

UNIVERSITY OF CAPE COAST

PROMOTING CITIZENSHIP EDUCATION THROUGH SOCIAL STUDIES:  
PERSPECTIVES OF STUDENTS AND TUTORS OF COLLEGES OF  
EDUCATION IN GHANA

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STUDIES: PERSPECTIVES OF STUDENTS AND TUTORS OF  
COLLEGES OF EDUCATION IN GHANA

BY

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## DECLARATION

### Candidate's Declaration

*I hereby declare that this dissertation 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: Augustine Dwamena-Boateng

### Supervisor's Declaration

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

Supervisor's Signature.....

Date: .....

Name: Dr. Cosmas Cobbold

## ABSTRACT

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. A sample of 20 tutors and 1000 final-year students were selected using census method from six Colleges of Education in the Eastern Region. Among the findings were:

1. Majority of the tutors and students understand citizenship as the exercise of rights and responsibilities, making informed decisions and taking thoughtful and responsible actions.
2. Majority of the tutors and students understand Citizenship Education as learning to be a good citizen now and having opportunities to exercise that citizenship as well as learning to be an effective citizen in future.
3. Majority of the tutors and students understand Social Studies as an integration of human relations for the purpose of Citizenship Education.
4. Most of the tutors and students think Social Studies can help to develop good citizens, by teaching and learning the subject through the inquiry approach and placing more emphasis on regions and culture.

On the basis of the findings these recommendations were made.

The Social Studies programme should be constantly reviewed to ensure that it is abreast of current social issues so that its products can operate to suit the trends of the day. Tutors should teach the subject to suit its integrated nature and this calls for tutors upgrading themselves, attending conferences, seminars and workshops to sharpen their knowledge base and pedagogical skills. The subject should be taught by using the inquiry approach.

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## **DEDICATION**

This work is dedicated to my three children, Bertha, Theresa and Dominic and my grand-daughter, Nhyira.

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## **CHAPTER ONE**

### **INTRODUCTION**

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

Educational systems, the world over, respond to the needs, aspirations and demands of societies only if they are so flexible that they can be adapted to changing trends. This implies that any educational system that fails to pass the test of change and regularly renews itself runs the risk of failing to meet the needs of the society it is supposed to serve and thus renders itself irrelevant and unproductive.

The colonial educational system, according to Dzobo (1972), to a far extent provided Ghana with a type of manpower mainly clerical and administrative personnel that does not meet the present economic, social and political needs of the fast-changing Ghanaian society. The reason for this failure to meet the needs of society is that the products lacked the much needed skills to work with their hands and to be willing to take agriculture and manual work which are found in Ghanaian society, for it is only when the individual is trained to take up what the society can offer that the said individual could be said to be a good citizen who can function effectively.

To correct the ineffectiveness of the inherited system, Living-Stone (1986) stated that it is expedient to restructure the education and training systems to the needs of both rural and urban markets. Since the achievement of independence in 1957, Ghana has made a number of changes to the structure and curricular of its formal education system. One result of the curricular changes is the introduction of Social Studies (Dzobo, 1972).

As a field of study, Social Studies was introduced into the curriculum of Teacher Training Colleges in Ghana as far back as the 1940s (Tamakloe, 1988). He went on to state that the teaching of Social Studies at this time was experimented in Presbyterian Training College (Akropong -Akuapem), Wesley College (Kumasi) and the Achimota Training College (Accra). According to Tamakloe (1988), this experiment failed due to the perceptions of both tutors and students about the subject. Further, Tamakloe (1988) said that in the late 1960s, Social Studies was reintroduced in the Teacher Training Colleges and this was reinforced in 1976 with the introduction of the experimental Junior Secondary Schools which made Social Studies one of the core (compulsory) subjects. According to him, this attempt also failed due to the fact that the specialist teachers who were trained could not be absorbed by the system. Again the subject was not examinable externally for certification.

In spite of the "chequered history", as described by Tamakloe (1988), the subject became well grounded in the Ghanaian education system in 1987 with the introduction of the Junior Secondary School concept which made Social Studies a compulsory subject. In terms of definitions Social Studies has been defined in various ways by different scholars in the subject. Banks (1990) defined it as that part of the elementary and high school curriculum which has primary responsibility of helping students to develop the knowledge ,skills, attitudes and values needed to participate in the civic life of their local communities, nation and the world. He went on to state that while the other curriculum areas also help students to attain some skills in a democratic society, Social Studies is the only area which has the development of civic competencies and skills as its goals.

It must be emphasized that while all individuals share the rights and responsibilities of citizenship, regardless of status, knowledge or skill, it is clear that citizenship may be exercised with different degrees of effectiveness. According to National Priority 4: Values and Citizenship (2002), a variety of personal and social circumstances can impede a person's capacity for active citizenship. For example, homeless young people may not secure the right to vote simply because they have no address.

The opportunities for learning that are provided in schools make important contributions to the process of educating for active and responsible citizenship. At the same time the contributions of formal education need to be seen alongside and in interaction with other influences. These include the influence of parents, the media and opportunities for community-based learning. Broadly speaking, the citizenship that formal education should seek to promote and foster needs to be thoughtful and responsible, rooted in and expressive of, a respectful and caring disposition in relation to people, human society generally, the natural world and the environment. It should also be active, in the sense of people being able to act and participate in various communities wherever it seems to them desirable or appropriate to do so.

There are important implications for schools and early education centres of this view of citizenship. Approaches to all aspects of education for citizenship in the classroom or the wider life of the school or community should be informed by the awareness that citizenship is best learnt through experiences and interaction with others. In short, learning about citizenship is best achieved by being an active citizen.

Another implication is that young people and their parents or guardians

should be routinely involved in school development planning and other areas of school decision making. Also, because citizenship is a lifelong process, young people's learning experiences should encourage them to be disposed to be active and responsible citizens both now and later in their lives. According to National Priority 4: Values and Citizenship ( 2002), perceptions and views of Social Studies educators show that the subject is aimed at promoting active, responsible, concerned and useful citizens. It is therefore no wonder that Social Studies is used synonymously with citizenship education.

A look at the indigenous Ghanaian society shows that in Ghana when communities were small and self sufficient, the system of education was informal and non-literate, however, citizenship education was very prominent. According to McWilliam and Kwamena-Poh (1975), the Ghanaian communities prepared their members for citizenship education through the informal system of education. The responsibility of training did not only rest on the father and the mother but also on the blood relations. In fact, each and everyone of the community had a share in the training, since a good citizen was an asset of the community. The training sought to inculcate good character and good health in the young members of the community. It also sought to impart knowledge of their history, belief and culture to enable them to function effectively in the society. It could be realized from the discussions so far that citizenship education, that is, the training of the individual to make him function effectively in the society, is not a new concept and has always been a part of human society dating back to the ancient Greek period\_3000BC ( Pecku,1994).

## **Statement of the Problem**

Education for citizenship is important because every society needs people to contribute effectively, in a variety of ways, to the future health and wellbeing of communities and the environment, locally, nationally and globally. Fostering active and responsible citizens contributes to the process of developing a healthy and vibrant culture of democratic participation. Moreover, people are more likely to understand the reasons for policies and procedures and therefore genuinely subscribe to them, when they have been actively involved in determining them.

In spite of the generally accepted goal of Social Studies as citizenship education, the form it takes may differ from one society to another. For instance, the form citizenship education takes in an authoritarian society is to indoctrinate. Patrick (1980) saw citizenship education as inculcation of political attitudes and roles and glorification of national heroes. This might not be accepted in a democratic society. This makes conceptions of the good citizen range from the passive compliant member of the local community and the nation to the well informed, active person who criticizes constructively. Though Social Studies, with its ultimate goal of citizenship education, has become a major part of the Ghanaian curriculum, it looks as if the benefits are not well felt. The situation appears similar to what Patrick (1980) described. He was of the view that citizenship education is generally suffering from neglect and routine treatment. He continued to state that the connection of education to citizenship studies is not secure in the school curricula as it should be.

Citizenship education is therefore established in the curriculum but its impact is not being manifested in the behaviour, attitudes and actions of



students. For example, the media often report of increase in the number of students' unrest, rise in examination malpractices, rise in occultism in schools, stealing and use of hard drugs by students. All these are indications that citizenship education, which is to help students to actively and responsibly participate in civic activities and to make them acceptable in society is lacking. Could it be that teachers and students do not fully understand what citizenship is? Do teachers and students understand citizenship education? Do teachers and students understand Social Studies and what it is purposed to do as a school subject? These questions point to the need to find out the views of tutors and students of colleges of education on how the teaching and learning of Social Studies can help achieve the goal of promoting citizenship education.

### **Purpose of the Study**

The study aimed at finding out the role of Social Studies in promoting Citizenship Education in Colleges of Education in Ghana. Specifically, it is aimed at finding out how Social Studies should be taught to achieve its purpose of producing good citizens.

### **Research Questions**

The study sought answers for the following questions.

1. How do students and tutors in colleges of education understand citizenship?
2. How do students and tutors in colleges of education understand citizenship education?
3. How do students and tutors in colleges of education understand Social Studies?
4. In what ways do students and tutors in colleges of education think the

teaching and learning of Social Studies can develop good citizens?

### **Significance of the Study**

The end result of the work will be relevant to policy makers, administrators and education planners who want to know the importance of Social Studies in the Ghanaian school curricula. This is based on the fact that the findings of the study will reflect the views of both tutors and students on what Social Studies is to do to promote its goal of citizenship education.

Furthermore, the participation of tutors 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 colleges.

### **Delimitation**

There are many issues at stake when it comes to the subject Social Studies. One can talk about problems in the teaching and learning of the subject, teacher competence and qualification. This study looks at how Social Studies promotes Citizenship Education in Colleges of Education in Ghana from the perspectives of students and tutors. It would have been appropriate to conduct such a study in the entire country but the study focuses on the Colleges of Education in the Eastern Region.

### **Limitations of the Study**

A study of this nature should have covered all the colleges of education in Ghana so as to make generalization to the entire community possible. However, owing to the problem of accessibility, I concentrated on only the colleges in the Eastern Region. This will affect the generalizability of the findings since the colleges involved, six in number, are less than a sixth of the total number of

colleges (38 public and 2 private) in the country.

### **Organization of the Study**

The work is organized into five chapters. Chapter One, which is the introduction, deals with background to the study, statement of the problem, purpose of the study, research questions, significance of the study and delimitation as well as limitations of the study.

Chapter Two deals with literature review and looks at the meaning and objectives of Social Studies, the concepts, "citizenship" and "citizenship education", and teaching Social Studies to achieve citizenship education. Chapter Three looks at the research method employed for the study. It deals with the research design, population, sample and sampling procedure, research instrument, pilot test, administration of questionnaire and data analysis technique.

Chapter Four concerns itself with the analysis and discussion of both students' and tutors' views on roles of Social Studies in promoting citizenship education. Finally, the summary, conclusion, recommendations and suggestions for further research are covered in Chapter Five.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter is focused on the review of literature. It deals with what others have written on the study topic. The review of literature has been done under the following sub topics:

- 1. Meaning of Social Studies**
- 2. The Objectives of Social Studies**
- 3. Meaning of Citizenship**
- 4. Meaning of Citizenship Education**
- 5. Teaching Social Studies to Achieve Citizenship Education**

#### **Meaning of Social Studies**

Social Studies has been defined in various ways by different authors and these different opinions given about Social Studies have generated many controversies. According to Linqvist (1995), Social Studies is an integration of knowledge, skills and processes. It is a subject that "provides powerful learning in humanities and social sciences for the purpose of helping children learn to be good problem solvers and wise decision makers" (p. 1).

Similarly the African Social and Environmental Studies Programme (ASESP, 1994) saw Social Studies as "the integration of social sciences and humanities for the purposes of promoting and practicing effective problem solving, promoting citizenship skills in social, political and economic issues" (p.5).

The official definition of the National Council for the Social Studies (NCSS) (2006) contained a strong inter-disciplinary focus. It stated that Social

Studies is the integrated study of the social sciences and humanities to promote civic competencies within the school programme. To the NCSS, because civic issues such as health care and crime are multidisciplinary in nature, understanding these issues require multidisciplinary education. Banks (1990) gave a comprehensive description of Social Studies related to its nature when he commented:

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 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. Banks' definition calls for the concentric approach to teaching Social Studies based on the expanding environment concept in which schools centre their activities on the home, neighbourhood and the community.

On his part, Dickson (1975) explained that one cannot offer a definition of Social Studies that will be comparable to say, geography or economics, for such an effort will be fruitless. He said Social Studies is not to be seen as clearly delimited discipline or subject, it is rather to be seen as indicating a community of interest shared by several disciplines. The common interest, he

emphasized, might be stated as the relationship among people, the way people survive as human beings and regulate their lives and their relationships as individuals or collectively with others.

Tamakloe (1994) looked at Social Studies as a subject that deals with man and his relationship with his environment. He stated that this goes to explain the fact that teaching Social Studies aims at exposing learners to the way of life of the society and the realization that humans, plants and all the other animals are dependent upon each other.

It might be deduced from the definitions given above that Social Studies integrates key concepts or themes of social science subjects such as geography, economics, government and sociology. The integration of this nature promotes the achievement of the objectives of Social Studies as an attempt to help people live comfortably in the society.

### **Objectives of Social Studies**

Thompson, Bailey and Haves (1977) saw the objectives of Social Studies as being three fold, namely: encouraging awareness of the world, developing skills of looking at the world and interpreting what we see and developing attitudes towards our fellow human beings in society. In their first objective, they saw the "awareness" to have many implications, for example the awareness that there are other people in the world besides those of the immediate environment, the awareness that there are different environment - highlands or lowlands, plains or forest, town or country. To them "awareness" also implies a sense of being awakened to the world in which we live, seeing what is happening to the landscape as the seasons change or appreciating changes in social order that a new government may introduce.

In the second objective, they saw these skills of observation and recording as linked with skills for following up the information gained by the use of simple reference material. To them this must call for reinforcement and a further development of the basic skills of reading, writing and numeracy already begun elsewhere in the social system. In the third objective, they saw society as concerned with human beings and their fellow men, with people everywhere; the young, the old and the infirm. We expect our children to grow up with respect for established values in society; we expect them to be tolerant of other races, people and creeds. We look for honesty, for willingness to listen to opinions that may differ from our own, for respect of the work of other people and an appreciation that every job that is worth doing carries with it its dignity.

Many Social Studies scholars welcome citizenship education as the main objective of Social Studies. Ross and Marker (2005) stated that "the purpose of Social Studies is citizenship education aimed at providing students with opportunities for an examination, critique and revision of past traditions, existing social practices and models of problem solving" (p.140).

Martorella (2001) stated that:

...the basic purpose of Social Studies curriculum across the grade is to develop reflective, competent and concerned citizens...Reflective individuals are critical thinkers who make decisions and solve problems. Competent citizens possess a repertoire of skills to aid them in decision making and problem solving. Concerned citizens investigate their social world, identify issues as significant, exercise their

responsibilities as members of a social community. Social Studies should be seen as the head, the hand and the heart. The head represents reflection; the hand denotes competencies and the heart symbolizes concern (p.29).

Banks (1990) wrote that citizenship education is the primary focus of Social Studies in the school curriculum which promotes desirable participatory citizenship. According to Banks, "while the other curriculum areas also help students to attain some 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 main goals" (p. 3).

Subscribing to this view, Tamakloe (1991) said that the main goal of Social Studies is to help students to be able to make informed decisions for the purpose of solving personal problems and influencing public policy. To him, these are important for the realization of citizenship.

Similarly the Environmental and Social Studies syllabus for Teacher Training Colleges (2005) in an attempt to equip teacher trainees with both subject content and professional knowledge and skills to handle the Social Studies programme at the basic level of education emphasized:

Our goal in teaching Social Studies in the Teacher Training Colleges is to help students to acquire knowledge and to effect changes in their society and environment. It is to help students to develop the ability to make rational decisions and provide opportunities for them to participate in projects and activities (p.1).



## **Meaning of Citizenship**

Citizenship has been explained in various ways by different authors depending on the perspective from which the individual is explaining the concept. Thus the explanation from a dictatorial perspective may not be the same as that from a democratic perspective.

According to National Priority 4: Values and Citizenship (2002), citizenship is the exercise of rights and responsibilities within communities at local, national and global levels, making informed decision and taking thoughtful and responsible actions locally and globally. The paper also endorsed 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. Being a citizen, to the paper, is therefore closely bound up with the multiple roles that individuals have in society - as producers or consumers of goods and services, as contributors to economic and cultural development - as well as with various facets of each individual's personal, social and working life. For example, the opportunity to exercise personal choice as a consumer of particular products or services is an increasingly influential strand of citizenship in contemporary society.

Again, the paper went on to state that active and responsible citizenship is not just about individuals having a sense of belonging to, and functioning in communities, but also it is an aspect of corporate or institutional life. Just as a key facet of each individual's citizenship should be a caring and responsible use of material and financial resource, business organizations also have a responsibility, as a "corporate citizen" to achieve their economic goals in ways that are

consistent with sustainable development and with the health and welfare of communities.

According to Carens (2000), citizenship refers to a person's membership in a political community such as a country or city. It has different legal definitions in different countries. In countries with democratic institutions, usually only citizens are allowed to vote, or to carry a passport from that country. He went on to state that citizenship status, under social contract theory, carries with it rights and responsibilities. Again he stated that active citizenship is the philosophy that citizens should work towards the betterment of their community through economic participation, public service, volunteer work and other such efforts to improve life for all citizens. In this vein, schools in some countries provide citizenship education.

Carens (2000) went on to talk about the first form of citizenship as based on the way people lived in the ancient Greek times which was small-scale organic community known as polis. In those days citizenship was not seen as a public matter, separated from the private life of the individual person. The obligations of citizens were deeply connected to one's everyday life in the polis. To be truly human, one had to be an active citizen to the community, and this to him was what Aristotle famously expressed as being a beast or a god for not taking part in the running of the community's affairs. This form of citizenship was based on obligations of citizens towards the community rather than the rights given to the citizens of the community. To him this was not a problem since they all had a strong affinity with the polis; their own destiny and the destiny of the community were strongly linked. Also, citizens of the polis saw obligation to the community as an opportunity to be virtuous; it was a source of

honour and respect. In Athens, citizens were both ruler and ruled, important political and judicial officers were rotated and all citizens had the right to speak and vote in the political assembly.

Carens (2000) went on to state that an important aspect of polis citizenship was exclusivity. Citizenship in ancient Greece and Rome as well as Medieval cities that practiced polis citizenship was exclusive and inequality of status was widely accepted. Citizens had a much higher status than non-citizens, women, slaves or "barbarians". For instance, women were seen to be irrational and incapable of political participation (though some, notably Plato, disagreed). According to Carens (2000), methods used to determine whether someone could be a citizen or not could be based on wealth (the amount of taxes one paid), political participation or heritage (both parents had to be born in the polis). He further stated that in the Roman Empire, polis citizenship changed form. Citizenship was expanded from small community to the entire empire. Romans realized that granting citizenship to people from all over the empire legitimized Roman rule over conquered areas. Citizenship in the Roman era was no longer status of political agency; it had been reduced to judicial safeguard and the expression of rule and law.

Kymlicka (1995) stated that in recent years, the concept of citizenship has become more inclusive. In this view, there are multiple ways of being a citizen. In Europe, a person might be a citizen of France and of the European Union, the latter as a supra-national category. In Canada, a person might be a citizen of a First Nation or a citizen of Quebec and also a citizen of Canada. This is known as "multicultural citizenship" sometimes shortened to "multiple citizenship".

Bogdanor (1991) saw citizenship as the relationship between the

individual and the state and among individuals within a state. He went on to state four major domains of citizenship, namely: civil, political, socio-economic and collective/cultural dimensions. He saw the civil domain of citizenship as a way of life where citizens define and pursue commonly held goals related to democratic conceptions of society. It inscribes fundamental community values, rights of the individual citizen and the rights of private interest groups and associations. It includes freedom of speech, expression and equality before the law. He saw the political rights and duties with respect to political system. He saw the socio-economic domain of citizenship as the relationship among individuals in a societal context and to rights of participation in political spaces. He said that social citizenship refers to the relationship among individuals in a society and demands loyalty and solidarity. Again he stated that economic citizenship refers to the relation of an individual towards the labour and consumer market and implies the right to work and to a minimum subsistence level. On the collective domain of citizenship, Bogdanor (1991) saw it as the manner in which societies take into account the increasing cultural diversity in societies, diversity due to a greater openness of other cultures, to global migration and to increased mobility. He further stated that collective citizenship refers to awareness of a common cultural heritage. To him this component includes the quest for recognition of collective rights for minorities. The culture-state relationship is based upon human rights which recognize an anthropological dimension of a person and which implies a certain conception of human beings, their dignity and the affirmation of legal equality against all forms of discrimination on the basis of membership in a particular group or category.

According to Veldhuis (1997), these four (4) domains hold implications

for the processes of citizenship. The political domain requires knowledge of the political system, democratic attitudes and participatory skills. The socio-economic domain requires knowledge of social relations in society, social skills as well as vocational training and economic skills for job-oriented and other economic activities. The collective/cultural domain requires knowledge of the cultural heritage, history and basic skills such as good literacy skills.

Galston (2001) posited seven important links between knowledge and citizenship. To Galston :

1. Civic knowledge helps citizens to understand their interest 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 a 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 discussion, 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.

Acquah (2003) stated that the concept citizenship contains two essential aspects, namely: functional and non-functional. The functional aspect relates to the legal relationship between the individual and the state in which the individual is a citizen. He went on to say that the functional content of Ghanaian citizenship rests in "alienage distinctions" \_ that is the differences between the rights and duties of Ghanaian citizens and those of the most privileged alien group in Ghana, the lawful permanent residents. The nonfunctional aspect relates to the individual's sense of cultural identity and community that pervades through all indigenous members of the nation. This indigenous sense of belongingness to the nation of Ghana is what is called "nationality" and is no less important to the existence of a nation state. According to Acquah, based on the 1992 Constitution of Ghana, there are generally three main forms of citizenship \_ by birth, by registration and by naturalization. There is also citizenship by adoption conferred by section 9 of Act 591 on children of not more than sixteen years of age, neither of whose parents is a citizen of Ghana, but was adopted by a citizen of Ghana. He went on to state that one's citizenship by birth is usually determined either by reference to the place where he was born (the *jus soli* system) or the citizenship of his/her parents at the time he was born (the *jus sanguine* system).

Acquah (2003) explained that the Nationality and Citizenship Act 1957 (Act 1) which ushered in the Ghanaian citizenship law, primarily relied on the *jus soli* system (place of birth) as the basis of Ghana's birthrights citizenship laws. However, from the 1969 constitution the *jus sanguine* system (right of blood) has been the dominant basis of our birthright citizenship. After the coming into

force of the 1992 constitution, Article 6 (2) of the constitution provides that anyone born shall become a citizen of Ghana at the date of his birth if neither of parents or grandparents is or was a citizen of Ghana.

The Citizenship Act 2000 (Act 591) section 10 under the 1992 Constitution stated that Citizenship by registration may be sought by an adult of any approved country who satisfied the minister that:

1. He is of good character.
2. He is ordinarily resident in Ghana; if a man, the applicant must be permanently resident.
3. He has been so resident throughout the period of five years or such shorter period as the Minister may in the special circumstances of any particular case accept immediately before the application.
4. He can speak and understand an indigenous language in Ghana (p.46).

Again a person, who is or was married to a Ghanaian citizen, may also apply to be registered as a citizen. It is immaterial if his Ghanaian partner is dead or the marriage had been dissolved. Next a child of the marriage of a person registered as a citizen shall continue to be a citizen unless the child renounces the citizenship.

The Act (Act 591) went on to state that citizenship by naturalization is conferred on aliens, that is, any adult person from any not necessarily an approved country as in the case of the registration, who is able to satisfy the Minister that:

1. He has resided in Ghana throughout the period of twelve months immediately preceding the date of the application.
2. During the seven years immediately preceding the period of twelve

months, he has resided in Ghana for periods amounting in aggregate to not less than five years.

3. He is of good character as attested to in writing by the two Ghanaians being notaries public, lawyers or senior public officers.
4. He is able to speak and understand an indigenous Ghanaian language.
5. He is a person who has made or who is capable of making a substantial contribution to the progress or advancement in any area of national activity.
6. He is a person who has been assimilated into the Ghanaian way of life or who can easily be so assimilated.
7. He intends to reside permanently in Ghana in the event of a certificate being granted to him.
8. He possessed a valid resident permit on the date of his application (p.47-48).

In addition to the three main groups of citizens, the Constitution of the Republic of Ghana, (Amendment) Act 1996 (Act 527), brought into our citizenship jurisprudence, the conferring of dual citizenship on individuals who desire and qualify for such status. Act 527 amended articles 8 (1) of the constitution to read: "A citizen of Ghana may hold the citizenship of any other country in addition to his/her citizenship of Ghana" (p.49).

Evaluating the three main types of citizenship, Acquah (2003) stated that of the three, the most potent is that of birthright citizenship. For a citizen by birth cannot be stripped of his/her citizenship without his consent, neither can such a citizen be expelled from his country.

Ofori-Atta (1988) stated that there are citizenship by presumption and citizenship by honorary conferment. According to him citizenship by



presumption is captured by the 1969 constitution. It refers to a situation in which a child who is less than seven years and whose parents are not known is found in Ghana. Such a child is presumed to be a Ghanaian. He explained Honorary Conferment as where citizenship is conferred on an individual by a country because of that individual's achievement. In such a case the individual on whom the citizenship is conferred does not lose original citizenship. An example is French citizenship conferred on Nelson Mandela of South Africa.

Pecku (1994) on his part outlined the outstanding attributes of the good citizen as follows:

1. He is expected to use his acquired knowledge, skills and abilities to facilitate the process of democratic living.
2. He should pay allegiance to the ideals of democracy, cherish values which commensurate with the democratic way of life and live according to these rules.
3. He is aware of social problems and tries to solve them.
4. He seeks to meet human needs for he is concerned with extending the essentials of life to more individuals.
5. He recognizes the interdependence of all people in community relations.

Martorella (1994) on his part characterized the effective citizen as reflective, competent and concerned. Cobbold (1999) explained that the reflective citizen has knowledge of a body of facts, concepts and generalizations concerning the organization, understanding and development of individuals, groups and societies. Such a citizen can formulate testable hypothesis, which enables him to think critically, make decision and solve problems on the best evidence available. The competent citizen has a store of

skills with which he can make decisions and solve problems. Finally, the concerned citizen has an awareness of his/her rights and responsibilities in the nation-state, a sense of social consciousness and a well-grounded framework for deciding what is right or wrong and for acting on decisions. Additionally, the concerned citizen has learned how to identify and analyze issues and to suspend judgment concerning alternative beliefs, attitudes, values, customs and cultures. These, to him, are the objectives of Social Studies at the Basic, Secondary and Colleges of Education in Ghana.

### **Meaning of Citizenship Education**

The concept "Citizenship Education" does not have one acceptable definition due to the length and breadth of activities covered by the concept. In support of this fact, Aggarwal (1982) stated that the concept is broad as it includes ideas, beliefs, habits, behaviours and attitudes in the individual, which enable him to be a useful member of the society. Clark (1973), being in the same view as Aggarwal, stated that Citizenship Education has a broad scope and that it is the concern of all the courses and other activities in the school to promote it. This is in line with what Scotland is adopting. According to National Priority 4 : Values and Citizenship (2002), because Scotland has not introduced a new subject or curricular area called "Citizenship" it is expected that all subjects will make their relevance to Citizenship Education explicit and that the purpose and issues associated with Citizenship will be developed through whole-school and cross-curricular activities.

Hebert (1997) explained Citizenship Education as the preparation of individuals to participate as active and responsible citizens in a democracy. He continued to state that the relationship between groups and the state are part of

the on-going debate on citizenship.

Patrick (1980) cited in Cobbold (1999), saw Citizenship Education as knowledge of the constitution, its principles, values, history and application to contemporary life. He went on to state that the individual who does not understand the constitution as both a symbol of nationhood and means of governance is unable to appreciate his/her civic culture and does not act as an effective citizen. This, to some extent, may be in line with what Aristotle famously expressed as being a beast or a god for not taking part in the community's affairs.

The Social and Environmental Studies syllabus for Teacher Training Colleges (2005) showed that the subject is geared towards making one a useful citizen. For instance, the cognitive objectives deal with gaining knowledge, understanding, recall, analysis, synthesis, evaluation and application. All these promote critical thinking, which is important if one is to become a useful citizen. Affective objectives cover development of desirable attitudes which are necessary for one to become a useful citizen. Attitudes such as tolerance, co-operation, patriotism, sociability and many more are concerned in this wise. These are matters of the heart, which are important assets a citizen must acquire, if he/she is to become a useful citizen of his/her country. The last objective, which is psychomotor, deals with skill acquisition. This covers imagination, observation, creativity, data collection and leadership skills, which are necessary tools for one to be a good citizen.

### **Teaching Social Studies to Achieve Citizenship Education**

Methods, techniques and strategies for teaching Social Studies in order to achieve good citizenship are those that are based on discussions among students

and between students and tutors. Such discussions must also make provisions for children and young people to speak and express themselves. Modes of expression are varied. In addition to oral exchanges, drawing, songs, poems, different kinds of written materials are excellent instruments for inflection (UNESCO, 1998).

According to Melinger (1981), methods refer to a particular style of instruction, while strategy is the overall plan used by a teacher to guide instruction during a period of time. ASESP (1994) pointed out that method is the overall approach to teaching, while strategy is about sequencing of the techniques during a class period. From these ideas, one realizes that the degree of pedagogical skill is essential to Social Studies teaching.

Ukaonu (1982) stated that in order for Social Studies to achieve its ultimate goal of Citizenship Education, it must be taught through techniques and strategies such as exhibitions, representations like maps and charts and direct experiences such as field trips, study tours and anecdotal records. He went on to state that Citizenship Education could be achieved through Social Studies by teaching it through the use of constructional activities such as clay modeling, book binding and newspaper making. He further stated that Citizenship Education could be achieved by teaching Social Studies through the use of information retrieval, whole class participation, seminars, audio-visual projection and inquiry. In the inquiry, he explained that it is a tool which the teacher uses to expand knowledge of the child in the class. It encourages the child to be independent and helps in continuing learning outside the classroom. He went on to say that an inquiry child must therefore be guided and not left alone. In adopting this technique in teaching Social Studies to achieve

Citizenship Education, he stated that the teacher must provide problems to focus on. This affords him the opportunity to extract or draw from some theories and to test them for his understanding of what he is teaching.

National Priority 4 : Values and Citizenship (2002) stated that in order to promote good citizenship, Social Studies should be taught through participation by young people in decision making within classroom activities and at whole-school levels, development of authentic links, active approaches to learning, including discussion, debate, investigation and whole-school activities that raise awareness of citizenship issues, ethical decision making and shared values.

In contemporary societies, the perceived right of rural dwellers, new and established members of the community, food producers and food consumers, convicted law-breakers and their victims are among those that sometimes are in conflict. Social Studies must recognize the existence of such conflicts and help young people to develop strategies for dealing effectively with controversy. These strategies include negotiation, compromise, and awareness of the impact of conflict on the overall well being of the community and the environment and development of well-informed respect for differences between people. At the same time, young people need to learn that though individuals should always be treated with respect, some of the views some people may hold, including those associated with racism and sectarianism, are a grave threat to the well being of individuals and communities and must be opposed (National Priority 4 : Values and Citizenship 2002).

Preston (1985) identified four basic approaches in teaching Social Studies to achieve its goal of promoting Citizenship Education. To him the first approach is "laying emphasis on the community". He said the child's community

might be regarded as the segment of his environment which can readily be explored independently. Social Studies should therefore make efficient use of the child's immediate environment (his community). The second approach to him is "laying emphasis on social processes", which deals with issues of transportation, health services and environmental protection. It also deals with the relationship between the community and the outside world. "Laying emphasis on regions and cultures" is the third approach which implies that opportunities must be provided for the students to learn about other people and other regions. This, to him, inculcates tolerance as the students will understand the traits which people exhibit the world over, though they differ from place to place. To him, all human beings are similar in terms of their basic requirements and common problems. The final approach is "laying emphasis on the past" which deals with the study of the history of our society. This, to him, enhances a good sense of time, which is very essential in training the individual to be a good citizen.

Engle and Ochoa (1986) stated that for Social Studies to promote Citizenship Education, its teaching must move away from dependence on exposition and memorization to the study of problems, past and present, both within the disciplines and within the society at large. They went on to say that by so doing, Social Studies will be able to make individuals active decision makers.

Aggarwal (1982), on his part, suggested two basic approaches which the Social Studies teacher can employ to impact training in citizenship. The first approach he called the "exemplary approach". This, according to him, is based on the adage "example is better than precept". The Social Studies teacher must set good example of ideal behaviour in his relations with others to enable the student to emulate him. The second approach he called the "experience service". This is

based on the adage "experience is the best teacher". The student must be provided with opportunities for active and responsible participation in the affairs of the school and community. Group methods and techniques of teaching, class projects, students' council activities and organization of play activities are useful techniques training in citizenship. From a socialist democratic perspective Osborne (1991) proposed nine principles to achieve citizenship education in Social Studies.

1. A clearly articulated vision of education.
2. Worthwhile and important material worth knowing.
3. Organizing the material around a problem or issue to be investigated.
4. Careful and deliberate attention to the teaching of thinking in the context of valuable knowledge.
5. Connecting material with students' knowledge and experience.
6. Requiring students to be active in their own learning.
7. Encouraging students to share and to build on each other's ideas.
8. Establishing connections between the classroom and the world outside the school.
9. Classroom characterized by trust and openness in which students find it easy to participate.

Sears and Hughes (1996), on their part put Citizenship Education under "passive" and "active" approaches. According to them, the passive (consecutive) approach emphasizes socialization or development of loyalty to the nation state. This approach exists through the accumulation of static and limited knowledge of national history and tradition. The active approach emphasizes engagement with the important issues of the day and participation in forming and reforming society at local, national and even global levels.

In order to promote citizenship education, Social Studies should be taught through activities that place emphasis on the development of the skills of collecting information (data and relia), creating knowledge from the data collected and using the knowledge to explain phenomena, issues and to solve problems. The sub-skills which are required for collecting information are observation, exploration and ability to use instruments for collecting the information. In the view of Martorella (2001) observational skills include the ability to obtain much as can be used about an object, event and opinion or value judgment. He went on to say that if the observation is to be interesting and thorough, especially for the young, all the objective senses - smell, sight, taste, touch and hearing - must be called into play. As a follow up there is the need for the student to discuss, describe and narrate or analyze relations. (The latter depending on the level of the student's maturity in education.)

Tamakloe (1991) stated that if the organization of Social Studies is to be effective the teacher must be well versed in the use of a variety of teaching methods and strategies besides the possession of adequate knowledge in several disciplines. It can therefore be deduced that teachers overall approach to teaching depends to a large extent on their good methods of teaching.

It must be emphasized that within the school system, the place of citizenship education is disputed. Several positions may be distinguished, with proponents of each one arguing that their perspective provides an appropriate education basis from which to draw contributions for the formation of positive, productive citizens capable of making democratic institutions work. However, a recent finding by Sears (1997) showed that Citizenship Education is rightly situated within the Social Studies curriculum of the Anglophone tradition of



Canada.

In a further development, the findings of Freire (1997) as far as teaching Social Studies to achieve Citizenship Education is concerned, favoured the autonomy of the student, responsibility for one's action in the world and a universal human ethic that is lived in pedagogical practice.

Furthermore, the findings of Cobbold (1999) showed that the objectives of Social Studies as laid down in the syllabus for the Basic, Secondary and Colleges of Education in Ghana are geared towards the acquisition of knowledge, skills, attitudes and values and civic participation leading to promotion of good citizens.

Moreover, the findings of Pecku (1994) showed that the good citizen, which is the focus of Social Studies, must have desirable qualities such as adherence to democratic ideas and practicing them, being aware of societal problems and helping to solve them, helping to satisfy basic needs and the application of knowledge, skills and abilities to advance democratic processes.

### **Summary**

The review of related literature covered the following: the meaning of Social Studies, the objectives of Social Studies, meaning of Citizenship, meaning of Citizenship Education and teaching Social Studies to achieve Citizenship Education.

On the meaning of Social Studies, the generally accepted one is that Social Studies integrates key concepts of the social sciences to promote the achievement of its ultimate goal of promoting Citizenship Education. On the goals of Social Studies, the major finding of the review is that the subject aims at producing reflective, competent and concerned citizens who can help in solving

societal problems.

The review of literature revealed the meaning of Citizenship as a person's membership in a political community. This membership gives the individual rights and responsibilities in the community. Active citizenship requires the individual to work for the betterment of the society. Citizenship could be by birth, by registration and by naturalization. It could also be by presumption and by honorary conferment. In modern times citizenship could be by supra-national status where for instance a person might be a citizen of France and the European Union. In a similar vein, there is what is known as "multiple citizenship" where for instance, in Canada, a person might be a citizen of a First Nation, a citizen of Quebec and also a citizen of Canada.

The findings of the review of literature showed that citizenship education is the preparation of the individual to make him/her active and responsible in his/her community. Citizenship Education must train the citizen to have knowledge of the constitution, its principles and application, so that he/she would be able to play active role in the community.

The review of related literature revealed that Citizenship Education could be promoted through Social Studies by using varieties of pedagogies. All the pedagogies sum up to the use of the participatory technique among which is the Inquiry technique. Approaches to Citizenship Education should be informed by the awareness that citizenship is best learnt through experience and interaction with others. In short, learning about citizenship is best achieved by being an active citizen (National Priority 4: Values and Citizenship 2002). The issues reviewed served as guides in the design of the study, the formulation of research questions and in the development of the instrument used to collect data.

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter focuses on the general research design and deals with the population and sample for the study. It also deals with instrumentation, pilot test, procedure for data collection and data analysis plan.

#### **Research Design**

The descriptive survey design was used for the study. The relevance of the descriptive approach to research in the field of Education has been addressed by scholars like Fraenkel and Wallen (2003). The scholars agreed that the descriptive approach provides opportunities for a researcher to gain insight into the current status of a phenomenon with respect to variables or conditions in a given situation.

Gay (1987) saw the descriptive survey as the process of collecting data in order to test hypothesis or answer research questions concerning the status of the study. I therefore chose the descriptive survey design because taking the purpose of the study into consideration it was the appropriate design that could lead to the drawing of meaningful conclusions for the study.

#### **Population**

The population for the study was made up of all Social Studies tutors and students offering Social Studies in the thirty-eight (38) public and two (2) private Colleges of Education in Ghana (see Appendix D). I targeted all the Colleges of Education with the view that I would obtain information needed for the study as I have interactions with some of the tutors at marking centres where tutors go to mark scripts of students after end of semester examinations. In most cases the

interactions are on best ways to teach Social Studies.

### **Sample and Sampling Procedure**

A purposive sampling was used to choose one thousand (1000) final year students offering Social Studies in the six public Colleges of Education in the Eastern Region. The number of tutors teaching Social Studies in the selected colleges was twenty (20) and all of them were taken for the study (census method). This brought the accessible population for the study to one thousand and twenty (1020). The choice of all the colleges being selected from the Eastern Region was influenced by the fact that I wanted the study to be in one geographic area. Again, the Eastern Region has a long historical link with the teaching and learning of Social Studies as Presbyterian College of Education (Akropong-Akuapim), one of the institutions where Social Studies was first introduced in Ghana in the 1940s, is in the Eastern Region. Furthermore the Eastern Region is one of the regions with the largest number of Colleges of Education offering Social Studies in Ghana. All these make the selected area stand the chance of offering the needed information for the study. The distribution of sample for the study is shown in Table 1.

**Table 1: Distribution of Population for the Study**

<b>College</b>	<b>Students</b>	<b>Tutors</b>
Presbyterian College of Education (Abetifi)	200	4
Presbyterian College of Education (Akropong-Akuapim)	150	2
Presbyterian Women's College of Education (Aburi)	150	3
Presbyterian College of Education (Kibi)	160	4
Seventh Day Adventist (SDA) College of Education (Asokore)	200	4
Mount Mary College of Education (Somanya)	140	3
<b>Total</b>	<b>1000</b>	<b>20</b>

All the final year students who offered Social Studies in the first two years of their course in the six Colleges of Education of the Eastern Region were selected for the study (census method). The focus was on only students who offered Social Studies, as some of the final year students did not offer Social Studies in the first two years of their course. The choice of the final year Social Studies students was based on the fact that they had done two years of content and methodology in Social Studies and were also on attachment (Teaching Practice). This puts them in a strong position to offer reliable information for the study.

### **Research Instrument**

The instrument used for data collection was questionnaire. The perception objects around which perception statements were developed were meaning of Citizenship, meaning of Social Studies, meaning of Citizenship Education and promoting Citizenship Education in Social Studies. A

questionnaire was used to solicit information from final year students who offered Social Studies in their first two years and Social Studies tutors in the selected Colleges of Education in the Eastern Region. The tutors and students had the same items for the questionnaire except the demographic data. There were five sections in the questionnaire for tutors. Section A contained four items used to elicit the background information about the tutors. The data requested for were sex, age, qualification and teaching experience. Section B sought information on meaning of Citizenship. Section C sought information on meaning of Citizenship Education. Section D sought information on meaning of Social Studies and Section E sought information on Promoting Citizenship Education through Social Studies. The items in Sections B, C, D and E were structured along the lines of Likert Scale (Rating Scale). 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). The statements on the Likert Scale were expressed on five point scale which asked respondents to indicate the extent of their agreement ranging from Strongly Agree (S A), Agree (A), Undecided (U D), Disagree (D A) and Strongly Disagree (SD).

The questionnaire for students was also in five sections, sections A, B, C, D and E. With the exception of the items in section A the items in the other sections were the same as those for the tutors (see Appendix C). The data requested for in section A were sex and age. The items for the questionnaire were formulated based on the demands of the research questions.

### **Pilot Test**

To ascertain the validity and reliability of the questionnaire, it was field-tested at Wesley College, a mixed College of Education in Kumasi. The field-test was done at Wesley College because it is the only mixed College of Education nearer to me where I could get respondents similar to those of the study area. Again it is not in the same geographic location as the study area. The importance of pre-test has been addressed by various writers. Bryman (2004) asserted that it "ensures that instruments as a whole function well" (p. 159). In support of Bryman's (2004) assertion that it ensures proper functioning of instrument, Cohen and Morrison (2005) emphasised that "there is the need for the researcher to select appropriate levels for which to test the independent variables in order for differences to be observed and to identify possible snags connected with any aspect of the investigation" (pp 215-216). Based on these principles a representative sample of one hundred and five (105) of the category of the target respondents were used for the pilot test. It covered a hundred (100) final year students who offered Social Studies in the first two years of their course and five (5) Social Studies tutors. I used the content – related evidence method to establish the validity of the instrument. I took the items to my supervisor to look at their comprehensiveness, appropriateness and how logic they got at the intended variables.

### **Results of the Pilot Test**

The result of the pilot test was of great help to me. It revealed some weaknesses in the wording of some items which could have distorted the meaning of the responses. These weaknesses were corrected. The pilot- tested instrument had a Cronbach Alpha reliability co- efficient of 0.7.

### **Administration of Questionnaire**

To facilitate the administration of the questionnaire, a cover letter was taken from the Institute of Education, University of Cape Coast, to all the Principals of the colleges (See Appendix A). The edited copies of the questionnaire were administered to the selected colleges in January, 2010.

In all the colleges visited, permission was sought from the Vice Principals (Academic) for the distribution of the questionnaire. The Vice Principals arranged for me to see the various heads of department, the tutors and students in the respective colleges.

In order to obtain appropriate responses, the instructions and items were read and explained to the respondents. In all one thousand students and twenty tutors of Social Studies responded to the questionnaire (see Table 1). The administration and collection of questionnaire took four weeks to complete.

### **Data Analysis Plan**

All the responses were checked and given serial numbers. Tutors' questionnaires were numbered from 1 to 20 and students' questionnaires from 1 to 1000 before being fed into the computer for data analysis using the Statistical Product for System Solution (SPSS).

The descriptive nature of the study made me use descriptive statistical tools in the data analysis. The data were put into tables of frequency and percentages and interpreted to answer the research questions.



## CHAPTER FOUR

### RESULTS AND DISCUSSION

This chapter presents the results of the analysis of data obtained from the respondents (tutors and students) on their views on how Social Studies can promote Citizenship Education. It presents first the demographic information of respondents before presenting data in respect of the research questions.

#### Demographic Information of Respondents

This section looks at the demographic characteristics of the respondents. It focuses on the sex and age of students and sex, age, qualification and teaching experiences of tutors.

#### Main Findings and Discussions

This section focuses on the data pertaining to the main research questions underlying the study.

#### Sex of Students

The first item on the students' questionnaire related to sex of student respondents. Table 2 presents the distribution.

**Table 2: Sex Distribution of Students**

Sex	No.	%
Male	690	69.0
Female	310	31.0
<b>Total</b>	<b>1000</b>	<b>100.0</b>

Table 2 shows that out of 1000 respondents, 690 representing 69% were males while 310 representing 31% were females. This shows that a greater

number of the student respondents were males.

### **Age Distribution of Students**

The respective ages of the students were sought in the questionnaire. Though age was not considered in the objective of the study, attempts were made to find out which age group formed majority of students in the Colleges of Education. This is presented in Table 3.

**Table 3: Age Distribution of Students**

<b>Age</b>	<b>No.</b>	<b>%</b>
Under 20	195	19.5
21-25	663	66.3
26-30	86	8.6
Above 30	56	5.6
<b>Total</b>	<b>1000</b>	<b>100.0</b>

Table 3 shows that the ages of majority of student respondents fell between 21 and 25 years. The number is 663 and it formed 66.3 %. It could be seen that most of the student respondents were in their youthful age.

### **Sex of Tutors**

The first item on the tutors' questionnaire related to the sex of tutor respondents. Below is the sex distribution of tutors.

**Table 4: Sex Distribution of Tutors**

<b>Sex</b>	<b>No.</b>	<b>%</b>
Male	16	80.0
Female	4	20.0
<b>Total</b>	<b>20</b>	<b>100.0</b>

From Table 4, it could be seen that out of 20 tutor respondents, 16 representing 80% were males, while four representing 20% were females. This shows that a greater number of tutor respondents were males.

#### **Age Distribution of Tutors**

The respective ages of tutor respondents were sought in the questionnaire for tutors. This is presented in Table 5.

**Table 5: Age Distribution of Tutors**

<b>Age</b>	<b>No.</b>	<b>%</b>
30 – 34	2	10.0
35 – 39	5	25.0
40 – 44	4	20.0
45 – 49	5	25.0
50+	4	20.0
<b>Total</b>	<b>20</b>	<b>100.0</b>

Table 5 shows that the majority of tutors were aged 35 years or more. This indicates that, in general, many adults are teaching Social Studies in the Colleges of Education in the study area.

#### **Educational Qualification of Tutors**

The educational qualification of tutors was sought in the

questionnaire. This was important because academic qualification and the subject area in which it is obtained tend to have effect on teachers' views and perceptions of the subject they teach.

**Table 6: Educational Qualification of Tutors**

<b>Educational Qualification</b>	<b>No.</b>	<b>%</b>
B.A. (Arts) with Dip. in Education	1	5.0
B.A. (Social Science.) with Dip. in Education	2	10.0
B.Ed. (Social Studies) with Dip. in Geography	2	10.0
B.Ed. (Social Studies) with Dip. in Economics	5	25.0
B.Ed. (Social Studies) with Dip. in History	1	5.0
B.Ed. (Social Studies) with Dip in Sociology	0	0.0
B.Ed. (Social Science)	1	5.0
B.Ed. (Social Studies)	7	35.0
M.PHIL. ,M.ED.,M.A. ,M. Sc	1	5.0
<b>Total</b>	<b>20</b>	<b>100.0</b>

From Table 6, it is seen that seven out of the 20 tutors were holding Bachelor of Education degrees in Social Studies. This represents 35% of the total. Only one out of the 20 tutors representing 5%, holds a second degree, which qualifies tutors to teach in the Colleges of Education in Ghana. This is a big challenge to the Colleges of Education in the Eastern Region.

### **Teaching Experience in College of Education**

Item four on the tutors' questionnaire sought the experiences of the tutors, that is the number of years each of them has taught in the College of Education. This information is presented in Table 7.

**Table 7: Teaching Experience in College of Education**

<b>Teaching Experience</b>	<b>No.</b>	<b>%</b>
1-5 years	4	20.0
6-10 years	5	25.0
11-15 years	7	35.0
16-20 years	4	20.0
<b>Total</b>	<b>20</b>	<b>100.0</b>

Table 7 shows that 45% of the 20 tutors had taught in the College of Education for at least 6 years with 55% having taught for 11 years or more. If such years of experience have been spent teaching Social Studies, it would mean that the teachers would be able to interpret the principles and objectives of the subject to their own advantage and that of the students.

## **Research Question One**

### **How do Students and Tutors in Colleges of Education Understand Citizenship?**

This research question found out how citizenship is understood by students and tutors. Respondents were given some statements about citizenship to indicate their agreement or disagreement to each statement. The details of their responses are as shown in Tables 8 and 9.

Table 8 shows that on the issue of citizenship being bound up with the multiple roles that individuals have in a society as producers or consumers of goods and services, as contributors to economic and cultural development, 934 students representing 93.4% agreed. This shows that majority of the respondents agreed that citizenship is bound up with the multiple roles that individuals have in a society.

As to citizenship referring to knowledge of the political system, democratic attitudes and participatory skills, 916 students representing 91.6% responded positively. This confirms Veldhuis' (1997) view that the political domain of citizenship requires knowledge of the political system, democratic attitudes and participatory skills.

On citizenship being the relationship between the individuals and the state and among individuals in the state, 910 students agreed with the statement. It could be seen that majority of the respondents agreed with the statement. This corroborates Bogdanor's (1991) view on Citizenship being the relationship between the individual and the state and among individuals within the state. This, to him, is the social citizenship which calls for loyalty and solidarity.

**Table 8: How Students Understand Citizenship**

Statements	SA		A		UD		DA		SD		Total		X (Mean)
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Citizenship is bound up with the multiple roles that individuals have in a society as producers or consumers of goods and services, as contributors to economic and cultural development.	407	40.7	527	52.7	12	1.2	6	6	48	4.8	1000	100	4.2
Citizenship refers to knowledge of the political system, democratic attitudes and participatory skills.	445	44.5	471	47.1	30	3.0	54	5.4			1000	100	4.3
Citizenship refers to the relationship between the individuals and the state and among individuals within the state.	421	42.1	489	48.9	30	3.0	60	6.0			1000	100	4.2

**Table 8 continued**

Statements	SA		A		UD		DA		SD		Total		X (Mean)
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Citizenship refers to knowledge of social relations in society and social skills as well as vocational training and economic skills for job related and other economic activities.	493	49.3	416	41.6	12	1.2	73	7.3	6	6	1000	100	4.3
Citizenship refers to the ability to formulate testable hypothesis, thinking critically and solving problems on the best evidence available.	379	37.9	416	41.6	33	3.3	28	2.8			1000	100	4.2

Mean Scores: Strongly Disagree: 1.0. – 1.4; Disagree: 1.5. – 2.4; Undecided: 2.5-3.4; Agree: 3.5-4.4; Strongly Agree: 4.5-5.0



As to citizenship referring to knowledge of social relations in society and social skills as well as vocational training and economic skills for job related and other economic activities, 909' students representing 90.9% agreed with the statement. It could be seen that majority of the respondents agreed, confirming Veldhuis' (1997) socio-economic view of citizenship which requires knowledge of social relations in society, social skills as well as vocational training and economic skills for job oriented and other economic activities. It could be deduced from the analysis that for the individual to contribute for the betterment of his community, the said individual must have social and economic skills that can help him to secure employment and these Social Studies is capable of doing.

On the issue of citizenship referring to the ability to formulate testable hypothesis, thinking critically and solving problems on the best evidence available 907 students representing 90.7% agreed. It could be deduced from the analysis that majority of the respondents agreed with the statement confirming Cobboid's (1999) view that the reflective citizen has knowledge of a body of facts, concepts and generalizations concerning the organization and development of individuals, groups and societies.

**Table 9: How Tutors Understand Citizenship**

Statements	SA		A		UD		DA		SD		Total	X (Mean)	
	No.	%	No.	%	No.	%	No.	%	No.	%			
Citizenship is bound up with the multiple roles that individuals have in a society as producers or consumers of goods and services, as contributors and cultural development.	12	60.3	8	40.0							20	100	4.6
Citizenship refers to knowledge of political system, democratic attitudes and participating skills.	4	20.0	16	80.0							20	100	4.2
Citizenship refers to the relationship between the individuals and the state and among individuals within the state.	12	60.0	8	40.0							20	100	4.6

**Table 9 continued**

Statements	SA		A		UD		DA		SD		Total	X (Mean)	
	No.	%	No.	%	No.	%	No.	%	No.	%			
Citizenship refers to knowledge of social relations in society and social skills as well as vocational training and economic skills for job related and other economic activities.	4	20.0	16	80.0							20	100	4.2
Citizenship refers to ability to formulate testable hypothesis, thinking critically, and solving problems on the best evidence available.	2	10.0	15	75.0	1	5.0	2	10.0			20	100	3.9

Mean Scores: Strongly Disagree: 1.0. – 1.4; Disagree: 1.5. – 2.4; Undecided: 2.5-3.4; Agree: 3.5-4.4; Strongly Agree: 4.5-5.

Table 9 shows that on the issue of citizenship being bound up with the multiple roles that individuals have in a society as producers or consumers of goods and services, as contributors to economic and cultural development, 19 tutors representing 95% agreed. It could be seen that majority of the respondents agreed. This confirms the views of the students on the same issue. It is hoped that with both students and tutors agreeing with this statement, they would be aware of their rights and responsibilities in the society through the teaching and learning of Social Studies.

On the issue of citizenship referring to knowledge of the political system, democratic attitudes and participatory skills, all the 20 tutors representing 100% agreed. This confirms the majority view of students on the same issue and corroborates the view of Veldhuis (1997). With this, it is hoped that tutors would encourage students to take active part in all social activities.

As to citizenship being the relationship between the individuals and the state and among individuals in the state, 19 tutors representing 95% responded in the affirmative. It could be seen that majority of the tutor respondents agreed with the statement confirming the majority view of students on the same issue. It also corroborates Bogdanor's (1991) social citizenship concept which calls for loyalty and solidarity. With this finding, it is expected that tutors would play their civic role of guiding students to be loyal to their society and show a gesture of solidarity at the appropriate time.

On citizenship referring to knowledge of social relations in society and social skills as well as vocational training and economic skills for job related and other economic activities, all the 20 tutor respondents representing 100% agreed.

This confirms the majority view of students on the same issue and corroborates Veldhuis' (1997) socio-economic view of citizenship.

As to citizenship referring to the ability to formulate testable hypothesis, thinking critically and solving problems on the best evidence available 17 tutors representing 85% agreed. It could be seen that majority of the tutor respondents agreed confirming the view of the student respondents. It also confirms the view of Cobbold (1999) on the reflective citizen as possessing a body of facts, concepts and generalizations on the organization and development of individuals, groups and societies.

### **Research Question Two**

#### **How do students and tutors of Colleges of Education understand Citizenship Education?**

The aim of this research question was to find out how Citizenship Education is understood by students and tutors. Respondents were given statements about Citizenship Education to indicate their agreement or disagreement to each statement. The details of their responses are shown in Tables 10 and 11.

Table 10 shows that on the issue of Citizenship Education being the preparation of individuals to participate as active and responsible citizens in the society, 865 students representing 86.5% agreed. It could be seen that majority of the respondents agreed. This corroborates Hebert's (1997) view that Citizenship Education is the preparation of individuals to participate as active and responsible citizens in a democracy. It could be deduced from this that Citizenship Education moulds the individual to work for the improvement of the society in which he/she lives.

**Table 10: How Students Understand Citizenship Education**

Statements	SA		A		UD		DA		SD		Total		X (Mean)
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Citizenship Education is the preparation of individuals to participate as active and responsible citizens in a society.	489	48.9	376		6	.6	41	4.1	88	8.8	1000	100	4.1
Citizenship Education is about learning to be a good citizen now and having opportunities to exercise that citizenship as well as learning to be an effective citizen in future.	482	48.2	369	36.9			73	7.3			1000	100	4.0
Raising awareness of important citizenship issues facing communities now and in future is an important part of Citizenship Education	421	42.1	390	39.0	19	1.9	74	7.4	96	9.6	1000	100	3.9

**Table10 continued**

Statements	SA		A		UD		DA		SD		Total		X (Mean)
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Citizenship Education is preparing the young to participate in public life and guiding them to recognize that they are citizens of today not just citizens of the future.	381	38.1	421	42.1	21	2.1	44	4.4	133	13.3	1000	100	3.9
Citizenship Education involves knowledge of the constitution, values, history and application to contemporary life.	340	34.0	416	41.6	37	3.7	105	10.5	102	10.2	1000	100	3.8

Mean Scores: Strongly Disagree: 1.0. – 1.4; Disagree: 1.5. – 2.4; Undecided: 2.5-3.4; Agree: 3.5-4.4; Strongly Agree: 4.5-5.0

On Citizenship Education being about learning to be a good citizen now and having opportunities to exercise that citizenship as well as learning to be an effective citizen in future 851 students representing 85.1% agreed with the statement. This confirms the views of National Priority 4: Values and Citizenship (2002) that education for citizenship is about learning to be a good citizen now and having opportunities to be an effective citizen in future. It could be deduced that Citizenship Education is an on-going process that goes on throughout an individual's life.

On the issue of Citizenship Education being raising awareness of important citizenship issues facing communities now and in the future 811 students representing 81.1% and forming majority agreed. This is in corroboration with the views of National Priority 4: Values and Citizenship (2002) that raising awareness of citizenship issues such as human rights, sustainable development, peace and conflict resolution is an important part of Citizenship Education.

On the issue of citizenship education being the preparation of the young to participate in public life and guiding them to recognize that they are citizens of today and not just citizens of the future 802 students representing 80.2% agreed. This forms the majority of respondents and corroborates the views of ACT: Professional Association of Citizenship Teaching (2008) that Citizenship Education is preparing the young to participate in public life. It could be deduced from this finding that Citizenship Education is not only concerned with the training of the young for the future but also for the present to enable them to play active role in current societal issues.

On Citizenship Education involving knowledge of the constitution, values,



history and application to contemporary life, 756 students representing 75.6% responded positively. This forms the majority and confirms the views of Patrick (1980) as cited in Cobbold (1999) that Citizenship Education is having knowledge of the constitution and its application to contemporary issues.

Table 11 shows that on the issue of Citizenship Education being the preparation of individuals to participate as active and responsible citizens in the society, all the 20 tutor respondents representing 100% agreed. This confirms the views of majority of the students on the same issue and corroborates Hebert's (1997) view that Citizenship Education prepares the individuals to participate as active and responsible citizens. With both students and tutors agreeing with this, it is hoped that tutors would do their best to mould students to be acceptable in the society.

As to Citizenship Education being about learning to be a good citizen now and having opportunities to exercise that citizenship as well as learning to be an effective citizen in future, 19 tutors representing 95% agreed. This forms the majority confirming the views of students on the same issue and corroborating the views of National Priority 4: Values and Citizenship (2002).

On the issue of Citizenship Education being raising awareness of important citizenship issues facing communities now and in the future 19 tutors representing 95% agreed. This forms the majority confirming the views of students on the same issue. It could be deduced from this finding that both students and tutors are aware that Citizenship Education enables individuals to have knowledge on current societal issues like conflict resolution and sustainable development.

**Table 11: How Tutors Understand Citizenship Education**

Statements	SA		A		UD		DA		SD		Total		X (Mean)
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Citizenship Education is the preparation of individuals to participate as active and responsible citizens in the society.	16	80.0	4	20.0							20	100	4.8
Citizenship Education is about learning to be a good citizen now and having opportunities to exercise as well as learning to be an effective citizen in future.	12	60.0	7	35.0					1	5.0	20	100	4.5
Raising awareness of important citizenship issues facing communities now and in the future is an important part of Citizenship Education.	10	50.0	9	45.0			1	5.0			20	100	4.4

**Table 11 continued**

Statements	SA		A		UD		DA		SD		Total	X (Mean)	
	No.	%	No.	%	No.	%	No.	%	No.	%			
Citizenship Education is preparing the young to participate in public life and guiding them to recognize that they are citizens of today not just of the future.	5	25.5	14	70.0	1	5.0					20	100	4.2
Citizenship Education involves knowledge of the constitution values, history and application to contemporary life.	8	40.0	12	60.0							20	100	4.0

Mean Scores: Strongly Disagree: 1.0. – 1.4; Disagree: 1.5. – 2.4; Undecided: 2.5-3.4; Agree: 3.5-4.4; Strongly Agree: 4.5-5.0

On the issue of Citizenship Education being the preparation of the young to participate in public life and guiding them to recognize that they are citizens of today and not just citizens of the future, 19 tutors representing 95% agreed confirming the views of students on the same issue.

On the issue of Citizenship Education involving knowledge of the constitution, values, history and application to contemporary life, all the 20 tutors representing 100% agreed. This confirms the views of students on the same issue.

### **Research Question Three**

**How do students and tutors in Colleges of Education understand Social Studies?** This Research Question found out how Social Studies is understood by students and tutors of Colleges of Colleges. Respondents were given statements about Social Studies to indicate their agreement or disagreement to each statement. Tables 12 and 13 show the details.

Table 12 shows that on the issue of Social Studies meaning the integration of concepts in the social sciences and humanities for the purpose of promoting and practicing effective problem solving and decision making 768 students representing 76.8% agreed with the statement. This forms majority and confirms ASEP's (1994) views on Social Studies meaning the integration of sciences and humanities for the purposes of promoting and practicing effective problem solving, promoting citizenship skills in social, political and economic issues. With this view of the students, there is the implication that they would approach issues by drawing knowledge from different subject areas.

As to Social Studies dealing with the relationship among people, the way they survive as human beings and regulate their lives and their relationship as individuals or collectively with others, 796 students representing 79.6% and forming the majority agreed.

**Table 12: How Students Understand Social Studies**

Statements	SA		A		UD		DA		SD		Total		X (Mean)
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Social Studies is the integration of concepts in the social sciences and humanities for the purpose of promoting and practicing effective problem solving and decision making.	419	41.9	349	34.9	6	.6	160	16.0	66	6.6	1000	100	3.9
Social Studies deals with the relationship among people, the way they survive as human beings and regulate their lives and their relationship as individuals or collectively with others.	394	39.4	402	40.2	6	.6	119	11.9	79	7.9	1000	100	3.9

**Table 12 continued**

Statements	SA		A		UD		DA		SD		Total		X (Mean)
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Social Studies is concerned with the knowledge of identifying and defining what is good or bad for the social group.	436	43.6	414	41.4	39	3.9	79	7.9	32	3.2	1000	100	4.1
Social Studies is concerned with the development of individual critical thinkers who make decisions and solve problems on the basis of the best evidence available.	354	35.4	430	43.0	44	4.4	98	9.8	74	7.4	1000	100	3.9
Social Studies is a mere integration of the social science subjects.	419	41.9	388	38.8	36	3.6	113	11.3	44	4.4	1000	100	4.0

**Table 12 continued**

Statements	SA		A		UD		DA		SD		Total		X (Mean)
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Social Studies is that subject in the school curriculum which has the primary responsibility of helping students to develop the knowledge, skills, attitudes and values needed to participate in their local communities and nation.	342	34.2	434	43.4	43	4.3	119	11.9	62	6.2	1000	100	3.9
Social Studies is an integration of human relation for the purpose of Citizenship Education.	328	32.8	463	46.3			105	10.5	104	10.4	1000	100	3.8

Mean Scores: Strongly Disagree: 1.0. – 1.4; Disagree: 1.5. – 2.4; Undecided: 2.5-3.4; Agree: 3.5-4.4; Strongly Agree: 4.5-5.

This confirms the views of Dickson (1975) that Social Studies deals with a community of interest shared by several disciplines with the common interest being the relationships among people, the way they behave and regulate their lives.

On the issue of Social Studies being concerned with the knowledge of identifying and defining what is good or bad for the social group, 850 students representing 85% agreed. This forms the majority and confirms both students' and tutors' understanding of Citizenship Education being the dealing with societal issues such as peace, conflict resolution and sustainable development. This corroborates the views of National Priority 4: Values and Citizenship (2002) that raising awareness of important citizenship issues is an important part of Citizenship Education. It could be deduced from this finding that Social Studies and Citizenship Education are bed fellows.

As to Social Studies being concerned with the development of critical thinkers who make decisions and solve problems on the basis of the best evidence available, 784 students representing 78.4% and forming the majority agreed. This corroborates the views of Linqist (1995). It could be inferred from this finding that Social Studies promotes the development of individuals who do not rely on hear-say to judge events.

On the issue of Social Studies being a mere integration of the social science subjects, 807 students representing 80.7% agreed. This forms the majority and confirms that certain concepts are not well understood by students as it goes contrary to the generally acceptable definition of Social Studies.

On Social Studies being the subject with the primary responsibility of



helping students to develop skills, attitudes and values needed to participate in the civic life of their local communities and nation, 776 students representing 77.6% and forming the majority agreed. This confirms the views of Banks (1990) on Social Studies promoting skills, attitudes and values needed to participate in civic life.

On the issue of Social Studies being an integration of human relations for the purpose of Citizenship Education, 791 students representing 79.1% and forming the majority agreed. This forms the majority and corroborates the views of Barth and Shermis (1981) that Social Studies integrates all human relations for the promotion of Citizenship Education. It could be deduced from this finding that Social Studies helps students to live harmoniously with one another, a component of good citizenship.

**Table 13: How Tutors Understand Social Studies**

Statements	SA		A		UD		DA		SD		Total		X (Mean)
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Social Studies is the integration of concepts in the social sciences and humanities for the purpose of promoting and practicing effective problem solving and decision making.	3	15.0	15	75.0	2	10.0					20	100	4.1
Social Studies deals with the relationship among people, they way they survive as human beings and regulate their lives and their relationship as individuals or collectively with others.	7	35.0	12	60.0	1	5.0					20	100	4.3

**Table 13 continued**

Statements	SA		A		UD		DA		SD		Total		X (Mean)
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Social Studies is concerned with the knowledge of identifying and defining what is good or bad for the social group.	4	20.0	14	70.0			2	10.0			20	100	4.0
Social Studies is concerned with the development of individual critical thinkers who make decisions and solve problems on the basis of the best evidence available.	5	25.0	14	70.0			1	5.0			20	100	4.2
Social Studies is a mere integration of the social science subjects.			2	10.0	1	5.0	6	30.0	11	55.0	20	100	1.7

**Table 13 continued**

Statements	SA		A		UD		DA		SD		Total		X (Mean)
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Social Studies is that subject in the school curriculum which has the primary responsibility of helping students to develop the knowledge, skills, attitudes and values needed to participate in the civic life of their local communities and nation.	1	5.0	18	90.0			1	5.0			20	100	4.0
Social Studies is an integration of human relations for the purpose of Citizenship Education.			17	85.0	1	5.0	1	5.0	1	5.0	20	100	3.7

Mean Scores: Strongly Disagree: 1.0. – 1.4; Disagree: 1.5. – 2.4; Undecided: 2.5-3.4; Agree: 3.5-4.4; Strongly Agree: 4.5-5

Table 13 shows that on the issue of Social Studies being the integration of concepts in social sciences and humanities for the purpose of promoting and practicing effective problem solving and decision making, 18 tutors representing 90% agreed. This forms majority, and confirms the views of students on the same issue. It could be deduced from this finding that Social Studies helps individuals to solve problems holistically.

As to Social Studies dealing with the relationships among people, the way they survive as human beings and regulate their lives and their relationships as individuals and collectively with others, 19 tutors representing 95% and forming the majority agreed. This confirms the views of students on the same issue. It could be deduced with this finding that with both students and tutors agreeing on this issue, efforts would be made by tutors to ensure promotion of cordial relationships among students through the teaching of Social Studies.

On Social Studies concerned with the knowledge to identify and define what is good or bad for the social group, 18 tutors representing 90% and forming the majority agreed. This confirms the views of students on the same issue. It could be deduced from this finding that with both students and tutors agreeing with this statement, more efforts would be put in place to use Social Studies to promote the resolution of problems in the society.

As to Social Studies concerned with the development of critical thinkers who make decisions and solve problems on the basis of the best evidence available, 19 tutors representing 95% agreed confirming the majority views of students and the views of Linqvist (1995).

Responding to Social Studies being a mere integration of the social science subjects, 17 tutors representing 85% disagreed. This is contrary to the views of students on the same issue. It could be deduced from this finding that certain concepts in Social Studies are not well taught by tutors and that Social Studies is not a mere integration of social science subjects. It is contrary to the definitions by Social Studies scholars such as Linquist (1995) and Barth and Shermis (1981).

Responding to Social Studies being the subject with the primary responsibility of helping students to develop skills, attitudes and values needed to participate in the civic life of their local communities and nation 19 tutors representing 95% agreed. This forms the majority and confirms the views of students on the same issue and the views of Banks (1990) that Social Studies promotes skills, attitudes and values needed to participate in civic life. It is hoped that with both students and tutors agreeing on the issue, Social Studies would be used to promote the needed skills and attitudes for the betterment of the society.

On Social Studies being an integration of human relations for the purpose of Citizenship Education, 17 tutors representing 85% agreed. This corroborates the views of students on the same issue. It could be deduced from the finding that Social Studies promotes Citizenship Education by tapping concepts, skills and ideas from other disciplines.

#### **Research Question Four**

**In what ways do students and tutors in Colleges of Education think the teaching and learning of Social Studies can help develop good citizens?**

This research question aimed at finding out how Social Studies can help to develop good citizens. Respondents were given statements on how they think

the teaching and learning of Social Studies can develop good citizens to indicate their agreement or disagreement to each statement. Tables 14 and 15 show the details.

Table 14 shows that on the issue of Social Studies inculcating the right type of values and attitudes for the survival of the individual and society 879 students representing 87.9% agreed with the statement. It forms the majority and confirms the assertion by Martorella (2001) that Social Studies seeks to develop reflective, competent and concerned citizens. It could be deduced from this finding that Social Studies promotes the development of good citizens.

On the issue of Social Studies helping to understand the socio-economic problems of the country, how they arise and how they are being resolved, 886 students representing 88.6% agreed. This forms the majority and confirms the views of Banks (1990) that Social Studies has the 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.

**Table 14: How Students Think the Teaching and Learning of Social Studies can help to Develop Good Citizens.**

Statements	SA		A		UD		DA		SD		Total		X (Mean)
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Social Studies inculcate the right type of values and attitudes for the survival of the individual and society.	430	43.0	449	44.9	15	1.5	33	3.3	73	7.3	1000	100	4.1
Social Studies helps in understanding the socio-economic problems of the country, how they arise and how they are being solved.	513	51.3	373	37.3			68	6.8	46	4.6	1000	100	4.2
Social Studies creates a knowledge and appreciation of the principles underlying sound and enduring government and society.	564	56.4	320	32.0	6	.6	76	7.6	34	3.4	1000	100	4.3



**Table 14 continued**

Statements	SA		A		UD		DA		SD		Total		X (Mean)
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
In order to promote good citizenship, Social Studies should be taught through the use of the enquiry approach.	458	45.8	407	40.7	25	2.5	95	9.0	15	1.5	1000	100	4.2
In order to promote good citizenship, Social Studies should be taught by laying emphasis on regions and cultures.	458	45.8	515	51.5	6	.6	15	1.5	6	.6	1000	100	4.4

Mean Scores: Strongly Disagree: 1.0. – 1.4; Disagree: 1.5. – 2.4; Undecided: 2.5-3.4; Agree: 3.5-4.4; Strongly Agree: 4.5-5.0

As to Social Studies creating a knowledge and appreciation of principles underlying sound and enduring government and society, 884 students representing 88.4% agreed. This corroborates the assertion by Galston (2001) that civic knowledge which is provided by Social Studies, promotes democratic values and political participation. On teaching Social Studies through the use of the inquiry approach to promote good citizenship, 865 students representing 86.5% agreed. This confirms Ukaonu's (1982) views that the inquiry approach encourages the students to be independent and continues to learn outside the classroom, affording him the opportunity to extract from some theories and to test them for his understanding. Responding to promoting good citizenship by teaching Social Studies through laying emphasis on regions and cultures, 973 students representing 97.3% agreed confirming Preston's (1985) views that the approach promotes tolerance as students would understand traits which people exhibit the world over though they differ from place to place.

**Table 15: How Tutors Think the Teaching and Learning of Social Studies can help to Develop Good Citizens**

Statements	SA		A		UD		DA		SD		Total		X (Mean)
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Social Studies inculcates the right type of values and attitudes for the survival of the individual and society.	13	65.5	5	25.0	1	5.0	1	5.0			20	100	4.5
Social Studies helps in understanding the socio-economic problems of the country, how they arise and how they are being solved.	8	40.0	10	50.0	1	5.0	1	5.0			20	100	4.0
Social Studies creates a knowledge and appreciation of the principles underlying sound and enduring government and society.	8	40.0	7	35.0	3	15.0	1	5.0	1	5.0	20	100	4.0

**Table 15 continued**

Statements	SA		A		UD		DA		SD		Total		X (Mean)
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
In order to promote good citizenship, Social Studies should be taught through the use of the enquiry approach.	10	50.0	9	45.0	1	5.0					20	100	4.5
In order to promote good citizenship, Social Studies should be taught by laying emphasis on regions and cultures.	2	10.0	16	80.0			1	5.0	1	5.0	20	100	3.9

Mean Scores: Strongly Disagree: 1.0. – 1.4; Disagree: 1.5. – 2.4; Undecided: 2.5-3.4; Agree: 3.5-4.4; Strongly Agree: 4.5-5.0

Table 15 shows that on the issue of Social Studies inculcating the right type of values and attitudes for the survival of the individual and society, 18 tutors representing 90% agreed. This corroborates the views of students on the same issue.

As to Social Studies helping to understand the socio-economic problems of the country, how they arise and how they are being resolved, 18 tutors representing 90% and forming the majority agreed. This confirms the views of students on the same issue. With this finding, it is hoped that with both students and tutors agreeing with the statement, Social Studies would be taught and learnt in such a way that problems of society would be understood and handled as such.

Responding to the issue of Social Studies creating a knowledge and appreciation of the principles underlying sound and enduring government and society, 15 tutors representing 75% and forming the majority agreed. This confirms the views of students on the same issue. With this finding, it is hoped that tutors would teach Social Studies by involving students deeply in students' leadership.

Responding to teaching Social Studies through the use of the inquiry approach to promote good citizenship, 19 tutors representing 95% and forming the majority agreed. This confirms the views of students on the same issue. With this finding, it is hoped that with both students and tutors agreeing with this statement, students would be allowed and encouraged to always investigate issues of social concern.

On the issue of promoting good citizenship by teaching Social Studies through laying emphasis on regions and cultures, 18 tutors representing 90% and forming the majority agreed. It could be deduced from this finding that with both students and tutors agreeing with this statement, Social Studies would be taught and learnt to promote understanding, co-operation and tolerance.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

This chapter provides a summary of the research process and the findings of the study. It also highlights the conclusions drawn from the study and makes recommendations for practice and further research.

#### **Summary**

The study investigated the perspectives of tutors and students of selected Colleges of Education in Ghana on how teaching and learning of Social Studies could promote Citizenship Education. A survey was conducted in six Colleges of Education in the Eastern Region. A sample of 20 tutors and 1000 final year students of Social Studies was selected for the study. Questionnaire was designed on the pattern of Likert Scale to seek views from students and tutors on the meaning of Social Studies, meaning of Citizenship, meaning of Citizenship Education and how Social Studies could be used to promote Citizenship Education. The questionnaire was pilot-tested and revised and later administered to the respondents. The data collected were analyzed using SPSS and the results were presented in frequencies and percentages. The following were the findings of the study:

1. Majority of the tutors (93.4%) and students (95%) understood Citizenship as the exercise of rights and responsibilities, making informed decisions and taking thoughtful and responsible actions both locally and globally.
2. Majority of the tutors (95%) and students (85.1%) understood Citizenship Education as learning to be a good citizen now and having opportunities to exercise that citizenship.

3. Majority of the tutors (85%) and students (79.4%) understood Social Studies as an integration of human relations for the purpose of Citizenship Education.
4. Most of the tutors (90%) and students (97.3%) thought Social Studies can help to develop good citizens by teaching and learning the subject through laying emphasis on regions and cultures.

### **Conclusions**

On the basis of the findings of the study, the following conclusions were drawn:

1. Tutors and students of the study area agree that citizenship is making of informed decisions and taking thoughtful and responsible actions and all these are promoted by Social Studies.
2. Citizenship Education, as agreed by both tutors and students of the study area, is the preparation of the young to participate in public life and to play active roles in societal issues.
3. Social Studies, as understood by tutors and students of the study area, develops critical thinkers who solve problems on the best evidence available.
4. Social Studies helps to develop good citizens as its teaching promotes understanding, civic participation, co-operation and tolerance, a view held by tutors and students of the study area.

### **Recommendations**

On the basis of the findings of the study and the conclusions drawn, the following recommendations have been made:

The teaching of Social Studies in the study area in particular and in

Ghana as a whole should be abreast with current social issues so that its products can operate to suit the trends of the day. With the meaning of Social Studies showing its integrated nature, tutors in the study area in particular and in Ghana as a whole should teach it as such and this calls for upgrading of knowledge, attending conferences, seminars, workshops and accepting change when the need comes. In order to achieve its goals, the subject must be taught by using the inquiry approach and placing more emphasis on regions and cultures so that students can acquire investigative skills and understand each other.

### **Suggestions for further Studies**

A study covering such a broad area in a particular subject, should have covered all the regions of the country so as to make generalizations for the country possible. It is therefore suggested that a similar study should be conducted in other Colleges of Education in other regions to confirm the perceptions that were given by both tutors and students of the study area on how Social Studies should be taught to achieve its purpose of promoting citizenship education so as to make generalization possible.

A study is needed to explore how students and teachers of Senior High Schools see Social Studies as promoting Citizenship Education, since this study was limited to the Colleges of Education so that perceptions of teachers and students at that level of our educational system could be known.



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APPENDIX A

UNIVERSITY OF CAPE COAST  
CAPE COAST, GHANA



INSTITUTE OF EDUCATION

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Telegrams & Cables: UNIVERSITY OF CAPE COAST

Our Ref.: M.Ed/TED/  
Your Ref.:

Date: .....

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LETTER OF INTRODUCTION

This is to introduce to you, Mr. Augustine Dwamen-Boateng an M.Ed (Teacher Education) student at the Institute of Education. As part of the requirements for the award of the M.Ed degree the student will have to conduct a research in Education. We shall be grateful if he is accorded the necessary support in the collection of research data.

His topic is "Promoting Citizenship Education in Social Studies: Perspectives of Tutors and Students of Teacher Training Colleges in Ghana".

We count on your co-operation.

A handwritten signature in blue ink, appearing to read 'Kwame Bediako Asare', written over a horizontal line.

Kwame Bediako Asare  
Dep. Co-ordinator

## **APPENDIX B**

**UNIVERSITY OF CAPE COAST  
FACULTY OF EDUCATION  
INSTITUTE OF EDUCATION**

**TOPIC: PROMOTING CITIZENSHIP EDUCATION THROUGH  
SOCIAL STUDIES: PERSPECTIVES OF TUTORS AND STUDENTS  
IN COLLEGES OF EDUCATION IN GHANA.**

### **QUESTIONNAIRE FOR TUTORS**

Dear Sir/Madam,

This research is being undertaken strictly for academic purposes. You will contribute very much to the study if you answer this questionnaire sincerely and objectively. Any information given would be treated confidentially. I count on your co-operation.

Thank you.

## SECTION A

Please, tick the appropriate box and write where applicable

### PERSONAL DATA

1. Sex: Male  Female
2. Age: 25-29  30-34  35-39  40-44  45-49  50+
3. Among the following educational qualifications, tick the highest one that you possess
  - a. B.A (Social Sciences)
  - b. B.A (Arts)
  - c. B.A (Arts) with PGDE
  - d. B.A (Social Sciences) with PGDE
  - e. B.A (Arts) with Diploma in Education
  - f. B.A. (Social Sciences) with Diploma in Education
  - g. B.ED. (Social Studies) with Diploma in Geography
  - h. B.ED. (Social Studies) with Diploma in History
  - i. B.ED. (Social Studies) with Diploma in Economics
  - j. B.ED. (Social Studies) with Diploma in Sociology
  - k. M.PHIL/M.SC/M.A/M.ED
4. Teaching experience in college of education
  - 1-5 YRS
  - 6-10 YRS
  - 11-15 YRS
  - 16-20
  - 21-25 YRS
  - 26+

## SECTION B

### MEANING OF CITIZENSHIP

The statements below represent levels of agreement or disagreement. Please tick the columns that represent your view on the statement. SA= Strongly Agree, A= Agree, UD=Undecided, DA= Disagree, SD= Strongly Disagree

	SA	A	UD	DAs	SD
Citizenship is bound up with the multiple roles that individuals have in a society as producers or consumers of goods and services, as contributors to economics and cultural					
Citizenship refers to knowledge of the political system, democratic attitudes and participatory skills.					
Citizenship refers to the relationship between the individuals and the state and among individual within the state.					
Citizenship refers to knowledge of social relations in society and social skills as well as vocational training and economic skills for related and other economic activities.					
Citizenship refers to the ability to formulate testable hypothesis, thinking critically and solving problems on the best evidence available.					



## SECTION C

### MEANING OF CITIZENSHIP EDUCATION

The statements below represent views on Citizenship Education. Please tick the column that represents your level of agreement or disagreement to each statement.

SA=Strongly Agree, A=Agree, UD=Undecided, DA=Disagree, SD= Strongly Disagree

	SA	A	UD	DA	SD
Citizenship Education is the preparation of individuals to participate as active and responsible citizens in a society.					
Citizenship Education is about learning to be a good citizen now and having opportunities to exercise that citizenship as well as learning to be an effective citizen in future.					
Raising awareness of important citizenship issues facing communities now and in future is an important part of Citizenship Education.					
Citizenship Education is preparing the young to participate in public life and guiding them to recognize that they are citizens of today not just the future.					
Citizenship Education involves knowledge of the constitution, values, history and application to contemporary life.					

## SECTION D

### MEANING OF SOCIAL STUDIES

The statements below represent levels of agreement or disagreement. Please tick the columns that represent your view on the statement. SA=Strongly Agree, A=Agree, UD=Undecided, DA=Disagree, SD=Strongly Disagree

	SA	A	UD	DA	SD
Social Studies is the integration of concepts in the social sciences and humanities for the purposes of promoting and practicing effective problem solving and decision making.					
Social Studies deals with the relationships among people, the way people survive as human beings and regulate their lives, and their relationship as individuals or collectively with others.					
Social Studies is concerned with the knowledge of identifying and defining what is good or bad for the social group.					
Social Studies is concerned with the development of individual critical thinkers who make decisions and solve problems on the basis of the best evidence available.					
Social Studies is a mere integration of the social science subjects.					

<p>Social Studies is that subject in the school curriculum which has the primary responsibility of helping students to develop the knowledge, skills, attitudes and values needed to participate in the civic life of their local communities and nation.</p>					
<p>Social Studies is an integration of human relations for the purposes of citizenship education.</p>					

**SECTION E**

**PROMOTING CITIZENSHIP EDUCATION THROUGH SOCIAL STUDIES**

The statements below represent levels of agreement or disagreement. Please tick the columns that represent your view on the statement. SA=Strongly Agree, A=Agree, UD=Undecided, DA=Disagree, SD=Strongly Disagree

	SA	A	UD	DA	SD
Social Studies inculcates the right type of values and attitudes for the survival of the individual and society.					
Social Studies helps in understanding the socio-economic problems of the country, how they rise and how they are being solved.					
Social Studies creates a knowledge and appreciation of the principles underlying sound and enduring government and society.					
In order to promote good citizenship, Social Studies should be taught through the use of the enquiry approach.					
In order to promote good citizenship, Social Studies should be taught by laying emphasis on regions and cultures.					

## **APPENDIX C**

**UNIVERSITY OF CAPE COAST  
FACULTY OF EDUCATION  
INSTITUTE OF EDUCATION**

**TOPIC: PROMOTING CITIZENSHIP EDUCATION THROUGH  
SOCIAL STUDIES: PERSPECTIVES OF TUTORS AND STUDENTS  
IN COLLEGES OF EDUCATION IN GHANA**

### **QUESTIONNAIRE FOR STUDENTS**

Dear Students,

This research is being undertaken strictly for academic purposes. You will contribute very much to the study if you answer this questionnaire sincerely and objectively. Any information given would be treated confidentially. I count on your co-operation.

Thank you.

## SECTION A

**Please, tick the appropriate box and write where applicable.**

### PERSONAL DATA

1. Sex: Male [ ] Female [ ]
2. Age: Under 20 [ ] 21-25 [ ] 26-30 [ ] above 30 [ ]

## SECTION B

### MEANING OF CITIZENSHIP

The statements below represent levels of agreement or disagreement. Please tick the columns that represent your view on the statement.

SA= Strongly Agree, A- Agree, UD=Undecided, DA= Disagree, SD= Strongly Disagree

	SA	A	UD	DA	SD
Citizenship is bound up with the multiple roles that individuals have in a society as producers or consumers of goods and services, as contributors to economic and cultural development.					
Citizenship refers to knowledge of the political system, democratic attitudes and participatory skills.					
Citizenship refers to the relationship between the individuals and the state and among individuals within the state.					
Citizenship refers to knowledge of social relations in society and social skills as well as vocational training and economic skills for job- related and other economic activities.					
Citizenship refers to the ability to formulate testable hypothesis, thinking critically and solving problems on the best evidence available.					

**SECTION C**

**MEANING OF CITIZENSHIP EDUCATION**

The statements below represent views on Citizenship Education. Please tick the column that represents your level of agreement or disagreement to each statement.

SA=Strongly Agree, A=Agree, UD=Undecided, DA=Disagree, SD= Strongly Disagree

	SA	A	UD	DA	SD
Citizenship Education is the preparation of individuals to participate as active and responsible citizens in a society.					
Citizenship Education is about learning to be a good citizen now and having opportunities to exercise that citizenship as well as learning to be an effective citizen in future.					
Raising awareness of important citizenship issues facing communities now and in future is an important part of Citizenship Education.					
Citizenship Education is preparing the young to participate in public life and guiding them to recognize that they are citizens of today not just the future.					
Citizenship Education involves knowledge of the constitution, values, history and application to contemporary life.					



**SECTION D**  
**MEANING OF SOCIAL STUDIES**

The statements below represent levels of agreement or disagreement. Please tick the column that represents your view on the statement. SA=Strongly Agree, A=Agree, UD=Undecided, DA=Disagree, SD=Strongly Disagree

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Social Studies is the integration of concepts in the social sciences and humanities for the purposes of promoting and practicing effective problem solving and decision making.					
Social Studies deals with the relationships among people, the way people survive as human beings and regulate their lives, and their relationships as individuals or collectively with others.					
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Social Studies is concerned with the development of individual critical thinkers who make decisions and solve problems on the basis of the best evidence available.					
Social Studies is a mere integration of the social science subjects.					

<p>Social Studies is that subject in the school curriculum which has the primary responsibility of helping students to develop the knowledge, skills, attitudes and values needed to participate in the civic life of their local communities and nation.</p>					
<p>Social Studies is an integration of human relations for the purposes of citizenship education.</p>					

**SECTION E**

**PROMOTING CITIZENSHIP EDUCATION THROUGH SOCIAL STUDIES**

The statements below represent levels of agreement or disagreement. Please tick the columns that represent your view on the statement. SA=Strongly Agree, A=Agree, UD=Undecided, DA=Disagree, SD=Strongly Disagree

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Social Studies creates a knowledge and appreciation of the principles underlying sound and enduring government and society.					
In order to promote good citizenship, Social Studies should be taught through the use of the enquiry approach.					
In order to promote good citizenship, Social Studies should be taught by laying emphasis on regions and cultures.					

## **APPENDIX D**

### **A LIST OF COLLEGES OF EDUCATION IN GHANA**

Abetifi Presbyterian College of Education  
Accra College of Education  
Ada College of Education  
Agogo Presbyterian Women's College of Education  
Akatsi College of Education  
Akrokerri College of Education  
Atebubu College of Education  
Bagabaga College of Education (Tamale)  
Berekum College of Education  
Cambridge College of Education (Kumasi) PRIVATE  
Dambai College of Education  
Evangelical Presbyterian College of Education (Amedzofe)  
Evangelical Presbyterian College of Education (Bimbilla)  
Enchi College of Education  
Foso College of Education  
Gbewaa College of Education (Pusiga)  
Holy Child College of Education (Takoradi)  
Jasikan College of Education  
Kibi Presbyterian College of Education  
Komenda College of Education  
Mt. Mary College of Education (Somanya)  
Nustra-Jahan Ahmadiya (N.J.A.) College of Education (Wa)

Our Lady of Apostles' (O.L.A ) College of Education(Cape Coast)

Offinso College of Education

Peki College of Education

Presbyterian College of Education (Akropong-Akwapim)

Presbyterian Women's College of Education (Aburi)

Seventh Day Adventist (S.D.A.) College of Education (Asokore-Koforidua)

St. Ambrose College of Education (Dormaa-Akwamu) PRIVATE

St. Francis College of Education (Hohoe)

St. Joseph's College of Education (Bechem)

St. John Bosco's College of Education (Navrongo)

St. Louis College of Education (Kumasi)

St. Monica's College of Education (Mampong-Ashanti)

St. Teresa's College of Education (Hohoe)

Tamale College of Education

Technical Teachers' College of Education (Mampong-Ashanti)

Tumu College of Education

Wesley College of Education (Kumasi)

Wiawso College of Education