations**

Based on the findings of the study, the researcher made the following recommendations:

1. The National Council for Curriculum and Assessment (NaCCA) should consider redesigning the Senior High School Social Studies syllabus to reduce the content of the syllabus to allow more room for exploring the essential aspects of the subject.

2. Regarding the general unwillingness of students to take the subject seriously, the Ghana Education Service should give equal priority to the Social Studies subject just as they give to the other core subject so students would attach equal importance to the subject.

3. Also, regarding the inadequate periods offered the Social Studies subject, ample support should be given to the subject to help promote Citizenship Education. This can be done by increasing the number of periods on the school time-table and providing the necessary instructional materials.

**Suggestions for Further Research**

The perceptions of the teachers and students were determined by the use of a quantitative approach and were conducted among selected schools in the Central region. Further research could be on:

1. Conducting a longitudinal study to assess the extent to which the Social Studies subject contributes to Citizenship Education between the time the students arrive in form 1 and the time of completion.

2. Finding out the perceptions of all Social Studies teachers and students in Central Region on how the subject promotes Citizenship Education.

3. Employing a mixed method approach in finding out the perceptions of Social Studies teachers and students in selected Senior High Schools in Ghana.

105
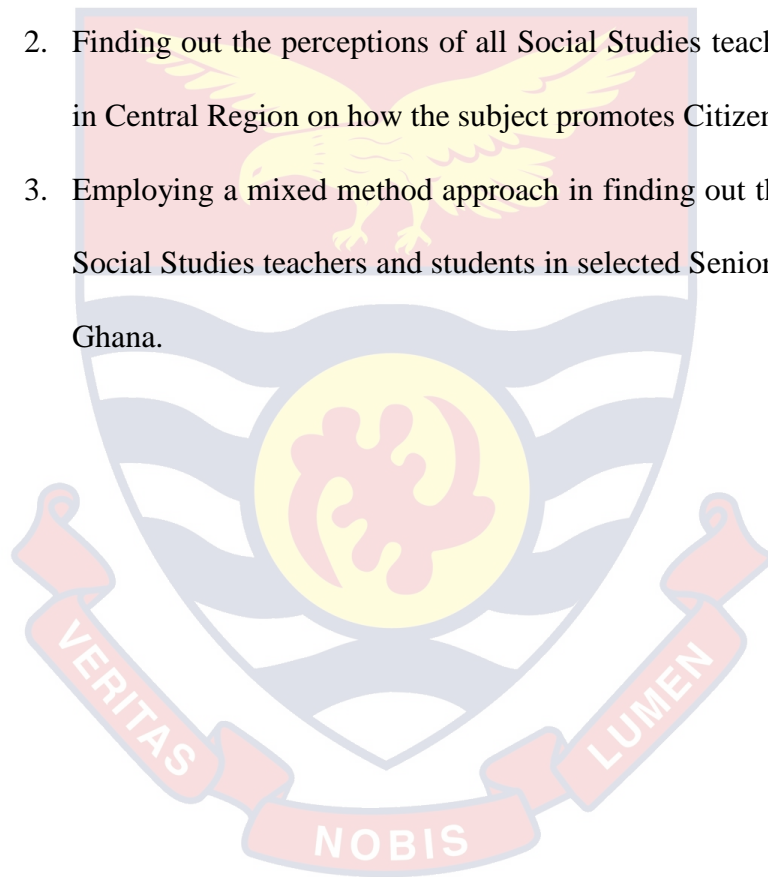
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# APPENDICES

## APPENDIX A
### UNIVERSITY OF CAPE COAST
### COLLEGE OF EDUCATION STUDIES
### FACULTY OF HUMANITIES AND SOCIAL SCIENCES EDUCATION
### DEPARTMENT OF BUSINESS AND SOCIAL SCIENCES EDUCATION
### QUESTIONNAIRE FOR TEACHERS

Dear respondent, the purpose of this questionnaire is to find out the integral role Social Studies plays in promoting Citizenship Education in senior high schools in the Central Region. I humbly ask for your maximum cooperation and assure you that every information you provide here will be treated with utmost confidentiality. You are therefore requested to read through the items and respond to them as objectively as possible. Thank you for being part of this study.

## SECTION A

**Personal Data of Participant**

Please, tick the appropriate box and write where applicable

1. **Gender**:    Male [  ] Female [  ]

2. **Age:** 25-29 [   ]   30-34 [  ]   35 -39 [  ]   40-44 [  ]   45-49 [  ]   50+ [  ]

**Professional Qualification**

3. Program Studied ……………………………………………………………

4. How long have you been teaching social studies

………………………………………………………………………………

## SECTION B

## PERCEPTION OF THE ROLE SOCIAL STUDIES PLAYS IN PROMOTING CITIZENSHIP EDUCATION

The statements below represent levels of agreement or disagreement on perception of teachers on the role social studies plays in promoting citizenship education.

**Please tick the columns that represent your view on the statement. SA= Strongly Agree, A= Agree, D= Disagree, SD= Strongly Disagree**
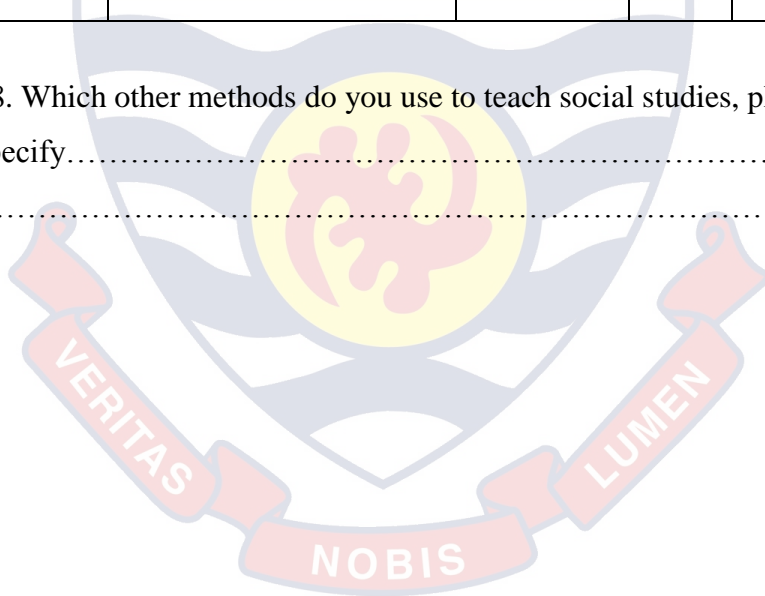
| No. | Statement<br>**Social Studies** | SA | A | D | SD |
|---|---|---|---|---|---|
| 5 | Develops ideas, beliefs, values, desirable behavior and attitude of students | | | | |
| 6 | Provides students with sufficient knowledge and understanding of national history and politics | | | | |
| 7 | Inculcates certain basic skills and tools in solving societal problems | | | | |
| 8 | Provides the knowledge of the constitution, its principles, values, history and application to contemporary life | | | | |
| 9 | Prepares the young for their roles and responsibilities in the society | | | | |
| 10 | Makes the conscious attempt to provide knowledge and respect for political institutions | | | | |
| 11 | Offers the younger generation moral, social, intellectual and knowledge about cultural heritage | | | | |
| 12 | Develops skills of participation in both private and public spheres | | | | |
| 13 | Provides understanding of the socio-economic problems of the country, how they rise and how they are being solved | | | | |
| 14 | Creates a knowledge and appreciation of the principles underlying sound and enduring government and society | | | | |

121

**SECTION C**

**EFFECTIVE TEACHING METHODS THAT PROMOTE**

**CITIZENSHIP EDUCATION**

The teaching methods below represent some of the appropriate methods used in the teaching of social studies to promote citizenship education. Please tick the Column that represents your level of usage or non-usage of the teaching methods.

| No. | Teaching methods | Very Often | Often | Seldom | Not at all |
|-----|------------------|-----------|-------|--------|-----------|
| 15 | Inquiry method | | | | |
| 16 | Role Playing method | | | | |
| 17 | Discussion method | | | | |

18. Which other methods do you use to teach social studies, please, specify…………………………………………………………………………………

………………………………………………………………………………………

122

## SECTION D

## CHALLENGES OF PROMOTING CITIZENSHIP EDUCATION

## THROUGH SOCIAL STUDIES EDUCATION

The statements below represent levels of agreement or disagreement on the challenges of promoting Citizenship Education through Social Studies education.

**Please tick the columns that represent your view on the statement. SA= Strongly Agree, A= Agree, D= Disagree, SD= Strongly Disagree.**

| No. | Statement: | SA | A | D | SD |
|---|---|---|---|---|---|
| 19 | Teachers require expert knowledge in teaching Social Studies | | | | |
| 20 | The school time table is overloaded | | | | |
| 21 | Inadequate funding for social studies programs | | | | |
| 22 | Insufficient instructional materials for the subject | | | | |
| 23 | Ineffective utilization of instructional materials | | | | |
| 24 | General unwillingness of the students to take the subject serious | | | | |
| 25 | Inadequate time allocation for the subject | | | | |
| 26 | The social studies syllabus is overloaded | | | | |

27. Others please, specify

……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………
…………………………………………………………………………………..

*THANK YOU*

123

**APPENDIX B**

**UNIVERSITY OF CAPE COAST**

**COLLEGE OF EDUCATION STUDIES**

**FACULTY OF HUMANITIES AND SOCIAL SCIENCES EDUCATION**

**DEPARTMENT OF BUSINESS AND SOCIAL SCIENCES**

**EDUCATION**

**QUESTIONNAIRE FOR STUDENTS**

Dear respondent, the purpose of this questionnaire is to find out the integral role Social Studies plays in promoting Citizenship Education in senior high schools in the Central Region. I humbly ask for your maximum cooperation and assure you that every information you provide here will be treated with utmost confidentiality. You are therefore requested to read through the items and respond to them as objectively as possible. Thank you for being part of this study.

**SECTION A**

**Personal Data of Participant**

Please, tick the appropriate box and write where applicable

1. **Gender**:    Male [   ]                  Female [   ]

2. **Age:**       14 -16 [   ]        17 - 19 [   ]          20+ [   ]

3. **Level:**     Form 2 [   ]            Form 3 [   ]

## SECTION B

## PERCEPTION OF STUDENTS ON THE ROLE SOCIAL STUDIES

## PLAYS IN PROMOTING CITIZENSHIP EDUCATION

The statements below represent levels of agreement or disagreement on perception of teachers on the role social studies plays in promoting citizenship education. **Please tick the columns that represent your view on the statement. SA= Strongly Agree, A= Agree, D= Disagree, SD= Strongly Disagree.**

| No. | Statement<br>**Social Studies** | SA | A | D | SD |
|---|---|---|---|---|---|
| 4 | helps me develop ideas, beliefs, values, desirable behavior and accepted attitudes of my society | | | | |
| 5 | provides me with sufficient knowledge and understanding of national history and politics | | | | |
| 6 | inculcates certain basic skills and tools in solving my societal problems | | | | |
| 7 | provides me with the knowledge of the constitution, its principles, values, history and application to contemporary life | | | | |
| 8 | prepares me for my roles and responsibilities in the society. | | | | |
| 9 | provides me with knowledge and respect for political institutions | | | | |
| 10 | provides me with the moral, social, intellectual and knowledge about cultural heritage | | | | |
| 11 | helps me develop skills of participation in both private and public spheres | | | | |
| 12 | provides me with understanding of the socio-economic problems of the country, how they rise and how they are being solved | | | | |
| 13 | provides me with the knowledge and appreciation of the principles underlying sound and enduring government in the society | | | | |

## SECTION C

## EFFECTIVE TEACHING METHODS THAT PROMOTE

## CITIZENSHIP EDUCATION

The statements below represent attributes of appropriate teaching methods used in the teaching of social studies to promote citizenship education. Please tick the Column that represents your teacher's level of usage or non-usage of these teaching methods.

| No. | Statement My teacher | Very Often | Often | Seldom | Not at all |
|---|---|---|---|---|---|
| 14 | encourages me to ask questions and assists me to find answers to those questions. | | | | |
| 15 | encourages me to identify problems within the society and to generate possible solutions to those problems. | | | | |
| 16 | creates groups in class and encourages us to discuss the lesson | | | | |

17**. Others please, specify**

……………………………………………………………………………

……………………………………………………………………………

……………………………………………………………………………

……………………………………………………………………………

126

## SECTION D

## CHALLENGES OF PROMOTING CITIZENSHIP EDUCATION

## THROUGH SOCIAL STUDIES EDUCATION

The statements below represent levels of agreement or disagreement on the challenges of promoting Citizenship Education through Social Studies education.

**Please tick the columns that represent your view on the statement. SA= Strongly Agree, A= Agree, D= Disagree, SD= Strongly Disagree**

| No. | Statement | SA | A | D | SD |
|---|---|---|---|---|---|
| 18 | My teacher requires expert knowledge in teaching citizenship education | | | | |
| 19 | My school time table is overloaded | | | | |
| 20 | There is inadequate funding for social studies programs in my school | | | | |
| 21 | There are insufficient instructional materials for the subject in my school | | | | |
| 22 | There is ineffective utilization of instructional materials in my school | | | | |
| 23 | There is general unwillingness on the part of students to take the subject serious | | | | |
| 24 | There is inadequate time allocation for the subject in my school | | | | |
| 25 | The social studies syllabus is overloaded | | | | |

26**. Others please, specify**

…………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

*THANK YOU*

127

# APPENDIX C

## UNIVERSITY OF CAPE COAST
### COLLEGE OF EDUCATION STUDIES
### FACULTY OF HUMANITIES & SOCIAL SCIENCES EDUCATION
### DEPARTMENT OF BUSINESS & SOCIAL SCIENCES EDUCATION

Telephone:    +233-(0)3321 35411 / +233-(0)3321 32480 /3
EXT:          (268),  Direct:  35411
Telegrams & Cables:  University, Cape Coast
Dept. Telephone:   0209408788
E-mail.:       dbase@ucc.edu.gh

UNIVERSITY OF CAPE COST
PRIVATE MAIL BAG

Date:
**7th** July, 2020

Our Ref:

Your Ref:

**TO WHOM IT MAY CONCERN**

Dear Sir/Madam,

**INTRODUCTORY LETTER**

Ms. Jennifer Ocansey is an M.Phil Curriculum and Teaching student of this Department and as a requirement for the programme,  she is working on the research topic: **"Promoting Citizenship Education through Social Studies Education: Perception of Teachers and Students in Senior High Schools in the Central Region".**

The study is aims at assessing the perception of teachers and students on the role social studies plays in promoting citizenship education. We would be grateful if you could give her the necessary assistance to enable her complete the research.

In case she flouts any ethical requirement as the study may necessitate, kindly get in touch with her supervisor, Dr. Bernard Y. S. Acquah, on 0242288715 or through e-mail bacquah@ucc.edu.gh. You may also get in touch with the Department on 0209408788 or through dbsse@ucc.edu.gh.

Thank you.

Yours faithfully,

Dr. Bernard Yaw Sekyi Acquah
**Head**

DEPARTMENT OF BUSINESS AND
SOCIAL SCIENCES EDUCATION
UNIVERSITY OF CAPE COAST
CAPE COAST GHANA