

Citizenship Education in Colleges of Education in Ghana: A Preliminary Study into Social Studies Tutors' and Trainees' Understanding

Boadu, Kankam

Department of Arts and Social Sciences Education
University of Cape Coast
Cape Coast, Ghana
E-mail: kankam21265@gmail.com
kankam.boadu@ucc.edu.gh
Tel: +233(0)244708348

Abstract. The study examined the perceived views of tutors and student trainees of Social Studies within the Colleges of Education within the context of Ghana with regard to the meaning and teaching methods that are most appropriate to teach citizenship education. The research drew upon social capital, ecological, and cognitive psychological theories to generate the conceptual framework for analysing the quantitative and qualitative data. The views of 36 tutors of social studies from eight colleges of education were surveyed through the multi-stage sampling technique, and eight respondents were interviewed to further understand the groups' perception of citizenship education. The major findings were: (i) tutors generally agreed on the components of citizenship education, (ii) tutors generally agreed on the characteristics of a good citizen. (iii) There was general agreement between the tutors and trainees that various classroom activities were important in the teaching of citizenship education and were being taught effectively. There were some differences between the groups on certain specific teaching methods and the effectiveness of the teaching of those activities. It was recommended that a policy be put in place for social studies teachers to have a regular in-service training on current issues in citizenship education. And that citizenship education should be introduced as a programme on its own in schools, colleges and universities and examined externally.

Keywords: Citizenship education; Colleges of education; Tutors; Student trainees

Introduction

The social studies programme, which focuses on citizenship education, was introduced in Ghana's education system as one of the measures to address the problems of the preference for "white-color" jobs and negative attitudes toward agriculture and manual work. It was to help inculcate the spirit of patriotism among the youth. Many researchers have pointed out that the social studies programme would enable students to acquire specific knowledge, skills

and values which make them think critically and eager to contribute towards the survival of their nations (Kankam & Kendie, 2004; Aggarwal, 2001). Pryor, Ghartey, Kutor and Kankam (2005) made a similar claim in stating that the systematic pursuit of knowledge in social studies is an essential ingredient for the improvement of human relationships within both the social and physical environment. Hence, the relevance and social utility of social studies as part of the school programme in Ghana cannot be underestimated.

Based on the widely held rationale on the important place of social studies in a democratic development, it became one of the core subjects at the Junior Secondary Schools (JSS) and Senior Secondary Schools (SSS) in Ghana with the implementation of the 1987 Education Reforms. This was an attempt to introduce the youth to democratic citizenship while they were in school (Kankam, 2012). Topics such as “leadership style”, “rights and responsibilities of the child”, “attitudes and responsibilities for nation building as well as human rights” are incorporated in the social studies syllabuses in the JSS and SSS levels for the purposes of citizenship education.

With the ushering in of the 2007 education reform, emphasis is currently laid on citizenship topics at the basic education level, starting from class four to class six (Kankam, 2012). This is intended to help children appreciate basic concepts and values that underlie a democratic political community as well as inculcate citizenship and a sense of national pride in them (Anamuah-Mensah, 2008).

The social studies programme, as a field of study, and with its main focus on citizenship education, was introduced into the curriculum of colleges of education in Ghana as far back as the 1940s (Kankam, 2004; Kankam, 2012). The teaching of social studies during this period was experimented in the Presbyterian Training College (Akropong), Wesley College (Kumasi) and Achimota Training College (Accra). This experiment, according to Agyemang-Fokuo (1994) was, however, not allowed to blossom due to both teachers’ and students’ negative perception and attitudes toward the social studies programme because it was not examinable.

Education is a unique tool for bringing about change and development in economic growth. Despite the provision made for the teaching of democratic citizenship in Ghanaian schools and colleges, it is widely acclaimed that very little attention is given to citizenship education by social studies teachers, especially those in the junior high and senior high schools where the subject is core. It is the teacher trainees who graduate from the colleges of education who are likely to teach at the Basic Schools. Both teacher trainees’ and tutors’ perceptions on citizenship education during learning and teaching at college are likely to affect their teaching at basic levels. Some Ghanaians are of the opinion that the upsurge of moral decadence among the youth of Ghana which the newspapers (Daily Graphic, 16th November 2008, The Ghanaian Times, 7th June 2009) also gave prominence to this same idea, could be explained that citizenship education is either “untaught” or “under taught” in the schools/colleges.

The 1987 Education Reform Review Committee which was born as a result of the experimentation of some of the recommendations of the 1972 Dzobo Committee has an influence in the stabilization of social studies in Ghana. The Review Committee Report of 1987 made the recommendations that the Ghana education system be run 6-3-3 meaning a six-year primary school education, a three-year junior secondary school education and a three-year senior secondary school education at the pre-tertiary level. The recommendation was implemented in 1987, which led to all middle schools being turned into junior secondary schools. With this new reform in education, social studies which was introduced in 1948 (Tamakloe, 1991) was re-introduced in the teacher training colleges in 1988 as one of the elective subjects to train students to teach social studies at the junior secondary schools. The 1987 Education Reform Programme aimed at changing the content of education at the basic level and to ensure its relevance to individual and societal needs (GES, 1987). Based on this, the New Education Reform Programme has brought in its trail social studies to be taught at the primary and junior high levels of education in Ghana.

The introduction of social studies in the Ghana education system necessitated the training of more teachers to have sound basis in the content for the courses. Consequently, by the year 1990, the then Teacher Training Colleges in Ghana embarked on teaching of social studies after a new programme of instruction had been designed. The aims and objectives of the teacher training college social studies syllabus are to help the teacher trainees to be equipped with both content and pedagogy to handle confidently the new social studies programme at the basic level of education. Hence, the goal in teaching social studies in the Teacher Training Colleges should be to help students to acquire knowledge and to effect a change in their attitudes and values in their society and the environment. It is also to equip them with the skills to teach for changes in the values and attitudes of pupils (GES, 2002: 1). It is clear that social studies tutors and teacher trainees require sound background knowledge of citizenship education. However, how they perceive the knowledge acquired will influence their mode of delivery. This study is based on an assumption that little emphasis has been placed on the centrality of tutors' and their trainees' perception to their task (Mellor, 2003). The development of such perception takes place in a social and political climate that is constantly changing. This constant flux of climate provides a background that underpins this research. Of special importance in the political climate are the different dimensions of the term "citizenship". Citizenship is a term that has many meanings within the broader society. This has become evident as the Ghanaian society is struggled with different political ideologies and agonized over issues concerning socialism and capitalism.

Tutors need to address societal concerns about the perceived deficit in trainees' citizenship education knowledge. Even when educators accept that trainees lack knowledge in government structures (Martin, 2008), there is little agreement about the types of knowledge that are most appropriate for young adolescents. There is also increasing awareness that knowledge is not the only requirement of young adolescents (Ochoa-Becker, 2007). Attitudes and skills are equally essential in the development of informed and active citizens.

Given the developmental and pedagogical issues raised so far, it is clear that citizenship education cannot be delineated from the social realities of the world in which teachers generally operate. It is argued that the knowledge on citizenship document and teachers' commitment to their teaching are essential in citizenship education (Dilworth, 2004). Understanding the perception of social studies tutors and trainees on citizenship education is likely to show the kind of commitment teachers have towards the programme.

If the social studies programme is to succeed and for the innovation in the reform to gain the desired impact, the people for whom the programme is intended (teacher trainees) as well as the implementers (tutors) must be able to perceive clearly what the programme is all about. When this is achieved, the implementers would be in a better position to embrace the programme fully. In order to achieve this, a positive attitude must be developed towards the programme by both teachers and students to make the programme succeed (Fishbein & Ajzen, 1975). These notwithstanding, no concrete attempts have been made to explore how tutors and teacher trainees perceive the social studies programme in terms of citizenship education in the colleges of education in Ghana. The current research questions were as follows:

- i. What perception do teacher trainees and tutors have on citizenship education?
- ii. How do tutors and teacher trainees perceive the characteristics on a good Ghanaian citizen?

Perceptions on Citizenship Education by Teachers

A number of empirical studies have been conducted on citizenship education across countries, including United States, England, Israel and Hong Kong, and have employed different methodological techniques, basically on how teachers perceive the introduction of citizenship education in schools and colleges. Anderson, Pederson, Smith and Sullivan (1997) sought to explore the way social studies teachers conceptualized citizenship education and the models with which they are associated. The finding of research showed that educators were not interested in some aspects of citizenship programmes. Rather, they expressed interest in a set of elements belonging to various citizenship models. In the national sample, teachers held elements of four perspectives: critical thinking, legalism, cultural pluralism and assimilation.

A qualitative study to explore how English secondary schools are approaching the introduction of citizenship education was conducted by Leighton (2004) in England. His findings revealed that not all English schools had yet implemented the introduction of citizenship education, and generally most of the teachers in these schools had no previous training in the field of citizenship education, which was reflected in their evaluation of the importance of the subject. Teachers' attitudes toward social studies varied greatly; those working in schools that had a long tradition of teaching social science subjects expressed more confidence and support for the implementation of civics, while others perceived this as a threat to their own subject because they lacked

confidence in delivering this new subject without training and previous experience in relative subjects.

A study by Leung and Print (2002) was conducted in Hong Kong. Its main thrust was to explore teachers' perception of nationalistic education and the possible differentiation between pro-China school teachers and non-pro-China school teachers. The study was guided by a framework that considered nationalistic education in Asian countries broken down into five types: cosmopolitan nationalism, civic nationalism, cultural nationalism, anti-colonial nationalism and totalitarian nationalism. The study found strong teacher support for cosmopolitan (91.3%), civic (89.8%) and cultural (90.4%) nationalism, while anti-colonial nationalism was moderate (69%), and very low for totalitarian nationalism (6.3%). In addition, it showed strong correlations between the first three models (.644) and (.420). These results are compatible with the pluralistic nature of Hong Kong society. Nevertheless, it would be argued that the theoretical framework in this study shows some kind of replication and overlapping between different models of nationalistic education.

On the examination of citizenship education of the secondary schools in England, Whiteley (2015) concluded that citizenship education had an impact on efficacy, political participation and political knowledge. He added that students' perception of the amount of citizenship education were associated with increased civic and political engagement. A study was also done in Israeli context by Ichilov (2003) that sought to find out the differences between civics teachers' qualifications, perceptions on citizenship education, and on school climate in different school systems in Israel. The researcher analyzed the data collected for the IEA study of civic education in 28 countries. The results, nevertheless, did not show great differences between teachers' professional qualifications in the different schools. Generally, teachers appeared highly qualified in their area of teaching. Moreover, there was no particular difference in terms of perception of their school environment and classroom activities. They demonstrated their support for "open" classrooms and encouragement of student participation and contribution to the learning process. However, great differences emerged regarding perception of citizenship education and political issues between teachers in Arab schools and their counterparts in Hebrew schools. Arab teachers showed little support for patriotism and national symbols. Again, they attached less importance to issues related to conduct of army, immigration, global anti-Semitism and Zionist historical narratives. In the other hand, teachers in Hebrew schools, both religious and public, showed greater support in the opposite direction. As regards their perception of the ability of students to make decisions about school life and to express their opinions about political issues without teacher supervision, teachers in both Arab and religious Hebrew schools were more conservative than their colleagues in public state schools. From all these findings, Ichilov expressed concern about the applicability of having national civics curriculum that aimed to contribute to shaping a uniform national identity, with these considerable differences among teachers in Arab and Hebrew schools.

In the European context, Arnot, Araujo, Deliyanni-Kouimtzis, Ivinson, and Tome (2000), conducted a comparative qualitative study in four countries: Greece, Spain, Portugal, and the United Kingdom. The focus of the study was to assess the possible effect on national-cultural traditions on teachers' values on citizenship, gender relation, and the goals of education. Participants were a selective sample of student teachers (14 Greek, 40 British, 9 Spanish, and 10 Portuguese). The main finding of this study was that there were great differences in the focus of citizenship in the different contexts due to the political agenda of the state and the political experience of its people. For example, the discourse of critical citizenship appeared much clearer in countries that had experienced dictatorship and totalitarian regimes, while in stable democratic nations, like the United Kingdom, student teachers seemed more skeptical than critical. The authors related these two distinct cultural, political and historical experiences among nations, as well as to differentiated execution of civic curriculum.

The relevance of teachers' theories of action is noted in a study by Dunkin and Welch (1996) that stresses four case studies of teacher knowledge in citizenship education. Through interviews, using stimulated recall, the researchers investigated key ideas of pedagogical knowledge, emphasizing the teachers' pedagogical background and their knowledge of teaching and learning strategies. The study by Dunkin and Welch (1996) suggests a set of anticipated propositions with relevant segments for teachers of citizenship education. They reported that:

When experienced teachers are asked to teach material with which they are unfamiliar, they are asked to implement new syllabuses involving content with which they are unfamiliar; they tend to interpret the syllabus as being more prescriptive than they are intended to be. Thirdly, when teachers lack confidence in their knowledge of subject matter, they tend to adopt teacher-centred methods (Dunkin & Welch, 1996).

All these findings have obvious implications for professional development courses in citizenship education (Ahmad, 2006).

Research suggests that perception and beliefs about subject matter influence teacher selection of content and pedagogy. Dinkelman and Hoge (2004) for example, noted that when teachers are prepared on topics such as citizenship, government, and politics, they are better equipped with confidence to teach. In their study, Torney-Purta, Richardson, Barber (2005) explored how teachers' knowledge and teachers beliefs relay to students 'civic knowledge and they found that having confidence about a topic may be related to the ability to convey information to students. They commented again that increasing the extent of teachers' preparation in civic related subject matter could be a viable strategy to improve civic knowledge.

Oulton et al. (2004) investigated teachers' readiness to use controversial issues in the context of citizenship in the classroom. The research included focus groups and questionnaires which were applied to a sample of 205 teachers. The researchers found that many teachers were unprepared and felt constrained in their ability to handle controversial issues concerning citizenship in the classroom.

In a study conducted by Doppen, Feinberg, Lucas, Bohan, and Ogawa (2011) on the social studies pre service teachers' knowledge and perceptions of the U.S. naturalization test, it was found that the pre service teachers had a limited conceptions on citizenship education issues. The authors discussed the implication of the results and suggested ways to broaden citizenship education in the development teacher preparation programmes.

If, as the literature suggests, perception about a subject matter in teaching is a concern of teachers in their pedagogy about and for citizenship education, then research that has as its aim at the exploration of how tutors and teacher trainees perceive citizenship education in the colleges of education has critical implications for education and development.

Students' perceptions of citizenship education

A study conducted by Ozbek and Kokssalan (2015) on the evaluation of the pre-service teachers' opinions on the objectives of citizenship education revealed among others that the objectives should be applicable rather than theoretical. It was also recommended in the study that democracy education in the curriculum should be given more serious place in planning the curriculum. The perceptions of young people on citizenship were also considered in the International Association for the Evaluation of Educational Achievement (IEA) study (Torney-Purta et al., 2001), which provided a framework for the English IEA study (Kerr et al., 2002) and the DfES commissioned longitudinal study (Kerr et al., 2004; Cleaver et al., 2005). These surveys gathered data through questionnaires and concentrate on elements of citizenship knowledge such as political and legal processes and institutions, voting, including voting intentions, and political representation and legal rights. For example they suggested a decline in levels of awareness of political processes and institutions, a low level of trust in the European Union and little intention of engaging in future political activity (Cleaver et al., 2005).

An ESRC-funded questionnaire survey in one LEA likewise reported low levels of political knowledge, interest, trust and efficacy among young people, but the authors note that the findings do not confirm a lack of engagement with the wider social world (Halpern, et al., 2002; Morris et al., 2003). However, these findings were challenged by a Home Office survey (Farmer & Trikha, 2005), that found wide variations in levels of political engagement among young people. Farmer and Trikha (2005) analysed the results from a sample of nearly 1,700 young people and concluded that levels of trust in institutions such as the police broadly match that of the adult population. Although a significant minority of young people (41 per cent) was dismissive of politicians, the vast majority (81

per cent) wanted involvement in decision-making. This study found that young people played an active role in their communities, with half engaging in civic activity. Young people from minority ethnic groups were particularly likely to make contributions within their homes, families and communities, the highest rates of participation in civic activities being recorded by black Caribbean and mixed race respondents. This confirms evidence from the DfES study, which found that students from perceptible subgroups inclined to have more positive views about volunteering (Cleaver, et al., 2005). Intellectual questions can only be supported when there are supporting confirmation and often sophisticated understanding that young people do have of their roles in the world and their relationships to society, local, national and global. Osler and Starkey (2003) and Hudson (2005) confirmed young people's readiness to involve in dogmatic matters at all stages from the national to the international world.

In Botswana, Adeyemi, Boikhutso and Moffat (2003) explored the level with which the intentions of citizenship education have been understood. The authors drew on interviews and observations of thirty -two social studies teachers from eighteen junior schools. The majority of the teachers felt that the objective of working to produce good citizens had been minimally or satisfactorily achieved. About half of the social studies teachers thought they had undergone sufficient training on the concepts involved in citizenship education but they highlighted the challenges of irrelevant instructional materials, job dissatisfaction and large class size.

In mixed-methods study, Martin and Ohiodo (2007) researched into attitudes about citizenship by considering 333 eighth grades and 362 eleventh grades from five rural school districts in a Southwestern state. They also conducted 54 interviews. It came out from the study that helping people was alleged to be the most essential part of good citizenship, with obeying rules and laws being the next.

In England, Keating and Janmeat (2016) from their citizenship education longitudinal study found that school activities can have impact on the youth, not just in the short term but also in the medium -term. Martin (2008) conducted a comparative study on teacher education students' views on citizenship education in Denmark. Seventy-seven teacher trainees comprising 28 men and 49 women were interviewed on citizenship education. It was found that some participants disregarded citizenship education and considered the necessity to pay attention on only the subject matter; the majority explained how citizenship preparation and mastery of content were in agreement with the national aims of their organizations.

In Ghana, Kwenin (2010) conducted a quantitative research on secondary school students' perceptions on citizenship education in the Ashanti region. The study revealed that majority of the students' demonstrated positive perception about citizenship education. The major problem they faced with the learning of citizenship education was inadequate teaching /learning resources for better illustrations.

Research explicitly exploring the perception of teacher trainees and tutors in the colleges of education in Ghana has thus far been rare and isolated in literature. What seems to exist is foreign discourse on citizenship education. There is the need to add to the literature the perceptions and commitment of both trainees and trainers on citizenship education in the colleges of education in Ghana. At least, the controversies surrounding citizenship education in the literature set the researcher into examining the ways in which tutors and teacher trainees perceive the conceptual and methodological issues to strengthen the fragile democracy of Ghana.

The research drew upon contemporary psychological and sociological theories, namely Bronfenbrenner's (1988) ecological approach to studying development and cognition formation. The cognitive strategy model has also been used to understand civic participation by university students (Martin, 2008). Martin explored 39 elementary versus 36 middle and secondary education students' perceptions through a case study methodology at a Southern University.

This research has four contextual elements, namely tutors, teacher trainees, citizenship education and national development. It suggests that tutors and teacher trainees' perceptions are influenced by the relationships of knowledge, skills, and values of citizenship education through formal and informal instructions. The framework in this research is unique in that it is based on actual experience with the development of teachers who are shaping and will continue to shape educational practice in the field of citizenship education.

Samples for the research

The study is a survey and in order to give the sample a national representation, attempts were made through appropriate sampling procedures to ensure that teacher trainees and tutors from different colleges of education in Ghana were captured. To achieve this, colleges of education in Ghana were clustered into three ecological zones such as Southern zone, comprising: the Western Region, the Central Region, the Greater Accra Region and the Volta Region; Middle zone, made up of Ashanti Region, Eastern Region and Brong-Ahafo Region; and Northern zone consisting of Northern Region, Upper West Region, and Upper East Region. Through simple random sampling (lottery approach), one region was selected from each of the three zones. Thus, the Ashanti, Central and Northern Regions were selected for the study.

In selecting the teacher trainees and tutors for the study, multi-stage stratified random procedure was used to ensure that the sex-types (mixed and single-sex) of colleges in each region were captured. For each region, two mixed colleges and a single sex college were randomly selected. This was to ensure that the views of all categories of students were represented. In the case of the Northern zone, however, only two mixed colleges were selected to participate because there was no single sex college. This resulted in the selection of eight colleges.

After selecting the regions and the sex-type colleges, the colleges were further stratified into years of establishment, where the oldest and the newest colleges of education were purposively selected. This was to make provision for

both the new and old colleges' views to be captured. In all, 255 out of 332 questionnaires were returned by the trainees given the return rate of 77%. On the part of the tutors, the return rate was 94.44%. The data collection was done November, 2010 to January, 2011. The data collection took seven weeks to complete.

Results and discussions

Tutors and teacher trainees' perceptions of citizenship education

This section looks at the perceptions of both tutors and teacher trainees in eight sampled colleges of education in Ghana. This is to help identify in broad terms and in percentages the knowledge both tutors and teacher trainees have on citizenship education for the purposes of comparisons and policy making. Information obtained is shown in Table 1.

Table 1: Tutors' and teacher trainees' perceptions of citizenship education

Statement	Tutors				Teacher-trainees			
	YES		NO		YES		NO	
	N	%	N	%	N	%	N	%
Developing ideas, beliefs, desirable behaviour and attitude of students	34	100	0	0	231	90.6	24	9.4
Providing students with sufficient knowledge and understanding of national history and politics	34	100	0	0	242	94.9	13	5.1
Inculcating certain basic skills and tools in solving societal problems	34	100	0	0	247	.9	8	3.1
Providing the knowledge of the institution, its principles, values, history and application of contemporary life	34	100	0	0	246	7.2	7	2.8
Preparing equal the young for their roles and responsibilities	34	100	0	0	212	83.1	43	16.9
Making conscious attempt to provide knowledge respect for political institutions	34	100	0	0	190	74.5	65	25.5

Making the conscious effort to offer young generation moral, social and intellectual knowledge about cultural heritage	34	100	0	0	226	88.8	29	11.4
Developing skills of participation in both private and political spheres	34	100	0	0	231	90.6	24	9.4

Table 1 shows that all the tutors in the sampled colleges of education had 100% agreement in the items that described citizenship education. However, for the teacher trainees, there were differences in their perceptions. For instance, on the statement developing ideas, desirable behaviour and attitude of students, while 231(90.6%) agreed with the statement, 24(9.4%) did not agree on the statement. Again, while 242(94.9%) admitted that providing students with sufficient knowledge and understanding of national history and politics, 13(5.1%). What is more interesting is that, the teacher trainees seemed to disagree more on the statement “citizenship education is making conscious attempt to provide and respect political institutions.” On this statement, 65(25.5%) disagreed with the statement. The tutors who responded 100% probably understood how citizenship education has enhanced political institutions over the years. Afari-Gyan (2002) argued that peoples’ knowledge in citizenship education promotes their rights and responsibilities in their dealings with political institutions. Some of the teacher trainees perhaps have not come to realise the role citizenship education plays in political institutions (Arnot, et al, 2010; Groth, 2006). One would have taught that with the tutors’ 100% knowledge in the concept, all the teacher trainees would have also come to that level. Nevertheless, it is one thing teaching it and another thing learning it based upon ones perception and commitment. Arthur (2003) argues in a study by Leenders ,Veugelers and De Kat (2007) that the teacher in education is a role model though, students are not obliged to heed to this model.

The teacher trainees 246(97.2%) and 247(96.9%) respectively came close to the perception of tutors’ on the statements ‘providing knowledge on the constitution, its principles, values, history and application to contemporary life’ and ‘inculcating essential skills and tools in solving problems of society’. These might be attributed to the perceptions they have on these statements based on what they have learned and the importance they attach to them. The findings confirm most of the studies done on citizenship education (Arnot, et. al, 2010; Martin, 2008; Groth, 2006; Torney-Purta & Barber, 2004). In a study done by Arnot, et. al (2010) in Ghana and Kenya, it was revealed that learners knew the importance of citizenship education as helping them to acquire knowledge, values and skills, to integrate well in society and to solve their political challenges.

Differences in perceptions between tutors and teacher trainees of citizenship education

As one of the ways for addressing the objectives, it was hypothesized that: There is no significant difference between teacher trainees' and tutors' perceptions of Citizenship Education. To test this hypothesis, the Mann-Whitney U Test, a non-parametric alternative to the t-test for independent samples was used for the analysis. The test was run at an alpha level of 0.05 to determine teacher trainees' and tutors' score on their perceptions of citizenship education. The results of the test showed a significant difference between teacher trainees and tutors perceptions on citizenship education. This suggests that teacher trainees and tutors differ significantly in their perception on citizenship education with tutors group scoring higher (see Table 2 for data).

Table 2: Mann-Whitney U Test for teacher trainees' and tutors' score on the perception of Citizenship Education

Category	N	Mean Rank	Sum of U Ranks	p-value
Teacher trainees	255	136.80	34884.00	.000
				2244.00
Tutors	34	206.50	7021.00	

From Table 2, it can be concluded that there is a statistically significant difference between teacher trainees and tutors groups recorded at the 0.05 level of significance as far as perception on Citizenship Education is concerned ($U = 2244.000$, $z = -5.11$, $p < 0.05$). The test result with specific reference to the mean ranks, revealed that the tutors group ($MR = 206.50$) had a higher perception on CE than the teacher trainees ($MR = 136.80$). Therefore, we rejected the null hypothesis and conclude that there is a significant difference between the teacher trainees' and tutors' perceptions on citizenship education.

This may be attributed to the fact that tutors have gained more perception through their training during the university days as well as teaching and might have read extensively on the topic. For it is said that as one teaches he/she learns better at the same (Tamakloe, Atta & Amadehe 1996). It means that tutors are more familiar with citizenship issues from the school community, wider community, co-curricular activities and common curriculum; hence, they will have greater knowledge in citizenship education because of their wide exposure. The argument is that once the tutors have gained higher perceptions on citizenship education, it is most likely that they will translate it into their teaching to enhance human resource development. Similarly, it is likely that the tutors might have taught their teacher trainees with the knowledge they have acquired. It can even happen that the teacher trainees might have gotten access to additional information through the internet since technology is advancing.

Difference in teacher trainees' and tutors' perception on a good Ghanaian

Again, in order to evaluate the hypothesis that there is no significant difference in the samples drawn from teacher trainees' and tutors' population about the perception on a good Ghanaian citizen, the Mann-Whitney U tests was employed. The test result showed a statistically significant difference between teacher trainees' and tutors perception a good Ghanaian citizen, $U=3117.000$, $z=-2.68$, $p< 0.05$ (see Table 3 for data).

Table 3: Mann-Whitney test on teacher trainees' and tutors' scores on perceptions on good Ghanaian citizen.

Identity	N	Mean Rank	SR	U	p-value
Teacher trainees	255	140.22	3117.00		
				3117.000	0.007
Tutors	34	180.82	6148.00		

P< 0.05(Significant difference)

From Table 3, it is noted that there is a significant difference between teacher trainees (MR=255) and tutors (MR=34) treatment groups with respect to who a good Ghanaian citizen should be ($U =3117.000$, $z=-2.68$, $p=0.007$). The test result with specific reference to the mean ranks, revealed that the tutors group ($MR = 180.82$) had a higher knowledge in perception on good Ghanaian citizen than the teacher trainees ($MR =140.22$). That is, teacher trainees and tutors significantly differed in their perceptions on the characteristics of a good Ghanaian citizen. It can be further concluded that the teacher trainee's elicited significant lower perception on the characteristics of a good Ghanaian citizen than the tutor group. Therefore, the null hypothesis was rejected and it was concluded that there is a significant difference in the perception of teacher trainees and tutors on the characteristics of a good Ghanaian citizen. This shows that the tutors have a highly positive perception on which a good Ghanaian citizen should be than the teacher trainees. This could be attributed to the fact that tutors have more knowledge and perception on a good Ghanaian and rather impart this to teacher trainees.

The Heads of Department and interviewed also agreed with views of the respondents as the following comments by some of them suggest:

- ...a good citizen is any person who observes the rules and regulations of the country As well as thinking of the development and advancement of the country [HoDM 4].*
- ... a good citizen performs the responsibility as member of a country, pays taxes, Protects property, votes and helps the police to do investigations [TTF2]*

Tutors are supposed to be skillful and knowledgeable in their field of study so that they can impart unto the students they teach. One's perception is directly linked with skills and knowledge (Kankam, 2004). This explains why in a study conducted by Leighton (2004) regarding the introduction of citizenship education in England, teachers were found to have positive perception on citizenship education due to their background knowledge and skills in social studies. What can be gathered in this study is that the finding supports empirical studies conducted by Ichilov (2003) and Leung and Print (2002), which established that teachers had positive perception on citizenship education in Israel and Hong Kong respectively.

Ecological zones of colleges in relation to knowledge and perception

Attempt was made to investigate whether differences existed in the participants' perceptions on citizenship education and characteristics of a good citizen by the ecological zones (Northern, Middle and Southern). To investigate the difference, Kruskal-Wallis Test was conducted. The results of the analysis showed that there is no statistically significant difference between participants' knowledge and perception in relation to the ecological zones of the colleges of education. For perception on citizenship education, $H(2) = 1.25, P > 0.05$, and perception $H(2) = 1.28, P > 0.05$.

As regards their ecological zones, teacher trainees do not differ in terms of perceptions of citizenship education and characteristics of a good citizen (see Table 3 for data).

Table 4: Mean ranks for perceptions on citizenship education and characteristics of good citizen by teacher trainees in the ecological zones

		North	Middle	Central
Citizenship education	Mr	122.19	126.59	133.96
	No.	69	96	90
Perception	Mr	129.09	121.76	133.83
	No.	69	96	90

The similarity in perceptions on citizenship education and good citizen among the teacher trainees in the three ecological zones could be explained diversely. It might imply that all the teacher trainees had been taught by tutors who graduated from universities with the same or similar pedagogy, content and learning experience and that zones where colleges were located did not matter. Another possibility is that, the same syllabus was being used in all the colleges of education in Ghana and all colleges were adhering to it. One can also

adduce that the teacher trainees did not reside in ecology zones permanently and that during holidays, trainees met with their counterparts in the other zones and compared notes.

A similar Kruskal-Wallis Test was calculated to investigate the ecological zones' effect on tutors' knowledge and perception. For perception on citizenship education, $H(2) = 0.00, P < 0.05$ and perception on good citizen, $H(2) = .69, P > .05$. In terms of their ecological zones, the tutors also do not differ in terms of both perceptions on citizenship education and characteristics of good citizen (See Table 5 for data).

Table 5: Mean ranks for perceptions on citizenship education and characteristics of a good citizen by tutors in the ecological zones

		North	Middle	Central
Citizenship education	Mr	17.50	17.0	17.50
	No.	15	14	14
Good citizen	Mr	20.70	17.00	16.90
	No.	15	14	15

Table 5 shows that all the tutors from the three ecological zones generally agreed on the perception on the meaning of citizenship education. This suggested that where colleges of education were located did not have any influence on tutors' perception on citizenship education. This might be linked to the fact that the tutors probably, graduated from the same universities and were therefore taken through similar content and pedagogy. Again where tutors in their colleges followed the same syllabus in their teaching, it was most likely that their knowledge in citizenship education would not differ as being found in the present study. The finding of this study supports Ichilov's (2003) study in Israeli context on the knowledge of teachers from different geographical locations of schools. Her results did not show any difference in the knowledge of the teachers.

On the perception of good citizen, tutors from the northern zones seemed to have a higher positive perception on who a Ghanaian is. For instance, while tutors from the northern zones had a mean rank of 20.70, those from the middle and central respectively had mean ranks of 17.00 and 16.90. This is quite interesting, the universities tutors are trained to teach in teacher training colleges in Ghana are located between the middle and central zones. One would have thought the location of such universities would have influenced the perception of tutors who have proximate advantages to the universities.

Conclusions

From the findings of the study, it can be concluded that both tutors and teacher trainees have understanding and substantial agreement on what is meant by citizenship education. Again it has been found that tutors and teacher trainees have considerable agreement about who a good Ghanaian citizen is. The study has revealed that where colleges did not seem to influence teacher trainees' responses to the survey questions. But for tutors, location has an influence on their perceptions.

Both teacher trainees and tutors are in agreement that abiding by the rules and regulations, showing loyalty towards college authority, respecting the views of both teachers and colleagues as well as protecting the environment, are some of the ways through which citizenship education is practised in the colleges of education.

Policy implications recommended

The following recommendations are made:

1. It is recommended that a policy be put in place for social studies teachers to have a regular in-service training on current issues in citizenship education. This will enable teachers to sustain the knowledge they have obtained.
2. It should be emphasized that the learning of citizenship virtues is a collective effort involving educators, administrators, teachers, curriculum planners, students and other stakeholders
3. An emphasis of the importance of citizenship education, for both tutors and teacher trainees should be considered in designing the social studies programmes and other related programmes such as geography and history. If one accepts the assumption that what one is interested in greatly affects the quality of his learning, then it follows that both tutors' and trainees' views must be incorporated in designing the social studies programme.

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