

# TEACHERS' PERCEPTION ON THE IMPORTANCE OF TEACHING CITIZENSHIP EDUCATION TO PRIMARY SCHOOL CHILDREN IN CAPE COAST, GHANA

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## ABSTRACT

*This paper is a survey aimed at determining teachers' perception on the importance of teaching Citizenship Education to primary school children. Perception is an attribute which helps to shape individuals' world view and attitude. It, therefore, follows that the way teachers perceive the importance of Citizenship Education has a bearing on their commitment to its impartation on learners. To determine teachers' perception, the researcher hopes to administer a questionnaire designed for the purpose to primary school teachers in Cape Coast Metropolis. Data gathered were analyzed using simple percentage, mean and standard deviation. Findings revealed that teachers in the area of study have realized the importance of teaching citizenship at the primary school. Based on this finding, it was recommended among other things that deliberate effort should be made by teachers to impart the knowledge they have acquired in citizenship education to the children they teach. It was also recommended that primary school teachers should be well motivated in cash or kind by all stakeholders in education to ensure effective citizenship education delivery at primary school level.*

## Introduction

Around the world the general concern for citizenship education is growing and plays an increasingly more significant role in the future of education (Print, 2000, Torney-Purta, Schwille & Amadeo 2001). In a bid to either eradicate or minimize the 'devils' of society, citizenship education is propagated (Ajayi, 2007). Dakar (2000) World Education Forum considered the social ills of society and suggested education as a powerful tool for promoting democracy and citizenship and citizenship education in the conference communiqué. It was stressed that apart from education being the right of every child, certain virtues need to be displayed by every individual or citizen (UNESCO, 2000).

Over the last decade, in Ghana, a series of programmes have been mounted by the presidents to raise the social and political consciousness of citizens towards the manifestation of positive attitudes and behaviours in the society, such as 'zero tolerance of corruption' and 'presidents special initiatives'. The essence of the programmes was to reduce corrupt practices in society.

In 2002, following the publication of Anamuah-Mensah's committee report, citizenship education became part of the primary school curriculum in Ghana to be taught in between primary 4 to primary six, giving citizenship education a status. Citizenship education is a subject that aims at producing competent, reflective, concerned and participatory citizens who will contribute to the development of communities and country in the spirit of patriotism and democracy (Ministry of Education Science Sports, 2007). The subject at the primary school in Ghana exposes pupils to the persistent contemporary issues hindering the development and the desired attitudes values and skills needed to solve these problems. The subject is introduced into the curriculum at the Upper Primary level in Ghana to make children appreciate basic concepts and values that underlie a democratic political and community and constitutional order to enable them uphold and defend the constitution of Ghana at all times.

It is recognized throughout the modern world that it is the human resources of a nation and not its non-human resources that ultimately determine the pace and character of its economic and social development (Forogalla, 1993). This therefore puts the development of human beings on the highest agenda in many societies.

Undoubtedly, the foundation laid at the preparatory stage for human resource development is crucial for a sound take off. The primary school curriculum that is put in place will determine the nature of human resource

development to be expected in the future and therefore, must specify areas to be stressed to bring about the desired results. In an attempt to consider the importance of citizenship education, the study hence seeks to explore in a range of primary schools in the Cape Coast Metropolis, the ways primary school teachers perceive the importance of citizenship education for primary school children.

Citizenship education implies being educated to become an efficient member of one's immediate and the general human community and to develop a commitment to work effectively with diverse people and to accept differences in cultures and values to social and development needs or issues. In pursuit of this purpose, the study unearths how teachers perceive citizenship education to be beneficial to pupils.

Children's learning is a major focus within most early year's settings and one that is rewarding and exciting for early years practitioners. Understanding how children learn and how to support their learning experiences require extensive and in-depth knowledge from those people who care for them (Tassoni, et al 2002). It must be added that provision of quality primary school education will ensure sustainable academic future for generations. It may not be easy to speculate, but that is the truth because today's children are tomorrow's leaders. They should not have to wait until they get to senior high school or beyond to be introduced to citizenship education (Atubra, 2009). With citizenship education becoming part of the Basic Education curriculum through the Anamuah-Mensah's Reform (2007), it is crucial to scientifically gauge out teachers views on citizenship education, because their perception will determine their commitment to teach the course.

Though the concept of citizenship is already taken up as a course for students of tertiary institutions, there is the need to go down to the foundation of life of education to check the efficacy of the programme. In line with this view Montrichard (1998) asserts that if solid foundation is not laid at the development stage, the children can only be helped to cope with personality problems of life.

With the new development in promoting democracy among all countries in the world, citizenship education becomes increasingly important in the educational system (Torney- Purta & Vermeer, 2004). Citizenship education is highly topical in many countries at present and urgent consideration is given to how to prepare the young people for the challenges and uncertainties of life in a rapidly changing world (Ichilov, 1998). It is just in order that many international communities are undertaking major reforms of schools and the curricula. Citizenship education is part of this reform process (Kerr, 1999). Hence the primary schools have no options but to be part of it. The primary school teachers who are the "attacking troops" in the classroom in this regard need to be given serious consideration.

The general argument is that schools play a crucial role in the development of the academic abilities of young people. Schools also serve as places that assist learners in developing and understanding society and showing commitment to political and civic engagements. As a result, schools can help foster the knowledge, skills and disposition that young people need to develop political awareness and grow to be socially responsible individuals (Torney- Purta & Vermeer, 2004). This process has to do with citizenship education in the development of a sense of social and civic responsibilities and the simulation of national patriotic pride (Osborne, 1998 quoted in Wright, 2003). Traditionally, citizenship education in schools has focused on transmission of civic knowledge. However, recent work has advanced a broader notion of citizen education (Homana et al, 2005). In this case, citizenship education is defined as the opportunities provided by schools to engage students in meaningful learning experiences such as role plays, debates, mock trails, simulation games, classroom deliberations, students' council deliberations and other active teaching strategies for nurturing responsible individuals. In this, citizenship education which is otherwise refers to an intended education programme that is concerned with young people's understanding of society (Kerr, 1999). It aims at transmitting social norms, and / or encouraging political participation.

The National Council for social studies (1994) has defined the primary purpose of the field as helping young people to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. Central to the mission of citizenship education is the development in young students of what Parker and Jarolimek (1977: 11) call civic efficacy or the readiness and willingness to assume civic responsibilities.

The responsibilities expected to be exhibited by any active citizen are spelt out as follows:

- i. Enterprise , completion and efficiency at all levels
- ii. Equity and care for the weak and vulnerable.
- iii. Moral rectitude, respect for traditional values and extolling of our culture.
- iv. A value system for public service that makes efficient and effective service to the citizen.  
(Ajayi, 2007)

What this means is that when children are introduced to citizenship education at early years of their schooling, it will bring a total transformation in the way of life in society. Imbibing these characteristics makes a person an informed, critical citizen who is socially and morally responsible as citizenship education is charged to give. Amao (2006) states that citizenship education is basically directed at the youth who are seen as the future leaders to secure a better future for the country. It is anticipated that it is better hatched at the early years to get worthy results for sustainable national development than later. Children need to be prepared early enough as active citizens and aside home educational institutions also have obligations in achieving these goals.

A study conducted by Leighton (2004) in England shows that not all English schools have yet implemented the introduction of citizenship education and generally most of the teachers of these schools have no previous training in the field of citizenship education which is reflected in their evaluation of the importance of the subject.

#### **Conceptualizing citizenship education**

The concept of citizenship education is generally said to embrace the preparation of young people for their roles and responsibilities as citizens and in particular the role of education in the preparatory process (Kerr, 1999). Kerr adds that citizenship education is covered by a wide range of terms used in many countries to include citizenship, civic, social science, social studies, world studies, society and studies of society. It also has links to curriculum subjects and options including history, geography, economics, politics, environmental studies, values education, religious studies, language and science. These interpretations mean that there are many different ways in which citizenship education can be approached and defined. Osler(2001) suggests that citizenship education needs to be underpinned by human rights and cited evidence which suggests that a well conceived human rights based on citizenship curriculum has the potential to contribute to community cohesion, civic courage and greater solidarity with others , within and beyond national borders. Amao (2006) hints that citizenship education is basically directed at the youth, who are seen as the future leaders to secure a better future for the country.

Citizenship education is also understood as the knowledge of the constitution, its principles, values, history and application to contemporary life (Gyekye ,2004; Patrick 1986). Similarly, Blege (2001) sees citizenship education as the instructional preparation of the younger generation towards making conscious efforts aimed at giving the students certain tools for solving their personal and societal problems.

In Ghana, citizenship education is not new. It is seen as the informal preparation of the youth to take responsible positions in their community (MacWilliam & Kwamena – Poh, 1978). Evans (2004) adds that the traditional citizenship education aims to transmit culture and myth, patriotism, and good citizenship.

This paper is of the opinion that it is better at the early years to get worthy result for sustainable national development than later. This is an agreement with Ajayi (2007) that children of any nation are its future, and a country, a movement, a people that does not values its youth and children does not deserve its future. The deduction is that to have a future as a nation, movement or a people, the children need to be prepared early enough as active citizens and aside home; educational institutions also have obligations in achieving this goal.

#### **Importance of citizenship education**

Most of the accessible studies on citizenship education have been conducted in the United Kingdom in general and England in particular, from 1999 onwards. This might be attributed to a renewed interest in citizenship education since the issue of the Crick Report (1998). Based on this report, citizenship education became a statutory subject in secondary schools from 2002, and an inspected area in primary schools.

Davies, Gregory and Riley (1999), argue that citizenship education encourages young people to respect others, to know how to listen and how to respond thoughtfully. The teachers believe that citizenship education with its

focus on developing the of democratic discussion-and with this the assertiveness to be able to stand up for one's own beliefs and values and to challenge those of others –has much to offer strategies that that seek to build respect, tolerance and self-esteem. Arthur (2002) conducted a study from which he found out that English teachers viewed citizenship as being involved in a community whereas their German counterparts defined it as set of responsibilities and obligations. Again Davies et al (2004) found out that social issues and societal active participation concerned English teachers more than their counterparts in Hungary. Ichilov (2003) found that great differences exist regarding perceptions of citizenship and political issues between teachers in Arabs and their counterparts in Hebrews schools. The meaning of citizenship according to the study of Arnot et al (2000) is influenced by the political agenda of the state and the political experiences of its people.

A structured approach to citizenship education enables children in schools to gain early understanding of the rights and responsibilities that come with the membership of a given society. This will provide them with a sense of how rules, regulations and the law work and after advice and guidance on how to avoid falling foul of these rules regulations and regulations and laws.(Mitchell, 1999) .Citizenship education also provides an essential element in the socialization process by helping young people to understand their society, contributing to it as informed, effective and responsible citizens ( Torney- Purta, Schwille and Amadeo 1999 & Aggarwal 2000). Therefore, schools should be obliged to teach citizenship education.

Citizenship education lays the foundations for children's political literacy and promotes the skills of community engagements (Mitchell 1999). It offers children early introduction to financial literacy and welfare support and also arms them with knowledge of where to go for help when they need it (Kerr, 1999). McKinom (2007) writes that citizenship education remains the most effective defense against underdevelopment and poverty.

#### **Statement of the Problem**

It has long been recognized that the total school setting is a training ground for citizenship education (Shaver, 1966). At the World Congress of Civic Education, the Ghana National Commission for Civic identified the roles of education in relation to nationalism and citizenship. It was argued that the education system must inculcate citizenship senses of national pride and identity, individual rights and responsibilities to promote national integration as well as democratic values. It should also foster a commitment to national development (Kumah, 2005).

The Presidential Commission report in 2002 pointed to the declining quality of education system in Ghana, alienation of the citizenry from policies and indicated that there were several inequalities within the system of education (Republic of Ghana, 2002). Based on the Presidential Commission Reports recommendations and as part of the preparatory activities towards the implementation of the Education Reform in September 2007, the Ministry of Education has developed a syllabus for citizenship education which is being taught in Upper primary level P4 to P6. Invariably, it is teachers who would eventually handle such pupils at the primary schools. The way teachers perceive a programme will determine their commitment to its implementation.

Despite the provision being made to teach citizenship education at the primary school level, teachers' perception on the teaching of citizenship education has not been researched into. The study therefore specifically seeks to:

- i. Examine primary school teachers' knowledge on citizenship education.
- ii. Examine how teachers perceive the characteristics of a good citizen
- iii. Investigate into how teachers perceive the importance of introducing citizenship education at the primary school children.
- iv. Find out the problems primary school children face in learning citizenship education.

#### **RESEARCH METHODOLOGY**

This is a survey study carried out in twelve (12) purposively selected private and public schools in the Cape Coast Metropolis.

**POPULATION / SAMPLE / SAMPLING TECHNIQUE**

The population for the study was made up of all primary school teachers in the Cape Coast Metropolis. The simple random sampling technique was used to select ten (10) respondents from each of the twelve primary schools in the study area, making a total number of one hundred and twenty (120) teachers.

**PROCEDURE FOR DATA COLLECTION**

The instrument used in the study is the questionnaire. The content of the research instrument was validated by subjecting it to a review by experts in the field. This helped in obtaining a critical assessment of the instrument in terms of appropriateness and adequacy. The contents of the instrument were equally cross- checked with the research question to ensure that it covered all areas of concern in the research. The items were directed to all the primary school teachers with the aim of eliciting from them their perception on the importance of citizenship education at the primary school level.

**Table 1: Background information of respondents**

| Variables                       | Sub-scales        | Number (N) | Percentage (%) |
|---------------------------------|-------------------|------------|----------------|
| Sex                             | Male              | 78         | 65             |
|                                 | Female            | 42         | 35             |
| Age                             | Below 25          | 18         | 15             |
|                                 | 26 – 30           | 42         | 35             |
|                                 | 31 – 35           | 22         | 18.4           |
|                                 | 36 – 40           | 25         | 20.8           |
|                                 | Above 40          | 13         | 10.8           |
| Years of teaching               | 1 year            | 12         | 10             |
|                                 | 2 years           | 38         | 31.7           |
|                                 | 3 years           | 28         | 23.3           |
|                                 | 4 years and above | 42         | 35             |
| Trained to teach CE             | Yes               | 94         | 78.3           |
|                                 | No                | 26         | 21.7           |
| Level of teaching               | Primary           | 48         | 40             |
|                                 | Junior High       | 26         | 21.7           |
|                                 | Senior High       | 18         | 15             |
|                                 | College           | 12         | 10             |
|                                 | Others            | 16         | 13.3           |
| Extra contact hours to teach CE | Yes               | 48         | 40             |
|                                 | No                | 72         | 60             |

Table 1 presents the demographic characteristics of the respondents for the study. In terms of gender distribution, 78 (65%) were males while 42 (235%). This implies that males exceeded females in terms of the teaching of the subjects relating to citizenship education. Also, it can be seen that majority, 42 (35%) of the respondents were between the ages of 26 to 30, while 13 (10.8%) were 40 years and above. In terms of years of teaching, 42 (35%) had taught for more than 4 years while 12 (10%) have taught for only a year or less. This indicates that majority of the teachers used for the study have been teaching citizenship education for quite a long period of time and are therefore in the position to present a clear view for the study. This observation is buttress with the fact that, 94 (78.3%) of the teachers indicated that, they have been trained to teach citizenship education while 26 (21.7%) stated the opposite.

In relation to the level of teaching, 48 (40%) teaches citizenship education at the primary level, 26 (21.7%) at the Junior High while 12 (10%) were teaching the subject at the various colleges of education. This enabled the researcher to obtain responses from teachers teaching at all levels of the educational institution.

However, 72 (60%) indicated that they did not have extra contact hours to teach citizenship education while 48(40%) said they had. The 48 (40%) who indicated that they had extra contact hours to teach citizenship education gave reasons such as:

1. The broad nature of the topics in the subject demands elaboration and emphasis.
2. The need to visit some political and civil institutions in the country
3. The use of resource persons during instructional periods to give a practical touch to the concepts in the subjects to the primary school children.
4. Find out the problems primary school children face in learning citizenship education.
5. **Research Question 1.** Examine primary school teachers' knowledge on citizenship education.

**Table 2: Knowledge on the term citizenship education**

| Citizenship education means ...   | Yes        | No        |
|---|------------|-----------|
|   | N (%)      | N (%)     |
| Developing ideas, beliefs, desirable behaviour and attitude of students | 98 (81.7)  | 22 (18.3) |
| Providing students with sufficient knowledge                            | 76 (63.3)  | 44 (36.7) |
| Inculcating certain basic skills and tools in solving problems          | 102 (85)   | 18 (15)   |
| Providing the knowledge of the constitution                             | 112 (93.3) | 8 (6.7)   |
| Preparing the young for their roles and responsibility                  | 105 (87.5) | 15 (12.5) |
| Making the conscious attempt to provide knowledge                       | 84 (70)    | 36 (30)   |
| Making deliberate effort to offer young generation                      | 75 (62.5)  | 45 (37.5) |
| Developing skills of participation in both private and public           | 88 (73.3)  | 32 (26)   |

Table 2 presents the summary of the response on the knowledge of the respondents on the term citizenship education. It can be observed that majority of the respondents responded yes to eight possible meanings associated with citizenship education which was provided by the researcher. For instance, 102 (85%) indicated that citizenship education inculcates certain basic skills and tools in solving societal problems while 18 (15%) do not agree. Also, 112 (93.3%) stated that citizenship education means providing the knowledge of the constitution, its principles, values, history and application to contemporary life and 8 (6.7%) thinks otherwise. It can therefore be inferred that, the term citizenship education defies a simple definition since its impact on the life on the student is enormous.

**Research Question 2.** Examine how teachers perceive the characteristics of a good citizen

**Table 3: Perception on the term citizenship**

| A good Ghanaian citizen is one who ...                   | M    | Std. D |
|--|------|--------|
| Abides by the rule of law                                | 1.61 | .56    |
| Shows loyalty towards the president of the country       | 1.02 | .60    |
| Respects the symbols of the country                      | 1.96 | .68    |
| Votes in every national election                         | 1.82 | .63    |
| Maintains traditional norms and customs                  | 1.46 | .58    |
| Knows how the government works                           | 1.54 | .54    |
| Knows important events in the national history           | 1.20 | .62    |
| Can make wise decisions                                  | 1.66 | .51    |
| Fulfils his family's responsibilities                    | 1.89 | .57    |
| Learns from experiences elsewhere in the world           | 0.92 | .56    |
| Communicates by using more than one language             | 1.61 | .60    |
| Participates in politics at national and international   | 1.53 | .68    |
| Makes a good contribution to advance the economy         | 1.96 | .63    |
| Respects the cultures of other nations                   | 1.82 | .58    |
| Protects the environment                                 | 1.42 | .54    |
| Participates constructively in public life               | 1.54 | .62    |
| Knows his/her right and duties                           | 1.87 | .51    |
| Stands for his/her rights                                | 1.92 | .57    |
| Is concerned about the welfare of others                 | 1.89 | .56    |
| Provides the government with some criticisms             | 1.61 | .60    |
| Thinks critically about media reports                    | 1.52 | .68    |
| Participates critically in discussions about the customs | 1.96 | .63    |
| Citizenship guarantees us with rights                    | 1.80 | .58    |
| As citizens our rights include the right to evade tax    | 0.06 | .54    |
| Citizenship has no limits                                | 1.54 | .62    |
| Citizenship ends where other peoples right begin         | 1.59 | .51    |

Mean ranges = Positive – 2.0; Negative – 1.0

Mean of means = 1.57

Mean of standard deviation = 0.59

The perception of the respondents on the term citizenship was sought by the researcher. The teachers were to indicate whether they had a positive or negative perception towards twenty-six (26) attributes used to describe a good citizen. A mean of means of 1.57 indicates that the respondents in general have a positive perception for these attributes which includes abiding by the rule of law, showing loyalty towards the president, votes in national elections, making wise decisions, fulfils family responsibilities among others. These responses were accompanied by a mean of standard deviations of 0.59 which is an indication of the closeness of the responses given by the respondents. However, with the specific attribute of the citizen having the right to evade tax (M= 0.06 and SD = 0.54) was recorded. This means that, in terms of the view of a citizen evading tax, the respondents have a negative perception and believe that a good citizens should pay his/her tax where necessary.

**Research Question 3 .Investigate into how teachers perceive the importance of introducing citizenship**

**Table 4: Importance of citizenship education to the primary school children**

| Importance   | M    | Std. D |
|--|------|--------|
| Socializing them into their culture                                    | 4.61 | .52    |
| Knowing their rights and responsibilities                              | 4.52 | .61    |
| Developing a positive attitude   | 4.36 | .63    |
| Promoting political literacy   | 4.72 | .64    |
| Providing means of socio-political and economic development            | 3.06 | .52    |
| Providing young people with knowledge of constitution                  | 3.94 | .50    |
| Developing sense of identity and appreciation for diversity of society | 4.50 | .58    |

Strongly Disagree – 1; Disagree – 2; Undecided – 3; Agree – 4 and Strongly Agree – 5

Mean of means = 4.24

Mean of Standard Deviation = 0.57

The overall view of the respondents on the importance of citizenship education to the primary school children, a mean of means ( $M = 4.24$ ,  $SD = 0.57$ ) indicates that the respondents generally agree with the fact that, the seven items listed are truly the importance associated with the teaching of citizenship education, a mean of standard deviation of 0.59 gives an indication of the closeness of the various responses to each other, in other words, the respondents response are clustered around the mean of 4.24 (Agree).

**Table 5: Problems Pupils Face in Learning Citizenship Education**

| Statement   | M    | Std. D |
|---|------|--------|
| Difficult to understand lessons                     | 4.01 | .54    |
| Not matured to study citizenship                    | 4.22 | .58    |
| Inadequate periods on time-table                    | 4.86 | .65    |
| Absence of TLM                                      | 4.42 | .60    |
| Teachers do not use TLM in teaching                 | 3.66 | .52    |
| Do not know the importance of citizenship education | 3.06 | .51    |
| Unable to read citizenship education books          | 4.52 | .58    |
| Unable to answer citizenship education questions    | 3.08 | .56    |
| Difficulty in having clear definitions on CE        | 3.45 | .60    |

Strongly Disagree – 1; Disagree – 2; Undecided – 3; Agree – 4 and Strongly Agree – 5  
Mean of means = 3.92  
Mean of Standard Deviation = 0.57

An analysis was carried to find the overall view of the respondents on the problems identified as associated with basic school children's learning of citizenship education, a mean of means ( $M = 3.92$ ,  $SD = 0.57$ ) indicates that the respondents generally agree with the fact that, the nine items listed are truly problems associated with teaching of citizenship education in the basic school, a mean of standard deviation of 0.57 gives an indication of the proximity of the various responses to each other, in other words, the respondents response are bunched around the mean of 3.92 ~ 4.0 (Agree).

## Discussion

The study sought to find out the primary school teachers' knowledge on citizenship education. The study has revealed that eight items that express the meaning of citizenship education, the teachers express their knowledge, more than half of the teachers express their knowledge. With such knowledge that the teachers have expressed it is most likely they will be able to influence their pupils with their relevant knowledge. Torney-Purta (2002) mentioned that once knowledge in citizenship his behavioural pattern.

On the perception of who a good Ghanaian teachers of the primary school express positive perception towards the items. The findings confirm Kwenin (2010) when his research on secondary school teachers' and students' perception revealed that secondary school teachers have positive perception on who good citizen is. The good news is that once the teachers who are the attacking tropps" (Bishop, 1995) in the school environment there is the likelihood they help nurture good citizenship in the young one at the primary schools.

The findings of the study show that teachers in the area of study have seen the importance of teaching citizenship at the primary school. This finding is supported by the findings of other research into the benefits of introducing citizenship education in school (Ajayi, 2007, Law, 2004; Leung & Print, 2002) education lies at the very centre of the educational process and that schools act as the hub on ushering children to their political lives in future.

Much as primary school teachers admitted the importance of citizenship education, it has come out clearly that pupils face problems with the teaching of citizenship education. The primary school teachers apart from other difficulties mentioned stressed that pupils literacy level is low and they make them have problems in having difficulties in reading and understanding citizenship education textbooks. This situation is not different what was found by Mhango (2008) in an exploration of how primary school teachers in Malawi plan and implement citizenship education in Malawian schools.



## CONCLUSIONS AND RECOMMENDATION

It can be concluded that the primary school teachers in the study area have knowledge in citizenship education. Again, teachers have positive perception of the characteristics of a good Ghanaian citizen. Teachers have also concluded that the importance of introducing citizenship education into the primary schools and that school children face problems of learning citizenship education at that primary school level.

## RECOMMENDATION

From the findings the following recommendations are made:

Deliberate effort should be made by teachers to impart knowledge they have gained in citizenship education to the children they teach. The primary school teachers should be well motivated through cash or in kind by parent-teacher association, the government, other stakeholders of education.

Again, since the purpose of citizenship education in Ghana is to educate learners to become good citizens, it is recommended that the primary school teachers should try to instill such characteristics into the children while they are still young so that when they grow they will not part from them.

With the difficulties that children face in understanding citizenship education lesson, it is recommended that teachers use more of teaching and learning resources to make lessons practical. Teachers can also make use of resource persons in the area of citizenship education to complement their efforts so that lessons become more practical.

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