UNIVERSITY OF EDUCATION, WINNEBA

KNOWLEDGE OF CITIZENSHIP AMONG SENIOR HIGH SCHOOL STUDENTS IN THE SOUTH DAYI DISTRICT

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MASTER OF PHILOSOPHY

2020

UNIVERSITY OF EDUCATION, WINNEBA

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A thesis in the Department of Social Studies, Faculty of Social Sciences, submitted to the School of Graduate Studies, in partial fulfilment

of the requirements for the award of the degree of
Master of Philosophy
(Social Studies Education)
in the University of Education, Winneba

NOVEMBER, 2020

DECLARATION

Student's Declaration

I, CHRISTOPH MORTEY, declare that this thesis, with the exception of quotations and references contained in published works which have all been identified and acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole for another degree elsewhere.

Signature:…………………………………

Date…………………………….…………

Supervisor's Declaration

I hereby declare that the preparation and presentation of this work was supervised in accordance with guidance for supervision of thesis as laid down by School of Research and Graduate Studies, University of Education, Winneba.

Dr. Vincent Adzahlie-Mensah (Supervisor)

Signature……………...................……………

Date………………...................……………

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DEDICATION

This work is dedicated to my wife and children for their massive support throughout this period.

ACKNOWLEDGEMENTS

Special thanks to the almighty God for seeing me through, particularly during my periods of travel. My able supervisor Dr. Vincent Adzahlie-Mensah deserves a special mention for his scrutiny and providing direction for the work. My appreciation also goes to my course mates at the Department of Social Studies, University of Education, Winneba, particularly Philip Mensah Okine, Asare Emmanuel, Adjoa Forjour and Dedume Francis for your selfless support, God bless you all.

Mr Bright Adofoli also deserves a special mention. You always encouraged me to start from somewhere, the ideas we shared together to make it a better work cannot be forgotten. Thanks to you Mr. Hodor Sampson and Joseph Bentil of Basic Education Department for the push. Thanks to you students of Kpeve and Peki SHS for your cooperation throughout the period of data collection and interview. Finally, to my wife, Linda, for the support she gave me, I say "may God bless you".
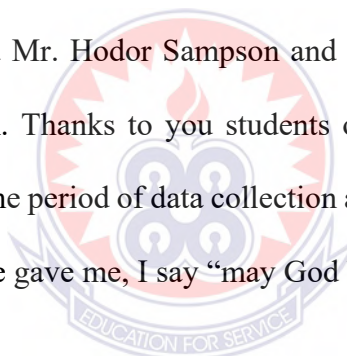
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ABSTRACT

The definition of the concept "citizenship" has always been surrounded by controversy. The controversy around the definition of the concept makes it important for the researcher to explore students' knowledge on citizenship since the goal of Social Studies is to promote citizenship among its students. This work explored students' knowledge of citizenship in two selected senior high schools namely, Peki Senior School and Kpeve Senior High School in the South Dayi District of the Volta Region of Ghana. Simple random and convenient sampling techniques were used to select respondents for the study. A total of 185 respondents were involved in the study. A total of 180 questionnaires were distributed while five students were interviewed. Data were collected with questionnaires and interview guide. Data collected were analysed quantitatively and qualitatively. Results from the discussion revealed that majority of the students understood citizenship in several ways. Citizenship was understood by many as mere membership of a country. Some respondents also understood citizenship as having the feeling that one is a member of a country. Majority of the respondents said that their understanding of citizenship is based on the way the teacher taught the topic citizenship. Others also said that their understanding is based on what they read from available Social Studies textbooks. Respondents who understood citizenship based on how the teacher taught it in class said, the teacher made use of small group discussion to aid their understanding. Though these definitions are provided in Social Studies syllabus and textbooks, it only represents political meaning of citizenship. The study recommended that the definition should be broadened in both the syllabus and textbooks to represent Social Studies understanding of citizenship. The study also recommended that Social Studies teachers must make effective use of videos and charts as they aid students understanding of citizenship. This will help discourage memorization of concepts among learners.

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The concept citizenship is well rooted in history and has always generated controversy among many scholars particularly in the field of social science across the globe. According to Pololo (1991) the term, "citizenship" comes from the word "city" or (Cite) and is derived from the Latin word Civitas. Civitas in Latin is almost the same as the word „polis‟ in the ancient Greek language, which is the same as city. From social science perspective, the concept citizenship can be interpreted as both political and sociological, even though other forms of citizenship with different meanings exist.

The concept "citizenship" became very popular in the field of social science and education in the late 1980s even though it had existed long ago. One might think that the popularity of the concept leads to the conclusion that it is a well-defined and easily understood concept. In spite of the overpowering consensus that citizenship is about producing active, participatory and concerned individuals, philosophers of social sciences continue to have disagreements on its meaning. For example, Merrifield (2000) opined that the term, "citizenship" has become one of the most contested issues in social, political and educational studies across the globe. It is perhaps, one of those concepts that defy single definition or categorization. Aggarwal (1982) argued that the concept is broad as it includes ideas, beliefs, habits, behaviors and attitudes in the individual, which enable him/her to be a useful member of the society.

Noting the importance of citizenship to the current wave of globalization, scholars across the globe continue to investigate the concept to see if they can find a comprehensive and suitable understanding. Bryn (1994) argued and suggested that

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citizenship is not merely concerned with the membership and status of a political community. Bryn's argument was based on the premise that some scholars have earlier equated citizenship to merely being a member of a community or society. Aggarwal (1982) gave a more comprehensive explanation by suggesting that citizenship is made up of a number of critical components such as participation in social life, having a sense of identity, enjoyment of rights and responsibilities and adhering to societal values. Scott further argued that citizenship is a status bestowed on those who are full members of a community. All who possess the status are equal with respect to the rights and duties which the status is bestowed. Marshall (1994) asserted that there is no universal principle that determines what those rights and duties shall be, but societies which see citizenship as a developing institution determines what citizenship should mean and must be measured against those standards. This implies that defining citizenship may be country, society or community specific.

Banks (2008) postulated that citizenship is constituted by three elements namely civil, social and political. Banks argued that citizen and citizenship extremely depend on certain conditions of the country and society, and each culture's demands from its particular citizens. Banks contended that citizenship is about individual who lives in a nation-state, enjoys some rights and benefits, and has responsibilities such as loyalty to government. Bayat (2007) defined citizenship as membership of a society bound to his or her society by certain duties, subject to its authority and equal participation in its advantage. Citizenship represents a relationship between the individual and the state, in which the two are bound together by reciprocal rights and obligations. This suggests a reciprocal relationship between the individual and the state.

To better understand the concept, "citizenship" some scholars tried to explain who a citizen is. For example, Bayat (2007) was of the view that, a citizen is an individual who is present in the social, political, cultural and economic structure, of a country. A citizen must be very effective in deciding and shaping the destiny of his society by ensuring peaceful co-existence, volunteering and making efforts to achieve prosperity. Basically, it can be stated that citizen and citizenship are largely dependent on the specific circumstances and needs of the country and society, and what every culture requires from its own citizens. Throughout the world, countries have taken the notion of citizenship very serious because it has the tendency to improve or derail the progress of a country. When students have a good understanding of citizenship, they become concerned and begin to show much concern about their communities or societies which is a necessary tool for national development. If citizenship must be taken seriously in Ghana, then it must be addressed vigorously by the educational system. Schools must equip students with the necessary skills, attitude, knowledge and values that will promote the right thinking for effective citizenship.

If citizens must understand and perform their role which is important in promoting effective citizenship, then it is important they are equipped and impacted to understand those roles right from school. Across the world and in Africa, various subjects have been introduced in different forms to educate their citizens to understand and perform their civic roles to achieve effective citizenship. Kisby (2012) argued that in order to educate citizens with the expected characteristics, the issue of citizenship education has been considered more than before and it is presented in some countries' school curriculum.

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In order to promote effective citizenship in the affairs of the state and communities in Ghana, Social Studies was introduced as part of the 1987 Educational Reform, with the sole responsibility of inculcating in learners, the requisite values, knowledge, skills, roles, responsibilities and attitudes needed for effective and quality citizenship from primary to senior high school level. To be more precise, the official definition of the National Council for the Social Studies (NCSS, 2006) contained a strong citizenship focus. It states that, Social Studies is the integrated study of the social sciences and humanities to promote civic competencies within the school program. It continues that, Social Studies is that part of the 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.

Similarly, the Senior High School Teaching Syllabus for Social Studies (2007) came out with the following as the general aims of the subject:

(i)   To develop the ability to adapt to the developing and ever changing Ghanaian society;

(ii)   To develop positive attitudes and values towards individual and societal issues;

(iii)   To develop critical and analytical skills in assessing issues for objective decision making;

(iv)   To develop national consciousness and unity;

(v)   To develop enquiry and problem solving skills for solving personal and societal problems;and

(vi)   To become responsible citizens capable and willing to contribute to societal advancement (Social Studies Syllabus, 2007).

The acquisition of these skills from the general aims of Social Studies is geared towards effective citizenship. Blege (2001) held a similar view and added that, Social Studies is citizenship education which aims at producing reflective, competent, responsible and participatory citizens. Ayaaba (2011) asserted that Social Studies is the preparation of young people to acquire the knowledge, skills and values necessary for active participation in the society.

From the aims of Social Studies, it can be concluded that Social Studies is designed to give students the right knowledge, skills and values to be able to play effective roles in their communities and the country at large. Knowledge about citizenship helps students to become informed, thoughtful and responsible citizens, who are aware of their responsibilities and rights. It also promotes their moral and cultural sense in this era of conflict, political polarization and corruption, thus making them more sensible outside the classroom. Knowledge about citizenship will enable students to play very important roles in strengthening our democratic institutions as the country is polarized on pertinent national issues. It will also encourage respect for different nations, religious and ethnic identities as conflict is visible everywhere. It will further develop students' abilities to take part in national discourse to make Ghana a better country. In addition, it will enable students to tolerate opposing views which is very important for prevention of conflict. Lastly knowledge about community participation will awaken student's sense of belonging which will make them much concern about the development of their communities (Ayaaba, 2011).

It is worthwhile mentioning that students' knowledge of citizenship particularly at the senior high school level is crucial in preparing them to play active roles in the society and the country at large. Arif (2017) added that, understanding of citizenship offers

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students extensive knowledge, skills and understanding with regards to public values. If the ultimate goal of Social Studies is to promote citizenship, then how do the students who are being trained understand citizenship? Do all students across different schools understand citizenship in a manner that will promote citizenship? It is, therefore, important that students are constantly examined on their knowledge of citizenship which is the goal of Social Studies. It is also important to explore where students get these understanding from and the implications of their understanding for Social Studies education.

1.2 Statement of the Problem

Understanding of citizenship among students, particularly at the senior high school level is crucial to the development of every nation, including Ghana. This is so because every country, community or society needs people who are well equipped with skills, values, and attitudes that will enable them contribute effectively in diverse ways to the well-being of their communities and nations. Students are also expected to apply the knowledge acquired from their understanding of citizenship from the classroom to resolve plethora of challenges society or the country at large is facing.

In spite of the generally uncontested goal of Social Studies as education for citizenship, the concept "Citizenship" has been defined differently by social scientist and other scholars across the globe. According to Aggarwal (1982) the concept citizenship is broad as it includes ideas, beliefs, habits, behaviors and attitudes in individual which enable him or her to be a useful member of the society. To Aristotle, citizenship is about developing moral and intellectual values which he called virtues. Aristotle argued that not everybody possess this virtues, therefore, cannot provide effective citizenship in a state (Held, 1990). According to Oldfield (1990) citizenship is about acting rationally

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to advance the interest of the state while the state in return protects the rights of the people. Scott and Lawson (2002) explained citizenship as participating in social life, having sense of identity, enjoyment of rights and responsibilities and adhering to societal values.

From the different definitions of social studies provided by various scholars across the globe, one will wonder the kind of knowledge students have about citizenship. How well students particularly at the senior high school level understand the concept citizenship remains a big question. Whether students understand Social Studies as citizenship, and teachers also teach the subject to promote the farmer's understanding as citizenship remains a big quagmire among practitioners of Social Studies. Patrick (1980) was of the view that citizenship education is generally suffering from neglect and routine treatment. That is, the connection of Social Studies to effective citizenship is not secure in the school curricula as it should be. Education for citizenship is therefore established in the curriculum, but its impact is not being manifested in the behaviors, attitudes and actions of students. Example, there are increasing reports of students' radicalism; rise in examination malpractices, lack of civic engagements among students, lack of interest in carrying out their civic rights and responsibilities, conflicts, apathy towards community participation, indiscipline among students towards their community and use of hard drugs among others by students. If Social Studies is to promote effective citizenship, then the school must be seeing a decline in some of these conducts as it undermines effective citizenship among the students right from school.

From the varied definitions provided by different scholars on the meaning of citizenship, it is important to explore student's knowledge of citizenship to see the kind of understanding they have about the concept citizenship. It is important to explore how

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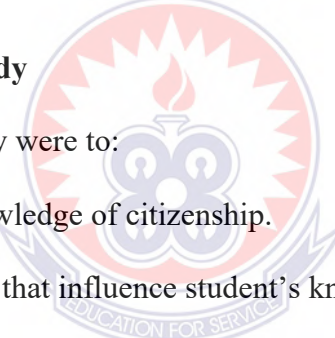
students at the senior high school level understand citizenship or whether Social Studies is promoting what it is intended to promote. It is also important to explore where students are getting these understandings from and the implications of their understandings for Social Studies. It is also important to find out how Social Studies practitioners must effectively teach social studies to achieve its purpose of promoting citizenship. These questions and many more point to the need to explore students' knowledge of citizenship in two selected senior high schools in the South Dayi District.

1.3 Purpose of the Study

The study was aimed at exploring students' knowledge of citizenship among final year students of Peki and Kpeve senior high schools in the South Dayi District.

1.4 Objectives of the Study

The objectives of the study were to:

(i)   explore student's knowledge of citizenship.

(ii)   determine the factors that influence student's knowledge of citizenship.

(iii)   examine how Social Studies can be taught to promote students' knowledge of citizenship.

1.5 Research Questions

The study sought to answer the following research questions

1.   What are students' knowledge of citizenship?

2.   What factors influence students' knowledge of citizenship?

3.   How can Social Studies be taught to promote students' knowledge of citizenship among?

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1.6 Significance of the Study

The study will be relevant to policy makers, such as the National Council for Curriculum and Assessment (NaCCA), the Ministry of Education, Ghana Education Service, National Association of Social Studies Teachers and stakeholders on the role of Social Studies in promoting effective citizenship at the time that the subject faces a lot of ridicule and possible or near removal from the Ghanaian school curriculum. This is based on the premise that the findings of the study will reflect the views of students in their knowledge of citizenship which is the overriding goal of Social Studies.

The findings will be of enormous help to NaCCA in understanding the crucial role of Social Studies in trying to promote citizenship which is very key in national development. It will also help the Ministry of Education and the Ghana Education Service to understand the role of Social Studies in promoting citizenship education. It will also expose the various understanding of citizenship among students. It will further inform these stakeholders on the kind of understanding students of Social Studies must possess and restructuring of the curriculum if possible. It will also expose teachers to various ways by which social studies must be taught to reflect the goal of the subject which is citizenship education. Finally, the research, if published, will contribute significantly to the existing citizenship literature and controversy in academia

1.7 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, objectives of the study, research questions, significance of the study, delimitation and limitations of the study. Chapter Two comprises literature review and areas of review include, theories of citizenship, forms of citizenship, factors that influence students

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understanding of citizenship and Social Studies understanding of citizenship. Chapter Three looks at the research methodology employed for the study. It discusses the research approach, design, population, study area, sample and sampling procedure, instrument for data collection, validity and reliability, data analysis technique and ethical considerations. Chapter Four concentrates analysis and presentation of data. Chapter Five includes discussion of findings, summary, conclusion, recommendations and suggestions for further research.

1.8 Delimitation

The study was delimited to the students in the selected senior high schools in the South Dayi District. Therefore, the results cannot be generalized to all senior high school students in the south Dayi Dstrict or Ghana at large. It would have been appropriate to conduct the research in all senior high schools in the region and country at large but due to constraints, the researcher focused on only two schools in the South Dayi District.
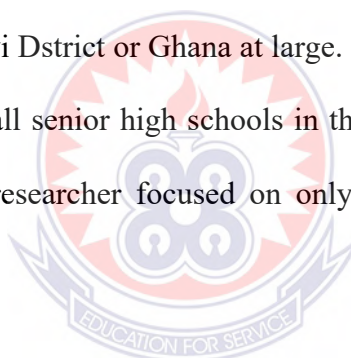
1.9 Limitations of the Study

The participants in this study are Social Studies form three students selected from selected senior high schools in the district. The area is strategically positioned in the sense that it is closer to the regional capital, Ho and it is about three hours drive from the national capital, Accra. The schools are also well resourced in terms of infrastructure and other learning resources. It, therefore, has the potential to attract a lot of qualified graduate Social Studies teachers of better quality than other schools. As a result, they are likely to produce similar results. The result might not necessarily reflect what happens to other senior high schools outside the schools where the research was conducted. Moreover, the instruments used were questionnaire and interview. It is,

therefore, possible that some students might not understand and give accurate responses in the course of answering the questionnaires.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature related to the study. The review has been done under the following themes:

(i)   Theories of Citizenship

(ii)   The Concept of Citizenship in Social Studies

(iii)   Forms of Citizenship

(iv)   Factors that Influence Students knowledge of Citizenship

2.2 Theories of Citizenship

Several theories of citizenship have been propounded by different scholars, including the Aristotle's Theory, Communitarians Theory, Liberal Theory, Neo-republican Theory and Thomas Marshall's Theory. These theories have been examined to ascertain the arguments that have been advanced on people's knowledge the concept citizenship and their implications.

2.2.1 Aristotle's Theory of Citizenship

This Theory of Citizenship was propounded by Aristotle and cited by Held (1996). Aristotle's understanding of citizenship can be traced back to the ancient Greek city state. To Aristotle citizenship defined those who are and those who are not a member of a common community. The political and social relationships which unite the individual with his or her fellows is the essence of citizenship. It is the relationship between the individual and the state.

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Aristotle saw a citizen as a person who shares in the administration of justice and offices. Aristotle was of the view that the most important duty of the citizen is to participate in deciding what is good and just in the state. Aristotle further defined a citizen as a juryman and member of the assembly, who is has the right of deliberating or judging about some things or about all things. Although, many people participate in deliberating and deciding on the public good, only citizens have the right to do so. Aristotle continued that, what makes a citizen unique is the power to take part in the judicial administration of the state (Held, 199).

Costa (2013) asserted that the population of Greek state was divided into citizens, slaves, women, foreign resident and Plebians. Aristotle was of the view that man is a political animal and could reach his full potential only by participating in the affairs of the polis. In trying to elaborate who a citizen is, Aristotle first of all clarified who a citizen is not by saying that mere residence in the polis does not make a person a citizen, thus referring to slaves and foreigners as not citizens. Aristotle further excluded menial and manual workers as citizens. Aristotle explained that participating in the deliberative and judicial functions of the state demands high degree of moral and intellectual excellence which he called virtue. These virtues Aristotle believes are not found in all occupants of the state particularly women, slaves and aliens because they are citizens of other city states. Explaining who a virtuous citizen is, he contended that citizens should know how to rule and obey and they must possess knowledge for ruling and being ruled.

Costa (2013) again opines that citizens are men who were involved in public affairs of the state. A citizen was connected to the civic virtues of the Athenian democracy which was marked by the subordination of private life to the dedication of public affairs with

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common good. The citizen was described as a homo politicus" meaning political animal, however, during the middle ages, the understanding of citizenship changed and was replaced by 'homo credence, meaning the species to which all men belong.

Aristotle's argument sought to lay a strong foundation for what constitutes a citizen, for that matter, effective citizenship. However, Aristotle's understanding of citizenship appears discriminatory based on the suggestion that certain groups of people such as slaves, women, manual, menial workers and aliens cannot not qualify as citizens. Some aspects of Aristotle's understanding of citizenship cannot be relevant in this era of globalization as people move from community to community, and country to country, in search of greener pastures or for other relevant purposes (Costa, 2013).

Aristotle's Theory being one of the oldest theories of citizenship was reviewed to ascertain the kind of understanding it provides. This understanding will help the researcher to better appreciate students' knowledge on citizenship. This theory citizenship was reviewed because it is considered one of the oldest theories of citizenship. It is, therefore, expected to provide the basis for understanding the concept citizenship which has become a globally contested notion as far as its definition is concerned.

2.2.2 Liberal Theory of Citizenship

The Liberal Theory of Citizenship was propounded by John Locke, an English professor. Locke argued that citizenship is a status which an individual is entitled to specific set of universal rights granted by the state. One of the key issues in the liberal thought is that the individual citizens act rationally to advance their interest and the role of the state is to protect the citizens in the exercise of their rights (Oldfield, 1990). Similarly, Wood (1999) contended that in the quest to protect individual's rights and

liberties, equal right is granted every individual irrespective of their economic and political might.

Smith (1998) introduced a more dynamic notion that, the state must redistribute resources to benefit those who have and those who do not have, to ensure equality in society. Smith further argued that, liberty includes individuals being able to make choices through the course of their lives which are not constrained by their initial socio-economic status in society. In short, the Liberalist prioritizes individual freedom. To liberalists, the state must avoid intervening in the lives of its citizens; the state may at best empower its citizens to gain every freedom such as providing education. Shuck (2002), holds the same view and added that the only obligation that can be imposed on the citizen is the obligation to respect the law and pay tax. Liberal citizenship stresses the negative freedoms such as freedom from oppression or arbitrary rule, especially by the state and argues strongly for the promotion of the rights of the individual.

Crane and Wood (2003) postulated that the primary duty of the state or government is to secure their rights. The liberal argument about citizenship sees the state as corporation or association formed by contract among different groups in promoting their rights. Each of these agents has its own individual goal with respect to which the corporation is just a means. Engle and Ochoa (1998) also added that, the responsibilities of a citizen include respect for law and order and the participation in activities of governance such as voting and having interest in political activities.

Van Gusteren (1998) affirmed the position of Engle and Ochoa, and added that the liberal theorists see a citizen as a calculating holder of preferences and rights. Van Gusteren held the firm belief that citizenship is conferred on individuals by a state or a nation. Liberals are of the view that, citizenship must be granted to individuals in the

city and that individual has the responsibility to respect the laws of the state and pay tax.

This implied that citizenship in the liberal thought goes with enjoyment of certain rights and entitlements, but citizens must also fulfill their obligations. Members of a community or country are expected to share similar values, respect social norms and the rights of other community members and contribute their quota to national development. Liberal theorist places individual interest above community interest, though individual interest is important, it cannot be placed above community interest therefore, this understanding of citizenship cannot be relevant to the type of citizenship social studies seeks to promote among students.

The emerging issues from the Liberal perspective of citizenship will further assist the researcher in appreciating students' knowledge on citizenship.

2.2.3 Civic Republican Theory of Citizenship

The Civic Republican Theory was propounded in 1978 by J.J. Rousseaus in his work titled 'social contract'. This theory also builds its argument from the historical perspective similar to the work of Aristotle. The republican approach comes from the polis idea of citizenship as it was develop based on Aristotle's model. In the republican model, the citizen wields a lot of powers. The Civic Republican Theory of citizenship emphasizes equal participation of citizens in the political institutions. To the republicans, citizenship is based on a strict public-private division and on the exercise of political power by equal citizens. Thus, citizenship was appointed only to males over twenty years old, born by both Athenians parents and owners of household (Rousseaus, 1999).

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Crane and Wood (2003), argued similarly that, civic republicans prioritize active participation in the common good by fostering community ties and promoting civic virtues. To republicans, every member of the society must fulfill his/her duties and obligations towards the group. Government and the state are expected to act in a manner to help strengthen the already existing institutions such as families, schools, and churches, among others to make life meaningful to the citizens.

The Republican Theory contends that everyone was considered to be as ruled and ruler. Just like Aristotle's historic Theory of Citizenship, the Republican Theory is of the belief that citizenship is a privilege, public virtue and a sacrifice of one's private life and public life, to a more interactive and sense of belonging in the society. This theory was considered to be the best until the emergence of modern theories. The theory expects citizens to actively take part in the public debate, and show commitment to the community (Dagger, 2002). The central focus of the Republican Theory is on the obligations citizens have towards their community. This theory just like Aristotle Theory expects citizens to perform their duties towards their communities, but was sharply criticized owing to the fact it was ascribed to only men above twenty years and only to people bone by Athenian women. This theory again appears discriminatory just as the Aristotle's Theory excludes women and slaves from becoming citizens.

Also, the Theory of Citizenship appears to only address small state communities. The Republican Theory is also fiercely criticized by other theorists, particularly by the feminist theorists with the reason that it tries to exclude and suppress women, children, and slaves in the state. The Feminist Theorists again criticized the Republican theory for the division between public and private life and concluded that it is unjust. The role

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of women, for that matter, every individual, is crucial in promoting citizenship and not only some group of people (Dagger, 2002).

Again, the Republican theory was reviewed to establish the kind of understanding it provides. This will help the researcher in appreciating students' knowledge on citizenship. It was reviewed because it one of the modern it is considered one of the modern theories of citizenship.

2.2.4 Communitarian Theory of Citizenship

Communitarian Theory of citizenship was propounded by Etzioni (1990). Etzioni argued that the term "communitarian" refers to a group of people that are emotionally connected, have collective interest, and have the obligation to achieve set goals. Communitarians have criticized the work of liberal theorists with the reason that theyseek to promote individualism. Communitarians argue on the basic principle that people are by nature part of a socio-cultural society or community. Smith (1998) argued strongly that an individual sense of identity is created through the relationship he or she has with others in the community he or she finds himself or herself. This means that communitarian's thinking is based on the idea of socially-rooted citizen and community belonging. Smith further argued that the individual can only realize his or her identity through the deliberation over common good where individual liberty is achieved through public service and prioritization of the common good over the pursuit of individual interest.

In the view of communitarians, citizenship must be seen to develop particular virtues such as respect for others and recognition of the importance of public service. Communitarians expect citizens to actively take part in the society and put the common good ahead of individual gain (Dekker & De Hart, 2005). The Communitarian Theory

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sees citizenship as the ability to possess more rights. To communitarians, being a citizen involves belonging to a traditionally developed community.

Crane and Matten (2005) posited that the Communitarian Theory of Citizenship perceives the community as a corporate entity whose success is equally dependent on the success of its various stakeholders. In this regard, every stakeholder is admonished to actively take part in the deliberation and execution of the corporate common good. Preece and Mosoeunyane (2004), emphasized that citizenship in the communitarian sense place emphasis on participation and identity. For communitarians, a citizen must act responsibly if they stay within the limits of what is acceptable within the community. The community is a symbol of unity and the absence of community brings conflicts. This implies that citizenship in the communitarian thought is about developing a sense of closeness and teamwork, that a good citizen accepts responsibilities towards the good of his or her community. In the communitarian sense, citizenship is like an organization which all must strive hard to raise its image because its collapse will affect everybody. Communitarians place the interest of the community above individual interest. Communitarian understanding of citizenship   is what is required in this era, therefore, very relevant to the contemporary discussions of citizenship. This is one the modern theories of citizenship and needed to be reviewed to ascertain the kind of citizenship understanding it provides.

2.2.5 Neo-Republican Theory

The Neo-Republican Theory was propounded by Van Gusteren (1998). The theory is a combination of all the modern theories including the Communitarian, Republic, and the Liberal theories. According to Van Gusteren (1998), the elements of Neo-Republican theory can be put into two perspectives. The first is the public or social perspective,

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while the second is organizing thecommunity into groups and take action. Neo-Republicans believe that the duty of a citizen is to transform a community's fate into a republic that can be willed to all who are involved as citizens. To Neo republicans, citizens must possess competence, a repertoire of skills, goodwill, consensus on norms and values, tolerance, respect and good judgment. According to Costa (2013) Neo-Republican theorists believe that citizens must possess a great number of virtues that support republican institutions, and must provide some guidance regarding some policies the state may legitimately employ to encourage political and social participation of citizens in the state's affairs.

Neo-Republican Theory contends that members of the community must team up to work to ensure the progress of the community. Neo-republicans are of the view that all citizens must work together to promote the community. To achieve this, the individual must be equipped with certain values and virtues that will propel him/her to undertake these roles. The combination of all the three theories provides solid understanding of citizenship, therefore, relevant to modern day understanding of citizenship. This theory was reviewed because it equally provides a good basis for understanding the modern citizenship literature. The Neo-Republican perspective is what is needed to in the 21st century. It is the kind of citizenship understanding Social Studies seeks to promote among students (Costa, 2013).

2.2.6 Thomas Marshall's Theory of Citizenship

This theory was propounded by Thomas Marshall, a British sociologist in(1994). It was titled 'Citizenship and Social Class', it is considered one of the most important and influential theories of citizenship until the emergence of modern theories. Thomas Marshall structured the concept of citizenship based on the acquirement of rights

belonging to three categories. Marshall, using the British example focused on citizenship as a product of the 18th, 19th and 20th centuries in Europe (Marshall, 1994)

Marshall (1994) developed the understanding of citizenship under three categories. The first category is attributed to the making of the state as a result of European wars, revolutions, class conflicts and the decline of the European Empires. The second face is linked to the building of a pre-capitalist and capitalist society market based on the values of free commerce, competition and industry. The third phase is connected to one's patriotism to the nation-state making the individual possess certain ideologies which makes the individual have a huge sense of belonging to the state. All these three phases represent the necessary preconditions for the making of citizenship in the European welfare nation- states which form the basis of Marshall's theory.

The first phase, which is the creation of the state, is characterized by the concept of sovereignty, and the acknowledgment of people as subjects of the legitimate sovereign power. Sovereignty is built upon monarchy, an authority integrating all of the functions and powers in the soil territory of the state. This form of power is based upon the formation of a hierarchy which rationalizes the inaction of power and the structure of an undeveloped legal system (Marshall, 1994).

The second phase is characterized by a new focus. Sovereignty is shrinking in becoming the means to preserve, safeguard and expand the birth and evolution of European market-based economies, signified by the free flow of products, commerce and the gradual development of industrial economy. Pre-capitalist societies acknowledge the need of securing and organizing this market-society by introducing laws that safeguard property, by regulating the commerce with the adoption of currency and commonly accepted systems of measuring the goods. During this phase, the transportation system

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is evolving in order to accommodate freedom of economy and of commerce, while the class formation in society changes. The old feudalist system of strict hierarchy gives its position to new conceptions of status and to a new dominant class, the bourgeois. A new social class occupied with trade and industry and empowered by the acknowledgment of contractual freedom, as well as of the principles of equality and legality (Marshall, 1994).

The third phase is that of the birth of nationalism and creating the nation-state in an ideological and political level. According to Marshall, the birth of a nation-state supports the regulation of the free economy, market-based societies by promoting the sense of community, co-belonging and solidarity among its members. The idealization of states and their becoming as nations is construed via education, the integration of linguistic and cultural diversity through the acknowledgment of a common language and commonly rooted traditions. Wars, the creation of armies and of compulsory army servitude, which confirmed the nation-state and the continuing class struggles, were the background of the creation of nationalism and nation-state. At this point, the notion of citizenship is attached to the linkage sense of community, identity and inclusion that the concept of nationality involves (Marshall, 1994).

According to Crane and Matten (2005), the common element combining these three phases, is the emergence of a market based, free commerce society, sharing a common nation and bonds of solidarity, thus a national consciousness, regulated by a sovereign power against which the people could enact their right to legality, equality as well as the fundamental freedoms. This common thread became the solid foundation of an active, citizenship.

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Crane and Matten (2005) argued that Marshall's theory identifies citizenship to include respect for political and social rights. Thus, a complete citizenship should include all three categories in order to be as much as possible integrative and not exclusive. In Marshall's proposal, the social rights represented the climax of the notion of citizenship in the sense that they expanded the citizen's notion using a substantive understanding of social equality. The most significant point of Marshall's theory is the notion of citizenship as the frame of a constant claim for rights.

Similarly, Marshall's Theory of Citizenship has seen strong criticism. For instance, Etzioni (1990) opined that theory has been criticized that overlooks that citizenship in other perspectives apart from the British one, which lies at the center of the Marshall's theory. Nowadays, in many aspects, the theory seems to be outdated in the sense that what constitutes effective citizenship could be country or community specific, instead of relating it entirely to the British system.

Etzioni (1990) concluded that the main argument of the Marshall's theory seems to be eroding. Citizenship as a concept, primarily is based on the acknowledgement of civil rights is completed only when political and social rights are also guaranteed. As changes begin to emerge around the notion of citizenship, it is important that the meaning of citizenship is shifted from personal and group dependence to social inclusiveness. Some elements in Marshall's theory are still relevant to modern day understanding citizenship which expects individuals to play active role in the progress of their communities.

This theory implies that a complete citizenship must contain three elements, namely, attainment of social rights, having a sense of belonging to through belonging to a nation state and the state attaining sovereignty. These elements are crucial in citizenship

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discussion. This theory was reviewed to examine the kind of citizenship it provides and how it can be applied in teaching Social Studies to promote effective citizenship. Alluding to the fact that citizenship is a broad concept with varied definitions, it is important that the various theories propounded by various scholars are explored to see the kind of citizenship understanding they provide. This will help the researcher to better appreciate students' perspective on citizenship.

2.3 The Concept of Citizenship

Social Studies educators have always pride themselves in their field of study. They contend that Social Studies is to produce reflective, competent, concerned and participatory citizens who will be able to contribute effectively to social discourse in addressing growing societal challenges. It is, therefore, appropriate to say that the focus of Social Studies is citizenship education.

Ross and Marker (2005) maintained that many Social Studies scholars welcome citizenship education as the main objective of Social Studies, 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. Ayaaba (2011), in a similar vein noted that one of the major goals of Social Studies is preparing the individual for effective citizenship. Ayaaba further outlined the following as relevant knowledge required by citizens:

(i)   Knowledge which enables individuals to understand how social institutions such as economic, legal system, the family, religious institutions, democracy have come about;

(ii)   Knowledge which enables individuals to see their nation, state and locality in terms of their social and physical relationship in the world;

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(iii)   Knowledge which enables the citizen to understand and appreciate cultural diversity in the country and the world;

(iv)   Knowledge which enables individuals to appreciate the struggle of people throughout time to relate well with one another;

(v)   Knowledge which empower individuals to fully aware of the problems that affects society;

Adzahlie-Mensah and Gyamfua-Abrefa (2016) maintained that Social Studies is citizenship education. Thus, according to them, the major goal of Social Studies is citizenship education and Social Studies is expected to equip learners with relevant knowledge, positive attitudes, values and skills necessary for the individual to function well in the society. Citizens are people who are capable and willing to solving numerous societal and political problems.

Again, the National Council for Social Studies (1992) corroborated Blege's position on Social Studies as an integrated study of the social sciences and humanities to promote civic competence. The primary purpose of Social Studies is to help young people to develop the ability to make informed and reasoned decisions for the public good as citizens of culturally diverse democratic societies in an independent world.

Ayaaba (2011) reiterated that, for all the arguments, conventions, speeches and journal articles it seems clear that the term citizenship lies at the heart of social studies. Martorella (1994) affirmed that the enduring goal of Social Studies is the development of reflective, competent and concerned citizens. Martorella further stated that the purpose of Social Studies is to develop head heart and hand.

According to Odumah and Poatob (2016), Social Studies is an integration of experience and knowledge concerning human relations for the purpose of citizenship education. Banks (1990) opined that Social Studies is that part of the elementary and high school curriculum which has the primary responsibility of helping students to develop their knowledge, skills attitudes and values needed to participate in the civic life of their local communities, nation and the world. From the positions above, it is obvious that citizenship is at the heart of Social Studies. According Odumah and Poatob (2016), the core of Social Studies is citizenship education, that Social Studies is tasked to socialize for future responsibilities as citizens.

Social Studies emphasize the acquisition of certain civic competencies, including civic skills such as ability to think critically in analyzing and solving issues in the society. Blege (2001) contended that a good citizen is the one who shows concern about the problems of his or her immediate and wider society. He or she must have the necessary abilities to deal with issues and must be committed to the development and to the ideals and values of society. Martorella (1994) asserted that competent citizens possess a repertoire of skills to aid them in decision-making and problem-solving. Social Studies students must also equip students with civic knowledge, such knowledge include participating in political activities, having an idea about law, economics and knowing individual's responsibilities as a member of the community. In addition, Martorella 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, hand and the heart. The head represents reflection; the hand denotes competencies and the heart symbolizes concern. Students must also possess critical thinking skills that will make engage in community in community discourse.

The Ministry of Education and Sports (MOES) (2007) affirmed Marterolla's position that citizenship education is a subject that aims at producing competent, reflective, concerned and participatory citizens who will contribute to the development of the communities and country in the spirit of patriotism and democracy. MOES (2007) further intimated that the subject exposes pupils to the persistent contemporary issues hindering the development of the nation and the desired attitudes, values, and skills needed to solve these problems.

The primary and junior high school Social Studies syllabi both focus on citizenship as their key goal for social studies. This is clearly stated in the (2002) Presidential Committee on Educational Reforms. From the report, citizenship appears to be the main focus of Social Studies. The subject is introduced into the curriculum at the upper primary level in Ghana to make children appreciate basic concepts and values that underline a democratic political and community and constitutional order to enable them uphold and defend the constitution of Ghana at all times. To be effective citizens, students must be exposed to consistent contemporary problems that continue to thwart our country's development. Students must be exposed to skills and values that will make them become competent, reflective and concerned students. Similarly, the 2010 Social Studies syllabus specifically defined citizenship as the status of being a citizen of a state, including rights, duties and privileges associated with it. The 1992 constitution of Ghana also defines citizenship as a status bestowed on an individual by birth, marriage, adoption and naturalization.

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From the above, it can be said that a citizen is a person furnished with the knowledge of public affairs, instilled with attitudes of civic virtue and equipped with skills to participate in the public arena (Heater, 1990). Despite all the varied opinions on the definition of Social Studies, citizenship is the focus of Social Studies. Resinger (1997) stipulated that, from all the arguments, conventions speeches and journal articles, it seems clear that the term "citizenship" in education lies at the heart of social studies. Citizenship has been and will remain the focus of social studies throughout the world, and Ghana for that matter. Social studies is supposed to develop effective citizenship.

2.4 Forms of Citizenship

Several forms of citizenship are beginning to emerge. Some of these include sexual, biological, religious, pharmaceutical, global, dual and digital citizenship. The researcher explored some of these forms of citizenship to see the understandings provided and if they are in any way connected to social studies understanding of citizenship.

2.4.1 Sexual citizenship

Discussions around sexual citizenship began to emerge around the late 1990s. This new social movement was intended to seek equality and social justice for guys and lesbian's community in terms of citizenship at both national and international levels. These new developments brought to the fore new literature on the relationship between sexuality and citizenship (D' Emilio, 2000). It is, therefore, important to take a look at this type of citizenship and try to understand how people in this community sees and understand themselves regarding their citizenship status. The concept sexual citizenship also known as intimate citizenship by other scholars can be understood and explained in different ways. Turner (2008) defined sexual citizenship as the processes under which

one may reproduce, and under what social conditions, thus, basically the rights and duties of parenting. Turner's argument is based on the connection between citizenship and reproduction. According to Turner, it is not people's sexuality that is understood to be the reason for the exclusion of lesbians and gay men from full citizenship in society, rather the inability of these same sex unions to reproduce and, therefore, their failure to contribute fully to the society. Eggert and Engeli (2015) argued that the significance of reproduction to modern day citizenship, cannot be overemphasized, but cautioned that those in the Lesbians, Gay, Bisexual Transgender and Queer (LGBTQ) community provide parenting to other foster children. Eggert and Engelit, therefore called for a more comprehensive discussion on this matter as the parenting is crucial in promoting effective citizenship.

According to Richardson (2003), some scholars see sexual citizenship as a way of getting access to rights granted or denied to different social groups on the basis of sexuality. Most of the things written about sexual citizenship have been in the context of transformations in citizenship status that have been happening in western democracies, although recent works are beginning to address this and look beyond the West.

In recent years, there has also been work on the status of sexual citizenship in relation to specific issues including, for example, disability. In one of the early works on sexual citizenship, Evans (1993) stated that sexual citizenship involves partial, private and primarily leisure and lifestyle membership, where sexual citizenship rights are chiefly expressed through participation in commercial private territories. The assertions by Richardson and Evans basically implies that, citizenship rights cannot be granted to people in the Lesbians, Gay, Bisexual Transgender and Queer (LGBTQ) community

because they are unable to reproduce, therefore, unable to fully contribute to society. Other writers also argue that people in the Lesbians, Gay, Bisexual Transgender and Queer (LGBTQ) community see themselves as one, thus as people in the same community and, therefore, do not see themselves as members of the larger society hence they cannot possess citizenship qualities.

2.4.2 Biological citizenship

The term biological citizenship also called medical citizenship, bio-citizenship, health citizenship or therapeutic citizenship was largely influenced by the work of Michel Foucault in the year 2000s on his work about bio-power, captioned the control and management of life. Since then, the term has remained with social scientist. The first work on biological citizenship was done by Petryna in (2002), when she worked on ethnograghy of the aftermath of the Chernobyl disaster. Petryna defined biological citizenship as a massive demand for a form of social welfare based on medical, scientific and legal criteria that both acknowledge. Petryna's definition was given at a time citizenship claim were going through transformation in the mist of state building stage in the former Soviet Union. Biological citizenship is the articulation of claims to participate in social and political life and the recognition of certain individual or group identities, expertise, and needs based on their biological or genetic conditions (Rose &Novas, 2008).

Rose and Novas (2008) broadened the scope of their definition by saying that all those projects that have linked their conceptions of citizens to beliefs about the biological existence of human beings, as individuals, families and lineages, communities, population, race and spices. Rose and Novas in their further works tried to look at new global transformations around citizenship and advanced their argument that new forms

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of biological knowledge are becoming connected to citizenship projects. Rose and Novas, therefore, tried to criticize Petryna's work by suggesting that the reflections are not specific to a sight of ethnographic engagement which allows authors to make further claim of this type of citizenship. Whyte (2009), wrote that "the active biological citizen informs herself, and lives responsibly, adjusting diet and lifestyle so as to maximize health"

According to Enria and Lees (2014), other authors such as Rabinow (1996) broadened the scope on bio-sociality as widely accepted because reference as made to social processes and social life more broadly than biological citizenship which is employed to talk about political acts of organizing and advocating for resources and treatment. Enria and Lees were of the view that Rabinow used the notion of 'biosociality' to describe how biological nature, as revealed and controlled by science, increasingly becomes the basis for sociality. This can involve the formation of new groups or individual identities and practices, such as patient groups, activist organizations and health movements, whose members share experiences and lobby for improved health care and cures. These communities themselves become central to the co-production of biomedical technologies.

Wehling (2010) suggested that there are social and political consequences from such transformations of collective and individual social relations and identities. This, Wehling argued that, it is because biological citizenship involves the negotiation and re-configuration of rights, obligations, and social identities; these claims have significant political dimensions as far as they are intended to challenge dominant forms and technologies of power and exclusion. This raises the question of how historical, social and political circumstances contribute to the construction of biological

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citizenship, and how this form of citizenship itself contributes to political and social struggle. This understanding of citizenship seeks to suggest that certain group of people, for instance, those with certain genetic and medical conditions cannot make effective citizenship due to their conditions and nature. Again, this understanding of citizenship has no connection with the kind of understanding ofSocial Studies seeks to promote among students.

2.4.3 Religious citizenship

The concept of religious citizenship is relatively an emerging concept as far as citizenship is concerned. Nyhagen (2015) suggested that religious citizenship was previously used to convey the rights of religious individuals as citizens. Nyhagen further asserted that the term gained momentum alongside the desire to recognize the difference nature of citizenship in cultural, political, social cultural and gender dimensions. Hudson (2003) made a similar claim by suggesting that recent scholarship has also proposed the notion of religious citizenship as useful to debates about the rights of religious citizens and groups.

Schubert (2006) was of the view that recent events in the world that seem to link religious beliefs to political actions, sometimes of a terrifying and incomprehensible nature, have only served to reinforce a well-documented western insistence on the separation of the Church and the State, not just as institutions, but even as ideas. Scbubert maintained that religious radicalism throughout the world seems more prevalent today than ever and makes the discussion of religion and citizenship difficult. Schubert further held the view that religious loyalty can provide an inclusive sense of community identity and a model of moral reasoning that transcends immediate, subjective political issues. Both of these factors are most essential features of a

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democracy that functions in its fullest sense not merely as a system of voting, but as a vibrant social model which offers the opportunity for the realization of plural conceptions of the good.

According to Adzahlie-Mensah and Gyamfua-Abrefa (2016), proponents of religious citizenship seek to suggest that rights and responsibilities given to an individual in a society is based one's religious affiliation. In the same vein, granting equality to an individual is based on how people perceive one's religious affiliation. Adzahlie-Mensah and Gyamfua-Abrefa (2016) further argued that should one's religious affiliation deny them the participation in the affairs of the state? Former President of America, John F Kennedy, cited in Schubert (2006), answered this question in a speech delivered in 1960. "I believe in an America where the separation of church and state is absolute and where no man is denied public office merely because his religion differs from the President who might appoint him or the people who might elect him. The main argument of proponents of religious citizenship suggest that, people have become emotionally connected to their religious groups in a way that they will choose or are more committed to their religious organizations ahead of their community or country, therefore, question their loyalty to the state on the grounds that they seem to be more committed to their religious organizations than the state. Equally, this understanding of citizenship does not correspond with Social Studies understanding of citizenship.

2.4.4 Pharmaceutical citizenship

Discussions between medicine and society gave birth to the term,"Pharmaceutical Citizenship" The definition of pharmaceutical citizenship can basically be answered by two questions (Ecks, 2005). This view was corroborated by Petryna (2002). Firstly, Petryna argued that how can a locally acquired citizenship determine the right to access

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pharmaceuticals? This includes, for instance, the issue of whether or not equality between citizens also means equal entitlement to receive drugs. Secondly, what implications does the taking of pharmaceuticals have for a person's status as a citizen? The issue here is whether the taking of certain pharmaceuticals such as psychotropics mars one's right as a complete responsible citizen or patients can only regain full citizenship rights if they go through pharmacological treatment.

Ecks (2005) maintained that, in India, the project of pharmaceutical citizenship is closely linked to other such ventures. When it comes to democratic voting rights in India, there are two opposing views as to who a citizen is. The first is the peasant as a citizen who, despite lacking education, is already a full citizen and entitled to vote. The second is the not-yet-citizen peasant who still has to be educated into the citizen. This position tries to point out that without proper education, Indian democracy will never fulfill its promise. Ecks continued to argue that pharmaceutical citizenship is similar to the democratic voting rights in India, thus, between the citizen as a patient who is entitled to medicines because he or she is already a full citizen, and the not yet citizen patient, for whom the taking of medicines becomes a practice of becoming a full citizen. Ecks raised the question that "what are the effects of antidepressants in the Indian context"? Ecks raised this question in relation to the theme of marginality in society. The view of marginality expounded by the World Health Organization, the World Bank, NGOs, state agencies, international health and biomedicine at large, sees marginality as a form of social inequality that should, in principle, be abolished. Whenever one speaks of marginality, one speaks of a state of injustice. To call a person or a group marginal normally entails an ethical mandate to remove such marginality. Marginalization, poverty, and the exclusion from social networks become virtually synonymous. In explaining poverty, poor men and women very often express a sense

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of hopelessness, powerlessness, humiliation, and marginalization (Narayan, 1999). The inclusion of hopelessness in this sense is no coincidence. To be marginalized does not just entail difficulties in obtaining medical care, but is also linked to a greater risk of becoming depressed in the first place (Kirmayer and Jarvis, 1998).

The argument by proponents of pharmaceutical stems from the fact whether depressed and very sick, people cannot participate fully as citizens. The question then is whether the taking of such medicine can bring them back to function as full citizens. According to Ecks, the best way to remove marginalization in the society is through provision of medicine to those who are deprived as those drugs appears to bring the person back to second class society. Ecks argument is that lack of taking medicines has the tendency to limit people's participation in society and therefore, cannot participate fully as citizens.
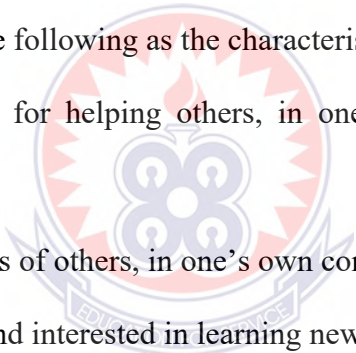
2.4.5 Global Citizenship

The concept "Global citizenship" even though not new has struggled in finding a universally accepted definition over the years. When asked which city he was from, Socrates insisted that he was a citizen of the world, rather than an Athenian or a Corinthian. Likewise, when asked where he came from, he answered, I am a citizen of the world (Follesdal, 2014).

Oxfam UK (2014) saw a global citizen as somebody who contributes to the wider world community. Citizens don't just follow the crowd, they are their own person and they want to make a difference, but they know they cannot do it on their own. In a more contemporary definition, UNESCO (2012) asserted that global citizenship refers to a sense of belonging to the global community and common humanity, with its presumed members experiencing solidarity and collective identity among themselves and

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collective responsibility at the global level. The United Nations is of the view that global citizenship is to equip learners to take active part in resolving global issues and more peaceful roles in ensuring more secured world. The UN Secretary-General Ban Ki-moo, emphasized that, today's Global citizens embrace King's insight that "we are all caught in an inescapable network of mutuality." They understand that in the 21stcentury, our duties to the community extend to the entire world, including future generations.

Similarly, The United States Fund for UNICEF (2015), also defined a global citizen as someone who understands interconnectedness, respects and values diversity, has the ability to challenge injustice, and takes action in personally meaningful ways. It also went ahead to identify the following as the characteristics of a global citizen:

  (i)   Feels responsible for helping others, in one's own community and distant places;

  (ii)   Respects the rights of others, in one's own community and distant places;

  (iii)   Is open-minded and interested in learning new things about the world;

  (iv)   Has empathy for others, including understanding and concern for others feelings, in one's own community and distant places;

  (v)   Demonstrates concern for the environment, locally and globally;

  (vi)   Believes people should be treated fairly, in one's own community and distant places; and

  (vii)   Is able to solve problems or disagreements with others, including compromising and finding solutions together;

Also, Oxfam UK (2014) identified a global citizen as someone who:

  (i) Is aware of the wider world and has a sense of their own role as a world citizen;

  (ii) Respects and values diversity;

(iii) Has an understanding of how the world works economically, politically, socially, culturally, technologically and environmentally;

(iv) Is outraged by social injustice;

(v) Participates in and contributes to the community at a range of levels from local to global; and

(vi) Is willing to act to make the world a more sustainable place.

According to Oxfam (2014) as the world aspires to become a better place, global citizenship is very crucial in that direction. In the words of Martin Luther King Jnr;

> First, I'd like to say that we are challenged to achieve a world perspective. Anyone who feels that we can live in isolation today, anyone who feels that we can live without being concerned about other individuals and other nations is sleeping through a revolution. The world in which we live is geographically one. The great challenge now is to make it one in terms of brotherhood. All I'm saying is simply this: that all mankind is tied together, all life is interrelated, and we are all caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly. (Oxfam, 2014).

Follesdal (2014) opined that the world faces global challenges from poor education, conflicts poverty, hunger, terrorism, sanitation to human rights abuse which requires global solutions. These interconnected global challenges call for far-reaching changes in how we think and act for the dignity of fellow human beings. It is not enough for education to produce individuals who can read, write and count. Education must be transformative and bring shared values to life. It must cultivate an active care for the world and for those with whom we share it. Education must also be relevant in

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answering the big questions of the day. Technological solutions, political regulation or financial instruments alone cannot achieve sustainable development. It requires transforming the way people think and act. Education must fully assume its central role in helping people to forge more just, peaceful, tolerant and inclusive societies. It must give people the understanding, skills and values they need to cooperate in resolving the interconnected challenges of the 21st century. If our countries must develop young to people needs be encouraged to become part of the community and actively contribute to their communities (Follesdal, 2014).

In effect, proponents of global citizenship seek to admonish interdependency. It is, therefore, important for citizens of the world to see themselves as such rather than championing individualism.

2.4.6 Dual citizenship

There is no internationally recognized definition for dual citizenship. It is defined as a person who concurrently holds legal citizenship status in more than one nation-state (Bosnaik, 2000). Bosnaik was of the view that citizenship is a by-product of globalization as a result of increasing migration across the globe. Eva (2015), in a similar vein, defined dual citizenship which she also referred to as multiple nationality, as the situation where an individual holds a legal status simultaneously in two or more states. It can be acquired through birth in connection to naturalization of immigrants in their country of residence, or with the re-acquisition of nationality by immigrants of or ethnic minorities in their homeland. Spiro (2016) added that dual or multiple citizenship has become a widespread phenomenon in many parts of the world. This acceptance or tolerance of overlapping memberships in political communities represents an important

element in the ongoing readjustment of the relationship between citizens and political communities in democratic systems.

Adzahlie-Mensah and Gyamfua-Abrefa (2016), held the view that the concept of dual citizenship came up as a result of globalization. Dual citizenship does not mean being a member of two nations as we are made to understand over the years. Dual citizenship means a person can be allowed to be a citizen of different countries or political regions and economic spaces, for instance Britain and Ghana. Citizenship refers to the notion of collective self-determination, the freedoms and rights guaranteed by membership in a political community (Faist, 2007).

Faist (2007) maintained that migrant's dual citizenship has several meanings. The original passport is a symbol of membership of another state than that of residence. This is why a demand for denial of the other citizenship in relation with naturalization poses a real obstacle for especially first-generation migrants. A second or third citizenship is an also important asset in the quest for free mobility and access to jobs, education and social security benefit. Dual citizenship can, however, also be a trap, if the citizenship in the country of residence is revoked, for instance, due to a criminal offence, then the dual passport holder can be deported.

Bosniak (2000) asserted that citizenship can be acquired in many ways. It is thought to consist of four dimensions, legal status, rights, political membership and sense of belonging. According to Bosniak, there are a number of ways a person can become a dual citizen, including both active and passive means. For instance, through naturalization an immigrant can become a member of a country he or she is residing in while still a citizen of the country of his origin. This is often facilitated by marriage with a citizen of the country of naturalization. An example of passive way of obtaining

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dual citizenship is being born to parents of two different nationalities. Another passive way is children born to migrants in a country citizenship. For instance, when a Ghanaian parent gives birth in the US, the child receives US citizenship automatically by virtue of being born there, and also qualifies for Ghanaian citizenship. Bosniak maintained that ancestry is another way of obtaining dual citizenship. Descendants of migrants are also qualified to receive citizenship status if, at least one of their paternal grandparents is a citizen of that country. These reasons are causing dual citizenship to increase in recent years. This understanding of citizenship is more contemporary than the biological, pharmaceutical and sexual forms citizenship (Bosniak, 2000).

Speaking on dual citizenship and political participation, Faist (2007), was of the view that, the presence of large numbers of foreign citizens without electoral rights represents a democratic deficit in member states, especially those that do not grant local voting rights to third country citizens. If tolerance of dual citizenship leads to higher levels of naturalization of immigrants, then this facilitates the political participation of immigrants in local, national, and European elections. Dual citizenship would, thus lead to a greater congruence between the population and the citizenry.
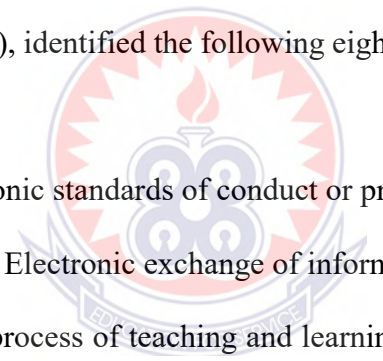
However, opponents of dual citizenship point to the fact that dual citizenship violates the correspondence between states and citizenry because it may lead to situations of one person, two votes as migrants are allowed to engage with the political system of two countries at the same time. Opponents have also criticized people's commitment to two countries, particularly the country that is not one's country of birth.

2.4.7 Digital Citizenship

Digital citizenship has several meanings. According Kara (2018), the simplest definition is that digital citizenship describes the norms of appropriate, responsible

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behavior with regard to technology. Gazi (2016) added the term, 'social' to the definition and defined it as a socially constructed set of practices and the norms of behaviors which facilitates individual development and protects social values in digital society. Emejulu and McGregor (2016) further defined digital citizenship as a reaction to technologies operating as disciplining devices compelling individuals and groups to adopt particular skills and ways of being in order to successfully exist in this newly and constantly disrupted world of work and leisure. According to

Hollandsworth and Donovan (2011), digital citizenship describes the electronic version of traditional society, in which people can trade, socialize, work, buy, entertain and receive an education online.

Ribble and Bailey (2004), identified the following eight areas that can be used to better understand:

  (i)   Etiquette: Electronic standards of conduct or procedure;

  (ii)   Communication: Electronic exchange of information;

  (iii) Education: The process of teaching and learning about technology and the use of technology;

  (iv)   Commerce, That is electronic buying and selling of goods;

  (v)   Responsibility: Electronic responsibility for actions and deeds;

  (vi)   Rights: Freedoms extended to everyone in a digital world;

  (vii) Safety: Physical well-being in a digital technology world; and

  (viii) Security: Electronic precautions to guarantee safety. It can be inferred from these areas that the concept of digital citizenship covers terms from several fields, such as Psychology, Education, Technology, and Security (Kara 2018).

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According Kara (2018), digital citizenship, also known as technological citizenship has become a topical issue for discussion because of the use of information and communication technologies. This is mainly due to the fact that the current generation spend most of their time with digital technologies, such as tablets, smart phones and computers. The integration of Information Technologies (IT) into people's social and daily lives may contribute to digital citizenship practices. According to Shelley (2004) IT helps citizens interact with government to accomplish their routine jobs. That is, citizens can perform a variety of task, such as paying taxes and traffic fines through internet applications (Simsek & Simsek, 2013). Proponents of digital citizenship seek to suggest that people who share the same digital space and constantly interact can develop a sense of belonging if that space is shared for some time. This introduces a sense of citizenship among them.

2.5 Factors that Influence Students Understanding of Citizenship

The concept citizenship defies a single agreed definition. It is perhaps one of those inherently messy concepts that defy neat definition or categorization (Merrifield, 2000). Aggarwal (1982) stated that the concept is broad as it includes ideas, beliefs, habits, behaviors and attitudes in the individual, which enable him to be a useful member of the society.

To enhance students' knowledge citizenship, Aggarwal (1982), on his part, suggested two basic approaches which the Social Studies teacher can employ to impact training in citizenship. The first approach was what he called the "exemplary approach". This, according to Aggarwal, is based on the adage "Example is better than precept". The Social Studies teacher must set a good example of ideal behavior in his or her relations with others to enable the student emulate him or her. The second approach, according

to Aggarwal is called the "experience service". This is based on the adage, "Experience is the best teacher". Thus, 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 for training in citizenship.

The findings of Lina and Brady (2014), in a research conducted in the United States of America came out with six practices for effective teaching and learning of civics as follows: The teacher must incorporate the discussion of current local, national and international issues and events in the classroom, particularly those that young people view as important to their lives; civic learning curricula often fail to include controversial issues, as a result, young people may not learn how to engage productively with the issues and events that animate our political system today and will continue to do so in the future. Diversity in thought can help students appreciate others' perspectives and understand the value of living in a place where differing views are embraced; inorder to help students approach issues with greater objectivity, there should be a way of breaking beliefs that conflict; thinking differently is not wrong or bad, but that is not always the message young people grow up with. Students engaged in healthy civic discourse have opportunities to practice researching current issues in their local communities, country and the world, in general, and to come up with feasible solutions. Students can then share what they learned in a variety of ways with video presentations, debates, facilitated panel discussions, and dramatizations. There are many contentious issues today, ranging from global warming, same sex marriage, chieftaincy conflicts, land disputes, immigration, social security and armed robbery among others. These are just a few examples of issues that can serve as the basis for powerful civic learning experiences for students.

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Secondly, the teacher must design and implement programs that provide students with opportunities to apply what they learn through performing community service that is linked to the formal curriculum and classroom instruction. Lina and Brady (2014) are of the view that service-learning is a unique teaching and learning strategy that encourages students to use academic knowledge and skills to find viable solutions to real community needs. It is neither a packaged curriculum nor a clear program, and no two service-learning projects are completely alike. Service- learning is an experiential approach that engages students holistically in their learning, which allows them to identify and address issues in their school and community that really matter to them. Also extra-curricular activities that provide opportunities for young people to get involved in their schools or communities must be provided. Since most extra-curricular activities take place outside traditional classroom settings, students have opportunities to study in an environment where they can apply what they learn in class to real-life contexts. Thus they are able to use their knowledge and skills in meaningful scenarios. For many young people, their participation in extra-curricular activities gives them a sense of feeling that they are part of something important. Students who have a strong sense of self and what they have to offer are more likely to find positive ways to contribute to their communities and society (Lina & Brady, 2014).

Furthermore, the teacher must encourage student participation in school governance. Students, today, can participate in school governance in different contexts. For instance, working on student's representative council, youth advisory boards and department committees andamong others. Many students have good ideas on how to improve their schools, and they will take action when given the opportunity to make change that is important to them. Students should be allowed to practice civic skills within the

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relatively controlled environment of the classroom and within school walls. Here, they can learn from challenges and triumphs, responses and failures and all the varied realities of the democratic process (Lina & Brady, 2014).

Teachers must encourage student's participation in simulations of democratic processes and procedures. Mock trials and elections are traditional, popular and effective programs for many high school students, and they provide many benefits such as increased civic knowledge, teamwork, analytic thinking and public speaking.

Lastly, highquality classroom instruction must remain at the foundation of civic learning. However, classrooms of today are vastly different from the traditional settings. There are new and exciting technologies available that provide students access to large amounts of information. Students can participate in more interactive, thought-provoking learning experiences aside from textbooks, handouts, paper quizzes. Example, it is not enough just to know how our government is structured. If young people are to be drawn to lives of civic engagement, they need time to examine things like why our governmental system works the way it does and the challenges inherent in that system. Due to the current polarized political climate in Ghana, students can benefit from the argument by examining the complexities of our system and how to look objectively at different sides of issues (Lina & Brady, 2014).

Engle and Ochoa (1998) stated that, for Social Studies to promote Citizenship, 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. By so doing, Social Studies will be able to make individuals active decision makers.

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Preston (1985), in his finding also came out with four basic approaches in teaching Social Studies to achieve its goal of promoting Citizenship. To him the first approach is laying emphasis on the community. Preston said that 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 according to Preston (1985) 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 students to learn about other people and other regions. This, to Preston, inculcates tolerance as the students learn to understand the traits which people exhibit world over, though they differ from place to place. To Preston, 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 enhances a good sense of time, which is very essential in training the individual to be a good citizen (Preston, 1985).

Tamakloe (1994) identified sixteen goals of citizenship education, which if strictly adhered to by teachers of the subject will go a long way in solving some of our societal problems today as Ghanaians. The sixteen goals outlined by Tamakloe are as follows:

(i) To understand the social economic and political forces that are shaping the face of the modern world;

(ii) To be tolerant and broad minded;

(iii) To think clearly and effectively without any kind of prejudice;

(iv) To make decisions independently;

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(v)   To be a patriot in the true sense with a cosmopolitan outlook;

(vi)   To be a good leader and a follower;

(vii)   To be devoted to freedom;

(viii) To admit follies if any;

(ix)   To understand his rights and responsibilities;

(x)   To earn his livelihood in an honest way;

(xi)   To be firm against heavy odds;

(xii)   To utilize his leisure profitably;

(xiii) To act upon principles courageously;

(xiv)   To maintain intergroup understanding;

(xv)   To have faith in democratic ideals of life; and

(xvi)   To believe in the quality of man

Tamakloe (1994) concluded that students' knowledge of citizenship 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.

Adzahlie-Mensah and Gyamfua-Abrefa (2016) added that Social Studies must be taught in way that students possess civic knowledge. Civic knowledge is a knowledge that can broaden student's awareness to focus on change individually to recognize and co-operate responsibly for social movement struggles, most especially those problems that remain unresolved in society. Adzahlie-Mensah and Gyamfua-Abrefa maintained that students must be taught civic identity and civic commitment. They must also be aware of beliefs, attitudes, values and emotions that pushes people to take action in serving

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one's community. Equally, students must also be equipped to possess community knowledge, includingthe knowledge of their political social, economic, historical and historical periods.

Adzahlie-Mensah and Gyamfua-Abrefa argued that civic responsibility includes action and attitudes that is connected to democratic governance. These refer to actions that are obliged by law but to a large extent help the community in its quest to develop, including volunteering, voting and local governance participation among others. Voting allows citizens in a democratic society to participate in the political process by influencing who holds public office. Elections are a basic mechanism for people to engage in public affairs and to seek to influence government activities.

Poatob and Odumah (2016), maintained that citizens in this century need the knowledge, attitudes and skills to function in their cultural and ethnic communities and beyond their borders to actively take part in the construction of national civic culture that is appropriate morally as in the Universal Declaration of Human Rights. It is equally important that students are equipped with these knowledge and skills to become effective citizens in this era of globalization. Citizens believe that a good society is one in which they can participate in public spheres to make their own contribution toward the public good. Citizens want to be heard and consulted on a regular and continuing basis, not merely at the time of an election.

Boyte (1999) held a similar view that voting, protesting, and complaining are not sufficient; neither are deliberating, being responsible, caring, or volunteering. Only by working together that the people will be able to create a new democracy that regenerates the sense that we the people are authors of our common fate. Blege (2001), further

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added that relevant knowledge is a knowledge that is helps an individual to solve consistent persistent problems threatening the survival of society.

Citizenship as participation can be seen as representing an expression of human agency in the political arena, broadly defined; citizenship as rights enables people to act as agents. I want, however, to draw a distinction between two formulations to be a citizen and to act as a citizen. To be a citizen means to enjoy the rights necessary for agency and social and political participation. To act as a citizen involves fulfilling the full potential of the status. Those who do not fulfill that potential do not cease to be citizens (Lister, 1998).

Ehrlich (2000) defined civic responsibility broadly as citizen behavior working to make a difference in the civic life of our communities, and developing the combination of knowledge, skills, values and motivation, to make that difference. When people find the opportunities to make a difference in their communities and act to make the world a better place, we consider them engaged citizens. Ayaaba (2011) further posited that civic participation is the means by which citizen's exhibit their knowledge, skills and values acquired. He added that citizen participation is so crucial because students do not fully understand the idea of citizenship unless they are actively involved in the political and social affairs of their various communities.

Development of essential skills is another major tool that influences students' understanding of citizenship (Ayaaba, 2011). These skills include social, political, thinking, academic and interpersonal skills. Ayaaba maintained that these skills help students to function properly in today's world. In the wake of numerous social challenges ranging from social, economic, political across the globe, the student needs these skills to develop civic competence. Students need academic knowledge to be able

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to identify problems, form hypothesis, and be able to interpret information. Inter-personal or social skills are also needed to leave peacefully in the society. Political skills are also needed to take part effective in the political sphere. Adzahlie-Mensah and Gyamfua-Abrefa (2016) added that civic skills are needed to in solving problems and making democratic decisions. These skills are needed in critical thinking and effective communication.

Soltan (1999) believed that the skills of active citizens center, especially on the arts of engagement with others. They may include negotiation and compromise, influencing others and exercising leadership, communicating and collaborating with others. Deliberation is one of the core characteristics of parliamentary democracy, and involves the testing of arguments for and against a course of action. Boyte(1999) added that citizens in particular roles may need particular sets of skills and knowledge, for example, local elected officials will need more specialized leadership skills than their electorate. But all citizens, in order to participate fully and exercise their rights and responsibilities, need to be able to communicate and negotiate with other citizens. They must be able to form opinions and express them, revise opinions on the basis of new information, and work together with others to have an effect on decisions that affect their lives. In addition, exposing students to understand civic dispositions is also critical in influencing students understanding of citizenship (Ayaaba, 2011). These dispositions refer to appropriate values, democratic values, honesty, respect for one another, transparency, hard work, punctuality, accountability among others. Ayaaba maintained that these must be inculcated into students which will influence their understanding of citizenship.

Rosenblum (1999) opined that dispositions are habits of mind, reflecting deeply held values and attitudes that underpin effective citizenship. Knowledge and skills alone can be anti-democratic without espousal of democratic values. The underlying dispositions of democratic citizens are seen by some as a sense of justice and fairness, and care for others.

Bellah (1985) also added that good citizens are not just active ones. They have dispositions like a sense of connectedness to others, an awareness of common interests and a willingness to live with or resolve differences without recourse to violence. Gaventa (1999) was also of the view that the development of critical consciousness is also essential for full citizenship. An underlying critical or questioning stance, an attitude of inquiry, skepticism toward authority, can be seen as an underlying disposition that is essential to democratic participation and protection of freedoms. Civic dispositions refer to a combination of positive values and attitudes that guides thinking. These include tolerance, equality, empathy, open-mindedness and justice among others. Gaventa maintained that effective citizen disposition must include the following.

(i) Rejection of violence and commitment to civility;

(ii) Community involvement and sense of belonging to a group;

(iii) Readiness to compromise personal interest for group interest;

(iv) Appreciation of differences, showing tolerances and respect for opinions of others; and

(v) Concerned and reflective citizen who is interested in civic matters

From all the arguments, the teacher is put at center to ensuring that Social Studies is taught in a manner that will promote it as citizenship.

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2.6 Summary of Literature Review

In this chapter I reviewed theories of citizenship, the concept of citizenship forms of citizenship and the factors that influence student's understandings of citizenship. The literature revealed that citizenship has been a contested notion among social scientists since 1950s. This brought to fore different theories in an attempt to establish a unified understanding of the concept. The theories looked at in the review are, the Civic Republican Theory, Liberal Theory, Communitarian Theory, Thomas Marshall's Theory, Aristotle's Theory and Neo Republican Theory of citizenship. From the review of several theories, the researcher adopted the Communitarian Theory of Citizenship for the study. In the view of the communitarian, citizenship must develop virtues such as respect for one another and taking part in deliberations to promote the development of one's country, among others. Communitarians believe that community interest must be put ahead of individual interest to promote a country's development. To communitarians, everybody must be involved in promoting the good of the community and must remain responsible in the affairs of the community. This theory was chosen because it is in line with the kind of citizenship social studies seeks to promote.

The review further uncovered the various forms of citizenship such as sexual, biological, pharmaceutical, religious and other new forms of citizenship that is emerging as a result of globalization. These new forms include global, dual and digital citizenship. The literature also showed that students' understandings of citizenship can be influenced by the way Social Studies is presented to the learner. Thus, Social Studies must be taught in a way that will make students possess civic knowledge. Citizens must be equipped with this knowledge to make them functional in the 21st century.

On the concept of citizenship in Social Studies, the literature unveiled that unlike other forms of citizenship such as global, dual, sexual, religious, digital, biological and pharmaceutical which sought to suggest different meanings of citizenship, it is only in Social Studies that citizenship emphasizes the participation of the individual at the national level down to the community level. In Social Studies, a citizen must possess civic and participatory skills. Citizenship in Social Studies is based on an individual engagement, participation and sense of belonging to one's community, rather than gaining mere legal status of a country. Citizenship in Social Studies is about developing competent, concerned, reflective and participatory individuals who are capable of dealing with personal societal challenges.

The major gap from the literature review is that, from the theories of citizenship it seems citizenship is understood differently by people. Even though there is social understanding of citizenship, it is not known if the kind of understanding students about citizenship Again, if Social Studies is to promote citizenship education, it is important to establish the kind of knowledge students have about citizenship, particularly at the senior high school level, where they get this understanding from and the implications of their understanding for Social Studies since the subject seeks to promote citizenship education. It also appears that there is limited research in Ghana concerning citizenship, particularly at the senior high school level. It is in this light that the research was conducted to delve into knowledge of citizenship amongthe students selected in two senior high schools in the South Dayi District of the Volta Region.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

The aim of this study was to explore students' understanding of citizenship among two senior high schools in the South Dayi District. This chapter focuses on the methodology that was used to conduct the study. The chapter covers the research approach, the research design, population, sample and sampling procedures, instruments used to collect data for the study, validity and reliability. It also covers method of data analysis and ethical considerations and positionality.

3.2 Research Approach

According to Chetty (2016), research approach is a plan and procedure that consist of steps of broad assumptions to detailed method of data collection, analysis and interpretation. Cresswell (2007) maintained that research approach involves philosophical assumptions that guide the direction of collection and the analysis of data in a single study or series of study. This research adopted the mixed method approach where both qualitative and quantitative data were collected and analyzed. A philosophical underpinning in this method is pragmatism.

According to Patton (1990), pragmatism arises out of actions, situations, and consequences rather than antecedent conditions as in post positivism. Pragmatism is concerned with what works and finding solutions to research problems. Pragmatists agree that research always occurs in social, historical, political and other context. Mixed method approach is characterized by the fact that, it allows both quantitative data and qualitative data to be collected at the same time therefore providing a more complete understanding than either quantitative or qualitative data only.

Mixed method is purposeful in the sense that it can answer research questions that other methodologies cannot answer therefore, provide better inferences. It also provides the opportunity for presenting a greater diversity of divergent views and also has the ability to increase validity of the study. This assertion is corroborated by Niglas (2004) that, the use of different methods in researching a phenomenon provides mutual confirmation and making the results more valid.

3.2 Research Design

A research design serves as a blueprint that guides a researcher on the process of collecting, analyzing and interpreting data (Cresswell, 2014). The explanatory sequential mixed method design was adopted for this study. According to Plano and Cresswell, the design consists of first, collecting quantitative data and then collecting qualitative data to help explain or elaborate on the quantitative results. Cresswell argued that the rational for this approach is to ensure that quantitative data results provide a general picture of the research problem.

Plano and Cresswell (2011) again emphasized that mixed method enables the researcher to collect quantitative and qualitative data simultaneously or sequentially, but to have one form of data play a supportive role to the other form of data. The reason for the second data was to complement the primary data. Cresswell (2014) added that the researcher first collects and analyses the quantitative data. The qualitative data is then analyzed to help elaborate on the quantitative results obtained in the first phase. The two phases are then connected at the later stage of the analyses.

Following the adoption of this design, questionnaires were developed based on the research questions in the form of Likert-scale which contained open-ended questions. Semi-structured interview guides were also developed to support the quantitative data

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collected. Data analysis employed in this study was done in two phases. Qualitative data was analysed, followed by qualitative data. Cresswell (2014) was of the view that qualitative data analysis define and explain those statistical results by exploring participants' views in details.

3.3 The Study Area
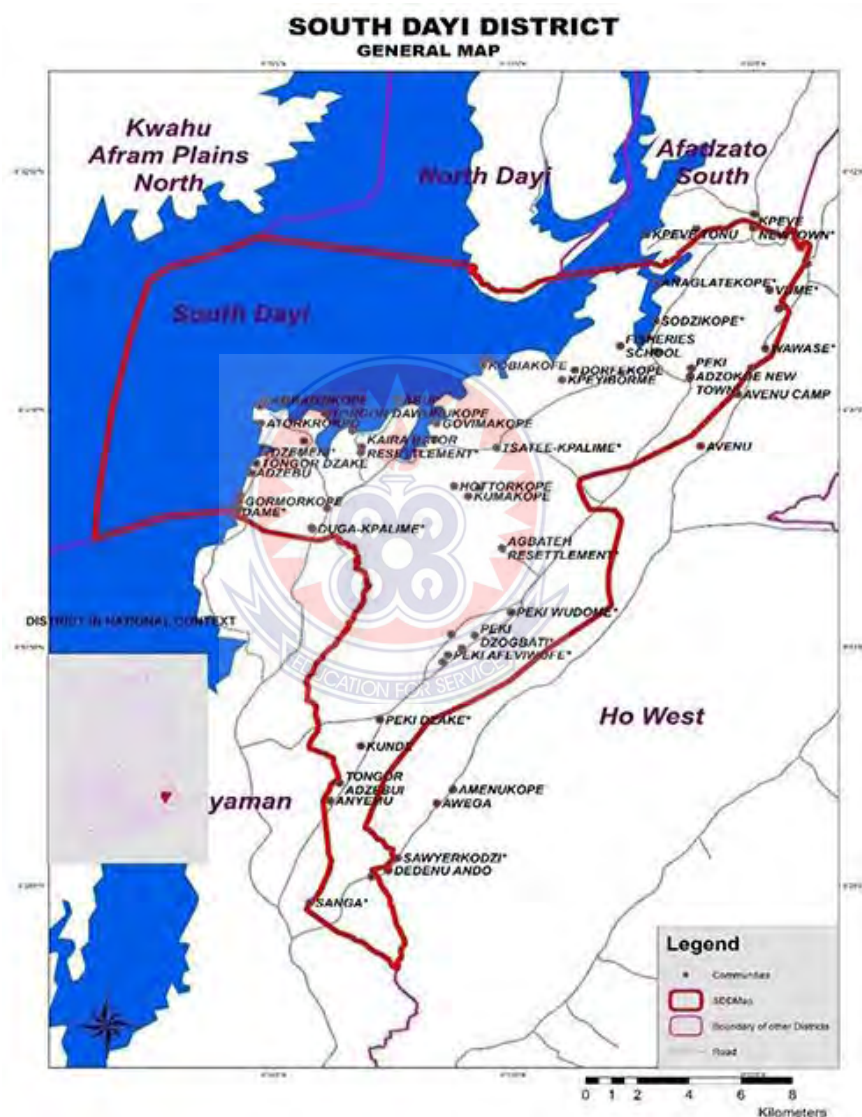
Figure 1: General Map of South Dayi District

Source: South Dayi District Assembly Website (www.sdda.gov.gh)

The study was conducted in the South Dayi District of the Volta Region, with Kpeve as the District capital. The District was carved out of the Kpando district in 2004. The

District is located along the Ghana's eastern corridor road and share boundaries with Asikuma which is situated in the Eastern Region. The District has about thirty-six primary and junior high schools and also four senior high schools. Schools in the district have very qualified teachers with about twenty-eight to one teacher student ratio. All the four senior high schools have about 22 Social Studies teachers and about two thousand student population. The people in the area are predominantly farmers, fishermen and traders. The area has two major markets, namely (Kpeve and Dzemeni) markets which are well patronized by people within and outside the region.

The Volta Lake passes along some of the towns stretching from Kpeve to Dzemeni and finding its way to Akosombo. This makes fishing an attractive occupation to the people in the District. Some major challenges of education in the District are students' absenteeism due to the numerous markets dotted around the district, poor roads and teenage pregnancy. The selected schools are well resourced, therefore, have the potential to retain qualified teachers. Peki Senior High School for instance, is the oldest school in the district and has students' population of about two thousand while Kpeve Senior High School has a student population of about 800.

3.4 The Study Population

O'Leary (2004) opined that, population is the total membership of a defined class of people, objects, or events. A population is a group of elements or cases, whether individuals, objects, or events, that conform to specific criteria and to which a researcher intends to generalize the results of the research (Asamoah-Gyimah & Duodu, 2007). The population for the study was made up of all form three students in Peki and Kpeve senior high schools of the South Dayi District. The 2019 batch of Form three students were selected for the study because they had studied Social Studies for over

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two years, and should have the requisite in-depth knowledge of the subject, hence, they provided reliable and accurate information for the study. Table 1 indicates the various schools and their form three population.

Table 1: Population of the Study

Name of school	No. of form 3 students
Kpeve Senior High School	256
Peki Senior High School	547
Total	803

Source: Fieldwork Data, 2019

3.5 The Sample Population

The sample of a study refers to those who are actually chosen from the population to participate and actually produce data for the study. According to Creswell (2014), sampling is very important in research because working with the whole population is difficult, if not impossible in the research process due to time and resource constraints. Turkson (2013) argues, that if the size of the population is a few hundreds, a minimum of 40 percent will do; if several hundred, a minimum of 20 percent is acceptable; if few thousands, a minimum of 10 percent is acceptable; and if several thousands, 5 percent would be appropriate. In all, a total number of 185 participants were sampled for the study. This comprised 82 students from School Kpeve Senior High School and 103 students from Peki Senior High School. Kpeve SHS has 6 form three classes while Peki SHS has 10. Both boys and girls were drawn from each class for that matter every course offered in both schools, to give everybody an equal chance of participation in the study. Five students were selected to take part in the interview.

3.6 Sample and Sampling Procedure

The researcher adopted the lottery simple random sampling and convenience sampling techniques for selecting participants for the study. With simple random sampling, each member in a population had an equal chance of inclusion in the sample. The lottery simple random sampling technique was also adopted to do away with bias and also to ensure fair representation of the sample. In other words, simple random sampling, gives each participant an equal chance of being selected for the study. Convenience sampling on the other hand, is a process of selecting participants who are available and willing to participate in the study. According to Somekh and Lewin (2006), convenience sampling is a sampling technique which the researcher uses to establish relationship with those who are to participate in the research. Convenience sampling was used to sample students for the interview while the lottery simple random sampling technique was used to select students to answer the questionnaire.

In all, 12 students were selected from 5 classes in Kpeve SHS. This comprise both boys and girls from each class except Home Economics class where 20 students were selected due to the large class size. In all, 44 boys and 36 girls participated in the study in Kpeve SHS. Peki SHS had 10 form three classes and selection was done as follows. General Science, 10 students, Agric 10 students, Visual Arts 10 students, Home Economics A and B 15 students, Business A and B 15 students and 4 General Art classes made up of 40 students. In all, 60 boys and 40 girls were selected for the study. A total of 3 students, comprising 2 boys and a girl were interviewed from school Peki SHS while 2 students (a boy and a girl were interviewed in school Kpeve SHS).

3.7 Data Collection Instruments

According to Cresswell (2014) a good research must use a combination of different instruments in data collection. It is against this backdrop that the researcher used a questionnaire and an interview guide interview to collect data for the study.

3.7.1 Questionnaire

Structured questionnaire was employed to gather data from the responses for the study. Kusi (2012) was of the view that even though structured questionnaires are often used in quantitative study, it can also be used in qualitative study. Kusi maintained that structured questionnaire contains predetermined standardized items intended to collect statistical data that can be analyzed. This includes, giving out questions that require students to thick 'sure, not sure, or never'. Others included Likert-scale items which require responses such as strongly agree, disagree, or strongly disagree or other phrases in an orderly form. The questions were developed and categorized into three sections, namely A, B and C. Section A sought information on students' knowledge of Citizenship, section B was about factors that influence students' knowledge of Citizenship and section C sought information on how Social Studies must be taught to enhance students' knowledge of citizenship. Students were taken through the questionnaire to lessen the challenges they might encounter in answering it. In all, 180 questionnaires were administered to students and it took the researcher three days to retrieve them.

3.7.2 Interview Guide

Interviewing as a method of data collection is at the heart of a qualitative research. Creswell (2014) defined interview as face-to-face verbal exchange of information in which one person, the interviewer, attempts to elicit information from the interviewee.

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Similarly, Awoyemi (2002) observed that the interview method is useful where the educational levels of the respondents are low. Semi structured interview guide was adopted to collect data from the respondents. Kusi (2012) argued that this instrument gives the interviewer, the opportunity to ask initial questions, followed by probing questions meant to clarify issues raised. The purpose of including semi structured interview guide was to supplement the quantitative findings to enhance the validity of the result, in order to enhance in-depth understanding of the study variables. Before the interview, students were briefed on the purpose of the study, and were encouraged to feel free and express themselves very well. In all, 5 students were interviewed from both schools.

3.8 Validity of the Instrument

Validity refers to the ability of an instrument to measure exactly what it is supposed to measure (Eriksson and Wiedeshiem, 2001). In order to ascertain the validity of the questionnaire it was pilot tested in Kpeve and Peki senior high schools. The importance of pilot test has been espoused by various writers therefore, cannot be underestimated. For example, Bryman (2004) asserted that it ensures that the instrument as a whole function well. Cohen, Manion and Morrison (2004) emphasized 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 in connection with any aspect of the investigation. Based on these principles, a representative sample was used for the pilot test. Thirty questionnaires were administered to Kpeve and Peki senior high schools.

3.9 Reliability of the Instrument

The result of the pilot test revealed weaknesses in the wording of some of the questions which could have disturbed the meaning of the responses. Responses to some questions helped to identify the items that were unclear and this enabled the researcher to arrive at the final instrument that was used for the study. The reliability of the questionnaire was determined through the use of the Cronbach Alpha method. Cronbach Alpha reliability co-efficient showing the internal consistency of the items on the questionnaire for the students was computed to be 0.76. This was deemed good based on Fraenkel and Wallen's (2000) assertion that if the reliability co-efficient value is 0.70 and above, then the instrument is reliable and of good quality for collecting data for a study.

3.10 Data Analysis Methods

Creswell (2014) explained data analysis in research as preparing and organizing the data for analysis, then reducing the data into themes through a process of coding and condensing the codes. The data was put into tables of frequency counts and percentages and interpreted with respect to the research questions. The quantitative data collected for the study were coded and analyzed descriptively using Statistical Package for Social Sciences (SPSS version 21). In all, 180 questionnaires were administered out of which 173 were answered and returned and used for the analysis. The qualitative data (student's voice from the interview) was analyzed through content analysis, and was further transcribed into themes for analysis. Patton (2002), validated this process by saying that content analysis is the process of discovering themes, patterns and categories in a collected data. The qualitative (interview) was transcribed and used to support the quantitative data.

3.11 Ethics and Positionality

The researcher followed ethical standards to ensure that the research did not harm their or abuse the privilege and fundamental human rights of access to participants" privacy. According to Alhassan (2006), ethical issues of anonymity, confidentiality and privacy are, particularly relevant in ensuring that researchers' ethical obligations to their respondents were not violated after data collection. With the above in mind, a permission letter was obtained from the Department of Social Studies Education, University of Education, Winneba, and was duly presented to the heads of the two institutions selected for the study. Even in the researchers own school (Kpeve SHS), permission was soughted before giving out the questionnaire and conducting the interview. The researcher also obtained appropriate permission in Peki Senior High School before collecting data. The researcher was assisted by a university course mate in Peki SHS to meet the Assistant Headmaster academic, where permission was obtained. The participants were equally assured of anonymity, and names were not asked for the study. Though a teacher in Kpeve Senior High School, the researcher went into the research as a neutral person so his position did not affect the outcome of the study.

3.12 Summary

This chapter described in detail, the methodology used to conduct the study. The research approach adopted was mixed method, where both qualitative and quantitative data was collected. The population for the study was form three students from Kpeve and Peki Senior High Schools, out of which 180 respondents were sampled and used for the study. The researcher further adopted the lottery simple random and convenience sampling techniques. Both structured questionnaire and semi-structured interview were

used to collect data from the respondents. Finally, issues if privacy and confidentiality were adequately addressed.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the results and the discussion of findings from the study. It first presents the demographic information of respondents and then the data analysis based on the research questions.

4.2 Demographic Characteristics of Respondents

The study sampled 180 respondents of form three students in two senior high schools in the South Dayi District. Out of this number, 173 answered and returned the questionnaires. The analyzed results are based on the responses received from the 173 students who answered the questionnaire. This is made up of 103(59.5%) male students and 70(40.52) female students. Table 2 illustrates this information.

Table 2: Sex Distribution

Sex	Frequency	Percentage
Male	103	59.5
Female	70	40.5
Total	173	100

Source: Fieldwork Data, 2020

4.3 Presentation of Results and Discussion of Findings in Relation to the

Research Questions

4.3.1 Research Question One: *What are students' knowledge of citizenship?*

The sub-question from respondents on ''who a citizen of a nation is'' Responses are

presented in Table 3.

Table 3: Definition of a citizen

Responses	Frequency	Percentage
He/she owes allegiance to the State	42	24.6
He/she is legally recognized as a member of the country	84	48.4
Customs considered he/she as a member of the community	33	19.0
Staying within a nation	14	8.0
Total	173	100.0

Source: Fieldwork Data, 2020

In Table 3, all the 173 students responded to the question, who a citizen of a nation is.

This received varying responses. With 42(24.61%) stating that a citizen means owing

allegiance to one's nation; 84 (48.5%) respondents said that a citizen is the one who has

a legal recognition as a member of a country; while 33(19%) respondents answered

that, one can be considered a citizen of a nation if he or she is recognized as a member

of a community. Also, 14(8%) of respondents were of the view that staying in country

or nation makes you a citizen. These findings confirm the definitions provided by some

school of thought from the various theories in the literature. For example, the Aristotle's

Theory of Citizenship as cited in Held (1996), defined a citizen as one who owns

allegiance to a nation. Aristotle argued that not everybody in a country qualifies as a

citizen of a nation. For instance slaves, menial workers and women do qualify as

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citizens of a nation. It also affirmed the Civic Republican Theory of Citizenship which argued that, citizenship is legally acquired (Rousseaus, 1999). Again, the respondents who considered a citizen as a result of a person belonging to the community in which he/she stays, and has the progress of the community at heart is in line with the ideology of the Republican Theory, according to Dagger (2002).

The researcher also sought to explore respondent's knowledge of the conditions that make one a citizen of a country. Their responses are presented in Table 4.

Table 4: How one can become a citizen of a nation

Responses	Frequency	Percentage
Birth right	50	28.90
Adoption	48	28.80
Marriage registration	35	19.60
Naturalization	29	17.60
No response	4	1.07
A resident in a country	7	4.03
Total	173	100

Source: Fieldwork Data, 2020

In Table 4, the respondents stated five main conditions under which one could become a citizen of a country, namely by birth, adoption, naturalization and marriage registration and being a resident in a country. The study found that 50(28.90%) respondents claimed one's birth in a country was enough for him/her to be considered a person as a citizen, while 48(48.8%) of the respondents considered someone to be a citizen of a nation through adoption. Also, 35(19.6%) of the respondents felt that one could be considered a citizen through marriage and marriage registration, while

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29(17.6%) of the respondent said one could become a citizen by the means of naturalization. However, 4(1.70%) did not provide any response; and 7(4.03%) respondents said someone who is a resident of a country. Per the literature review on how citizenship is attained, Aristotle maintained that a citizen is a person born to an Athenian mother. The Social Studies and the 1992 Constitution also emphasize birth, naturalization, adoption and marriage as conditions of becoming a citizen. The study established that 169(98.3%) of responses provided by the respondents were in line with the conditions for which one can become a citizen. The study further explored the meaning of the key word, 'citizenship' from the respondents and their responses are captured in Table 5.

Table 5: Definition of citizenship

Responses	Frequency	Percentage
Membership of Country	156	90.2
Responses different from membership of a country	17	9.8
Total	173	100.0

Source: Fieldwork Data, 2020

In table 5, out of the 173 respondents, 156(90.2%) of them explained citizenship as being a legal member of a country or belonging to a nation. Conversely, 17(9.8%) of the respondents gave different responses from the first the group. Also, 11(6.3%) stated that citizenship is about the state taking care of the individual and 6(3.4%) stated that citizenship is making contributions to the state. From the literature, Bryn (1994) argued that citizenship is not merely being a member of a nation. According to Dekker and De Hart (2005) citizenship is a situation where an individual if a state possesses certain rights and involves oneself in the affairs of the community.

Respondents were also asked about the duties of a citizen to help establish students' knowledge of the roles expected of a citizen to his/her state. Their responses presented in Table 6.

Table 6: Respondents' Duties of a Citizen

Responses	Frequency	Percentage
Pays his/her taxes to the Government	41	24.0
Patriotic person	51	30.0
Takes part in communal labour	37	22.0
Obeys law and orders	37	21.0
No response	4	1.8
Must be hardworking	3	1.2
Total	173	100.0

Source: Fieldwork Data, 2020

Table 6 sought to examine the duties of a citizen towards one's nation. This received multiple responses from the respondents. These multiple responses on what is expected of a citizen include payment of taxes to the government, being a patriotic citizen, partaking in communal labour as well as obeying laws and orders. 51(31%) stated one duty of a citizen is showing patriotism, 41(30%) believe it the duty of a citizen to pay tax while obeying laws stood at 37(21%). 3(1.21%). On hardwork, 3(1.20%), said that it is the duty of every citizen to be hardworking. Shuck (2002) argued that a citizen must respect the laws of his or her country and pay tax. Shuck's argument is based on the liberal theory of citizenship. Engle and Ochoa added that the responsibilities of a citizen include respect for law and order and participation in the governance of the state.

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These responses suggest that respondents are aware of the duties of a citizen of a country. Another question that sought responses from respondent is ways by which citizens can contribute to national discourse. Respondents' responses are summarized in Table 7.

Table 7: Responses views ways by which citizens can contribute to public discourse

Responses	Frequency	Percentage
Expressing their Opinions and Views	54	32.2
Media Discussions	53	30.3
Exposing Deviants in the Community	18	10.0
Solving Community Problems	35	20.9
Taking part in political part activities	6	3.1
Joining youth organizations	1	0.5
Joining religious organizations	1	0.5
Contributing to non- governmental agencies	2	0.8
No responses	3	1.9
Total	173	100.0

Source: Fieldwork Data, 2020

Table 7 provides respondents view on the various ways by which citizens can support public discourse. Public discourse includes speeches, publications and other comments which are made in the service of the public good (Oldfield 1990). From the responses received in Table 7, citizens expressing their opinions and views have 54(31.2%); media discussion was 53(30.28%), while solving community problems got 35(20.90%). The rest of the responses were exposing deviants in the community; representing 18(10%) of the total respondents while 3(1.9%) did not give any responses. This

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received 61.4% of the total responses as shown on Table 7. These responses are rooted in the various theories of citizenship in the literature review. The last question on the first research question is the expectations of a concerned citizen. The responses are illustrated on Table 8.

Table 8: Respondents' views on the expectations of a concerned citizen

Items	Frequency	Percentage
He/she obeys rules and regulations	42	24.1
He/she accepts responsibilities	51	29.9
He/she volunteers his/her services	35	21.5
He/she provides support for national projects financially	36	22.4
Responsible person	1	2.8
Good individual	3	0.5
No response	5	3.5
Total	173	100.0

Source: Fieldwork Data, 2020

In table 8, 42(24.1%) said that citizens must obey rules and regulations of the state. A majority 51(29.9%) also believe that a concerned citizen must accept responsibilities. Volunteering constitutes 35(21.5%) responses while financial supports received 36(22.4%) responses. 5(3.5%) never responded to these questions. From the review of related literature, Communitarians, Liberals and Aristotle's Theory of citizenship expects citizens to obey rules and regulations, volunteer, accept responsibilities and e a responsible person.

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4.3.2Research Question Two: *What factors influence students' knowledge of citizenship?*

The study also explored factors that influence respondents of citizenship. On the way the teacher explained it in class; or is acquired from what they had read from textbooks;whether they memorize materials from their studies; or it is based on their participation in class. The rest of the determinants are the discussion of currents issues in their Social Studies lessons; expressing one's view during lessons and field works such as taking part in communal labour.

Respondents were asked if their understanding of citizenship was based on teaching in the classroom. The responses are presented in Table 9.

Table 9: Respondents' knowledge of citizenship based on the teaching and learning process

Responses	Frequency	Percentage
Not Sure	31	17.9
Never	18	10.5
Sure	71	41.0
Very Sure	53	30.6
Total	173	100.0

Source: Fieldwork Data, 2020

Table 9 illustrates whether respondents of citizenship is based on the way teachers explain concepts in class. In the table, 31(17.9%) of the respondents were not sure if their knowledge of citizenship is based on what they had been taught bby their social studies teachers while 18(10.5%) stated that their knowledge is never based on what they learnt from their teachers. Out of the total respondents, 71(41%) were sure while 53(30.6%) were very sure that their teacher's teaching of the topic Citizenship solely

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accounts for their understanding of citizenship. This corroborated the view expressed by Adzahlie-Mensah and Gyamfua-Abrefa (2016), that social studies must be taught in a way that students can possess civic knowledge. Ayaaba (2011) argued that an essential skill in the understanding of citizenship is the development of social skills, political skills, thinking skills, academic skills in the students and interpersonal skills. Ayaaba ended that the teacher must be able develop these skills in the classroom.

The second question posed to students were to illicit from respondents whether their knowledge of citizenship was based on the way the concept is explained in the textbooks. The responses are presented in Table 10.

Table 10: respondents' explanation of citizenship based on their textbooks

Responses	Frequency	Percentage
Never	30	17.3
Not Sure	61	35.3
Sure	57	32.9
Very Sure	25	14.5
Total	173	100.0

Source: Fieldwork Data, 2020

Table 10shows the extent of respondents' knowledge of citizenship from textbooks. Out of the 173 respondents, 61(35.3%) were not sure while 30(17.3%)had never acquired their knowledge from textbooks. Conversely, 57(32.9%) were sure that their knowledge was acquired from textbooks while 25(14.5%) were very sure that their knowledge of citizenship was mainly through textbooks. It, therefore, implies that majority of the students had their knowledge of citizenship through textbooks. This is in sharp contrast with the findings in the literature. For instance, Engle and Ochoa (1986) argued that

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textbooks play an important role in the way students understand concepts in Social Studies. He contended that those textbooks must be harmonized in a manner to enable them promote the kind of knowledge that is needed.

Respondents were also asked if they memorized textbook contents in order to enhance their knowledge of citizenship. The responses received are shown in Table 11.

Table 11: Memorizing of study materials by students

Responses	Frequency	Percentage
Never	16	9.2
Not Sure	18	10.4
Sure	85	49.1
Very Sure	54	31.2
Total	173	100.0

Source: Fieldwork Data, 2020

In Table 11, most of the respondents agreed that they memorized from their textbooks to enhance their knowledge of citizenship. It implies that rote learning is also needed to acquire knowledge of citizenship. Out of the total respondents, 85(49.1%) were sure they memorize their textbooks, while 54(31.2%) were very sure to have been memorizing materials. On the other hand,16(9.2%)respondents never memorized while 18(10.4%) were not sure if they had to memorize their study material. It is, therefore, inferred from the that memorizing textbook materials is another way which helps students in their understanding of citizenship in their Social Studies class. Again, this is in contradiction to how Social Studies must be taught tohelp students acquire knowledge of citizenship. Engle and Ochoa (1986) maintained that for Social Studies

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to promote citizenship, it must move away from dependence on exposition and memorization to the study of problems.

The research also asked respondents if their participation in class is one of the effective approaches in enhancing their understanding citizenship. This response is shown in Table 12.

Table 12: Respondents knowledge of citizenship based on participation in class

Response	Frequency	Percentage
Never	6	3.5
Not Sure	16	9.2
Sure	65	37.6
Very Sure	86	49.7
Total	173	100

Source: Field Data, March 2020

In Table 12, 86(49.7%) respondents out of the 173 stated that, they were very sure their knowledge of citizenship was based on the fact that they participated frequently in class. Similarly, 65(37.6%) of the respondents stated that they were sure if their knowledge was based on class participation. Alternatively, (63.5%) respondents stated that their knowledge was never based on their participation while 16 (9.2%) of them were not sure whether their involvement in class activities or individual participation in class. The study infers that 151 out of the total respondents agreed to the assertion that students' contribution in the teaching and learning process is an effective way of understanding the concept of citizenship. This accounted for 87.3% of the total respondents to the survey. This is in line with the assertion made by Lina and Brady (2014) that high classroom instruction and participation is important in understanding

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citizenship. They contended that students must participate in a more interactive thought-provoking learning experiences aside from textbooks.

Table 13 analyzed found from their participants, whether their understanding of citizenship is based on current issues and happenings around them and the world. Their responses are captured in Table 3.

Table 13: Respondents understanding of citizenship based on current events and happenings in Social Studies lessons

Response	Frequency	Percentage
Never	14	8.1
Not Sure	27	15.6
Sure	82	47.4
Very Sure	50	28.9
Total	173	100.0

Source: Field Data, March 2020

In Table 13, out of 173 respondents, 50(28.9%) were very sure of the assertion that their knowledge of citizenship is based on the current issues and 27(15.6%) say they were not sure while 82(47.4%) of them were sure. Also, 14(8.1%) entirely disagreed with this assertion. The research, therefore discovered that currents events and happenings in Social Studies improved respondents' knowledge of the concept of citizenship as 132(76.3%) respondents, representing 76.3% agreed to the assertion that discussing current events contributed immensely to their understanding of citizenship in their lessons. These findings confirm the findings of Lina and Brady (2014), Aggarwal (1994) and Adzahlie-Mensah and Gyamfua-Abrefa (2016) that, discussion of current local, national and international issues and events are critical to students' understanding

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of citizenship, as it helps students appreciate others' perspectives and also embrace different views which are at the heart of Social Studies as a discipline.

Again, the study sought to find out whether respondents expressing their views and opinions during lessons aided them in understanding the concept of citizenship. This is illustrated on Table 14.

Table 14: Whether respondents were permitted to express views different from othersin social studies class

Response	Frequency	Percentage
Never	27	15.6
Not Sure	24	13.9
Sure	51	29.5
Very Sure	71	41.0
Total	173	100.0

Source: Fieldwork Data, 2020

In Table 14, 71(41%) of the total respondents were very sure that their teacher permitted them to express views different from others in Social Studies class, while 51(29.5%) of respondents were sure they were permitted to express their views in class. Nonetheless, 27(15.6%) of the respondents had different views while 24(13.9%) were not certain whether this phenomenon happens during lessons. This assertion also helped students very well to understand the concept of citizenship, as 122 out of the 173 agreed to this. It is, therefore, deduced that the more students are permitted to express themselves during citizenship lessons, the better they understood the concept. This affirms the findings of Gaventa (2014), who stated that citizenship is better understood through explorative studies and expressing of one's views and opinions.

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The researcher finally sought to find out from respondents if the application of practical lessons, field and project work to help respondents improve their knowledge of citizenship. Their views are represented in Table 15.

Table 15: Respondents' participating in community works to aid students' knowledge of citizenship

Responses	Frequency	Percentage
Never	66	38.2
Not Sure	19	11.0
Sure	46	26.6
Very Sure	42	24.2
Total	173	100.0

Source: Fieldwork Data, 2020

Table 15 revealed that respondents' participating in community works such as communal labour help their knowledge of citizenship. Majority of the respondents, that is, 66(38.2%) representing 38.2% of the total respondents stated that they this approach was never used. Also, 19(11%) of the respondents were doubtful if participation in community project to aid students' understanding has ever been used. 46(26.6%) were sure of this assertion while 42(24.2%) were very sure participating in community projects aided their knowledge of citizenship. The study, therefore, discovered that participation in community projects was not used as a method of promoting the students' knowledge of citizenship. This finding, however disagreed with Banks (2001), Poatob and Odumah (2017), who established that community participation helped students or learners' knowledgeof the concept of citizenship better. This finding also contradicts Aggarwal's (1982), who established that participation in the affairs of

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community helped in one's understanding of citizenship. It can, therefore, be argued that Social Studies teachers in these two schools make little use of field trips, community projects and participation, which are essential in promoting students' knowledge of citizenship. Lin and Brady (2014) suggested that service learning allows students to study in an environment where they can apply what they have learnt to the classroom in real life situation.

4.3.3Research Question Three: *How can Social Studies be taught to promote students' knowledge of citizenship among?*

To ascertain how Social Studies must be taught to promote students' knowledge of citizenship, the study employed six different postulates that examined the perspective of the students. These six postulates are summarized in Tables 16. The first postulate examined the use of small group and whole class discussion to help students understand the concept of citizenship. Most of the respondents affirmed this assertion and the result is presented on Table 16.

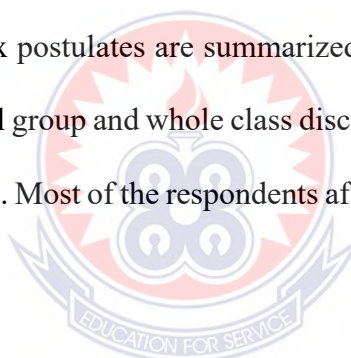*Table 16: Respondents' views in whether or not social studies teachers uses small group and whole class discussions to aid their knowledge of citizenship*

Responses	Frequency	Percentage
Strongly Agree	80	46.2
Agree	59	34.1
Not sure	23	13.3
Disagree	8	4.6.
Strongly Disagree	3	1.7
Total	173	100

Source: Fieldwork Data, 2020

From Table 16, as many as 149(80.3%) respondents agreed that social studies teachers use small group and whole class discussions to aid their knowledge of citizenship. Among this, 80(46.20%) respondents strongly agree to this, while 59 (34.1%) agreed. However,23(13.3%) of the respondents were doubtful as to whether their teacher often use small and whole discussion to aid their understanding of citizenship. Nevertheless, 8(4.6%) and 3(1.7%) respondents disagree and strongly disagree with this respectively. This suggests that group discussion and panel discussion is presumed to be most effective way of enabling students" understanding of citizenship. These findings agreed to the revelations of Lina and Brady (2014) that postulated six (6) proven practices of teaching social studies and concluded that groupings improve student's analytical skills.

The next postulate asked respondents whether they are constantly encouraged by their social studies teachers to be actively involved in class discussion to aid their understanding of citizenship during Social Studies lessons. The outcome is shown in Table 17.

Table 17: Respondents view if teachers encourage participation among them during Social Studies lessons

Items	Frequency	Percentage
Strongly Agree	91	52.6
Agree	56	32.4
Not sure	10	5.8
Disagree	8	4.6
Strongly Disagree	8	4.6
Total	173	100.0

Source: Fieldwork Data, 2020

From Table 17 there was strong agreement that the teacher encourages students to participate in Social Studies lessons. 91(52.6%) respondents strongly agreed to this assertion while 56(32.4%) of the respondents also agree to this claim. On the other hand, 8(4.6%) respondents each disagree with this assertion; however, 10(5.8%) respondents' were not certain to this claim. The study found that 90.8% of the total respondent alluded to the fact that participation among themselves during lessons is championed by their teachers to aid their understanding of citizenship. This affirms the position of Preston (1985) which suggests four basic approaches to teaching citizenship education. It can therefore be argued that what happens in the classroom environment is crucial to students understanding of citizenship.

The use of other teaching and learning materials such as videos, charts and pictures to help the students understand the concept of citizenship was also examined using the questionnaires. The result is shown in Table 18.

Table 18: Respondents view teachers use videos, charts and pictures to aid students' knowledge of citizenship in Social Studies lessons

Items	Frequency	Percentage
Strongly Agree	15	8.7
Agree	19	11
Not sure	31	17.9
Disagree	37	21.4
Strongly Disagree	71	41
Total	173	100

Source: Fieldwork Data, 2020

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In Table 18, majority of the students disagreed with this assertion as a cumulative percentage of 61.4% representing 108 respondents ticked strongly disagree and disagree. Besides, 31(17.9%) respondents were not sure if this has been happening. However, only 15(8.7%) of respondents strongly agree to this while 19(11%) respondents agree to the assertion. It is established that use of videos, charts and pictures to aid students understanding is inadequate or lacking as 19.7% agreed to these postulates while majority; as much as 108 of the respondents stated that this activity was missing. This finding contradicts Lina and Brady (2014) who opine that the use variety of ways with video presentations and dramatizations assist learners understand easily. It can therefore be argued that teachers make little use of these tools in teaching. Perhaps the circumstances in the classroom do not permit their usage or their teaching strategies are invalid.

Respondents were also asked whether their teacher's uses demonstration and simulations during social studies lessons with the aim of improving their understanding of the concept of citizenship. The findings are presented on Table 19.

Table 19: Respondents' views on the use of demonstration and simulations during social studies lessons

Items	Frequency	Percentage
Strongly Agree	75	43.4
Agree	55	31.8
Not sure	19	11
Disagree	10	5.8
Strongly Disagree	14	8.1
Total	173	100

Source: Fieldwork Data, 2020

In Table 19, this assertion gained popularity among the respondents, as much as 75.1% of the total respondents agreed to the postulate. Among these respondents, 75(43.4%) of them strongly agree while 55(31.8%). Conversely, 10(5.8%) respondents disagree while 14(8.1%) strongly disagree with the assertion that demonstration and simulations during Social Studies lessons to promote students' knowledge of citizenship. Also, 19(11%) respondents were uncertain as to the use of demonstration and simulations during Social Studies lessons with the aids of improving the students' knowledge of citizenship. The study revealed that teachers used demonstrations and simulation to aid students' knowledge of citizen as 75.1% of the students agreed with assertion that demonstration and simulation is used to help students' knowledge of citizenship. This finding of the study is in line with Lina and Brady (2014).

Also, the use of variety of teaching strategies in the classroom during social studies lessons with the aim of promoting positive understanding of the concept citizenship was evaluated. The responses are presented in Table 19.

Table 20: Respondents' views on whether the teacher uses variety of teaching strategies to promote their knowledge of citizenship?

Items	Frequency	Percentage
Strongly Agree	78	45.1
Agree	52	30.1
Not sure	24	13.9
Disagree	12	6.9
Strongly Disagree	7	4
Total	**173**	**100**

Source: Field Data, March 2020

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In Table 20, out of the 173 respondents, 78(45.1%) strongly agreed, while 52(30.1%) agreed to the claim that teachers employed variety of teaching strategies. However, 12(6.9%) and 7(4%) respondents disagreed and strongly disagreed with the claim that teachers employed a variety of teaching strategies. The survey also established that 24(13.9%) of respondents were not sure whether teachers employed a variety of teaching strategies or not. The study noted that 130 respondents of the total 173 agreed to the fact that variety of strategies were employed to aid their knowledge of citizenship in Social Studies lessons by their teachers. This made up 75.1% of the total respondents. The study, therefore, found that the use of various methods of teaching is the best approach to explaining the concept of citizenship to the students. This finding is in line the argument made by Tamakloe (1994) that the use different teaching methods and strategies besides the possession of adequate knowledge by the teacher can enhance students understanding of concepts.

The effect of field trips as part of the learning process to aid students' knowledge of citizenship was looked at. This received responses from the respondents and their responses are presented in Table 20.

Table 21: Using field trips as part of the teaching and learning processes

Items	Frequency	Percentage
Strongly Agree	24	13.9
Agree	18	10.4
Not sure	33	19.1
Disagree	33	19.1
Strongly Disagree	65	37.6
Total	173	100

Source: Field Data, March 2020

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In Table 21, 65(37.6%) respondents strongly disagreed, 33(19.1%) disagreed that the use of field trip aid their knowledge of citizenship. Also, 24(13.9%) strongly agreed while 18(10.4%) agreed with the assertion that the use of field trips aided students' knowledge of the concept of citizenship. Only 33(19.1%) were not sure that their teacher uses field trips to help them boost their knowledge of citizenship. It can be argued that teachers do not or make little use of field trips which is important in enhancing students' knowledge of citizenship. Tamakloe (1994) was of the view that,social studies teachers to promote students' knowledge of citizenship, they must make use of different teaching and learning techniques, including the use of field trips.

4.4 Qualitative Analysis

The qualitative data was collected to complement the results provided through the questionnaire. The research explored three questions which are: "what is citizenship?" ; What factors influence student knowledge of citizenship?; and How can Social Studies be taught to promote students' knowledge of citizenship among students? The first research question which is student's understandings of citizenship received multiple responses. Three of the respondents gave answers which suggest that citizenship is membership of a state.

Some of the responses are as follows;

> Citizenship is a membership of a state or a country that has also acquired the legal right to enjoy every right within the country. Some of these rights are the right to vote, education, free movement etc (Excerpts from a respondent, March 2020)

> Citizenship is a membership of a country that enjoys all amenities in a country. He or she knows their rights and obligation, he or she must be concerned about the progress of his community, must take part in communal labour, pay his

> levies and protect community properties and everything in the community. (Excerpts from a respondent, March, 2020)

> Citizenship is about being accepted as a member of a country or community. So the individual must perform certain duties in the country move on well. (Excerpts from a respondent, March, 2020)

The two remaining interviewees misunderstood citizenship to be citizens of a country. The following were their views:

> A citizen is a legal member of a country and citizenship can be acquired through birth or maybe marriage. So, we have some foreigners who are living in Ghana but they have acquired their citizenship status through registration or naturalization.

> A person who comes from another country and stays with his or her foster parents from infancy or as a child, when all forms filled and signed, the person becomes a citizen from that period. (Excerpts from a respondent, March, 2020)

These responses point to the fact students' knowledge could citizenship to be, being a member of a society and fulfilling some obligations of the community. These explanations are in line with the communitarians, Aristotle's and Neo-republicans' thoughts. From the literature, a citizen is a member of a country and this status can be acquired in several ways. For instance, Aristotle's Theory which stated that a citizen is a jury man who shares in the administration of justice. The individual must actively participate in the affairs of the community for the common good of the society. Though these definitions are in line with Social Studies syllabus definition of citizenship, it appears to be more of political definition than Social Studies as the understanding of citizenship

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On factors that influence students' knowledge of citizenship, four respondents admitted that their knowledge was based on teacher's classroom delivery. Some responses were given as:

> My knowledge is through the teacher's explanation of the concept because sometimes the textbook does not go further to explain, it's just the definition they provide, some of what is mostly based on what the teacher teaches in class and then I read some too from textbooks and magazines. (Excerpts from a respondent, March, 2020).

> Yes, it is because of what the teacher taught in class. Because there are certain things I may not understand unless a teacher or somebody who has knowledge about it explains to me. When I learn from textbooks after class, I am unable to get any meaning out of it. (Excerpts from a respondent, March, 2020).

> Sir, sometimes I don't memorize the thing I listen to understand and, then, I understand I can also come out with my own definition from the textbook. I memorize because it helped to understand what is written in textbooks also and helps me perform well in exams. (Excerpts from a respondent, March, 2020).

These responses suggest that the teacher is at the center of enhancing students' knowledge of citizenship. Apart from one respondent who opined that he got his of citizenship from textbooks, the rest alluded to fact that their knowledge was from the explanation given by the teacher. This is in agreement with the views by Adzahlie-Mensah and Gyamfua-Abrefa (2016), Ehrlich (2000), who argued that Social Studies must be taught in a way to help students possess civic knowledge. Students must be taught civic identity, civic commitment and their possession of community knowledge. However, memorization of concepts may also mean that students do not understand the concept and this can affect their knowledge of citizenship education.

On how Social Studies must be taught to promote students' knowledge of citizenship, all the respondents said that small group and whole class discussions help them in

understanding in class. However, only two respondents agreed that the field trip technique must be employed. These are some of their responses;

> In our group, everyone has a topic to research on. You present on the topic you work on. You also teach the entire area you specialized in. Our teachers sometimes ask the question so that explain in detail for everybody to understand. (Excerpts from a respondent, March, 2020).

> In group meetings, everyone contributes. If you refuse to come or participate during group meetings, marks are awarded so anytime a student absents him/himself or herself, he or she losses some marks. Because of that everyone is now serious with group discussion and contribution to any project work we are asked to undertake. (Excerpts from a respondent, March, 2020).

> Yes, we use video a little, but most at times, we use pictures. The teacher brought them to the classroom to show us in our Social Studies lesson. They are very interesting in watching them. Yes, our teacher uses videos, charts, pictures sometimes from his phone. (Excerpts from a respondent, March 2020).

> We went to Kakum National Park and the Cape Coast Castle. We learned a lot of things there. Our teacher took his time to explain a lot of things to us at the Cape Coast Castle and it was very exciting. (Excerpts from respondents, March 2020).

It is, therefore evident that teachers make little or no use of field trips, videos and chart in their teaching. This will at the end of the day affect students' understanding. Available literature from the review suggests that when students are exposed to videos, charts and fieldtrips, it enhances their understanding of the concept. The absence of these teaching techniques and strategies has a negative impact on the teacher's delivery in the quest to promoting citizenship education through Social Studies. Perhaps, the classroom setting and the school environment and even the curriculum do not provide enough room to frequently utilize fieldtrips. If Social Studies must effectively promote

citizenship among students then, it is suggested that videos, charts and field trips should be employed in the teaching and learning process.

Summary

The chapter concentrated on the analysis of the data collected for the study based on the research questions. Descriptive statistics were used in the analysis. Qualitative analysis was also used to support the quantitative analysis.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarises the research. It is organized under three sections namely, the summary, conclusions and recommendations.

5.2 Summary

The study explored students' knowledge of citizenship in Kpeve and Peki Senior High Schools in the South Dayi District. A sample of 185 respondents were selected from 803 form three students for in the study. Three main objectives were formulated to guide the study. These are: what are students knowledge of citizenship? What factors influence students' knowledge of citizenship? And how can Social Studies be taught to promote students knowledge of citizenship among students.

5.2.1 Key Findings

The key findings from the study are as follows:

(i) The study found that students have different knowledge of the concept of citizenship. In addition, most of the respondents were aware that citizenship goes with certain responsibilities such as payment of taxes, taking part in communal labor and reporting wrong doers to the police. Respondents were also aware that citizenship can be acquired through birth, adoption, naturalization and marriage.

(ii) The study found that, a number of factors seems to influence students' knowledge of citizenship. These include the teaching and learning strategies adopted by the teacher, the use of appropriate textbooks and ensuring student's participation in the teaching and learning process.

(iii) There are a number of ways Social Studies can be taught to promote students' knowledge of citizenship. These include the use of varying classroom teaching and learning techniques such as the use of whole and small group discussions, field trip, videos and charts.

5.3 Conclusions

Based on the findings, the following conclusions are drawn:

i. Students have a good knowledge of the meaning of citizenship. Based on their responses that citizenship is being a responsible member of a country willing to fulfill certain obligations such as meeting one's obligation.

ii. It can also be concluded that the use of teaching and learning materials inlarge extent influence student's knowledge of citizenship.

iii.   Again, it can be concluded that the role of Social Studies teacher is crucial in promoting students' knowledge of citizenship. The techniques and the teaching strategies in the teaching and learning of citizenship will go a long to promote students' knowledge of citizenship.

5.4 Recommendations

On the basis of the findings and the conclusion, the following recommendations are made:

(i) Even though students seem to have a good knowledge of the concept of citizenship, their understanding only represents a political understanding which they stated that citizenship is being a member of a country. This definition is a constitutional definition provided by the 1992 constitution of Ghana. Social Studies students are expected to broaden this definition by saying that

citizenship is about making informed decisions that will promote the interest of his or her community and the nation at large.

(ii)   Appropriate Social Studies must be made available for students to promote the teaching and learning citizenship. Social Studies textbooks must clearly define the concept of citizenship in a way that will promote Social Studies as a subject intended to promote citizenship. The curriculum division of the Ministry of Education and the National Social Studies Association are to work in concrete to ensure that appropriate textbooks are made available to promote students' knowledge of citizenship.

(iii)   To effectively teach Social Studies to promote citizenship, practitioners of the subject must make use of relevant teaching and learning materials such videos, charts as well as field trips to enhance students' knowledge of concept of citizenship.

5.4 Suggestion for Further Research

The study explored students' knowledge of citizenship in senior high Schools in the South Dayi District of the Volta Region. It is suggested that researchers must conduct similar research in other districts or regions to ascertain students' knowledge of the concept in those areas.

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APPENDICES

APPENDIX A

INTRODUCTORY LETTER

DEPARTMENT OF SOCIAL STUDIES EDUCATION

✉ P. O. Box 25, Winneba, Ghana ✉ socialstudies@uew.edu.gh
☎ +233 (020) 2041096

5th February, 2020

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

LETTER OF INTRODUCTION: CHRISTOPH MORTEY

We write to introduce Mr. Christoph Mortey to your outfit. He is a Master of Philosophy Social Studies student with registration number 8180140019 from the above-named Department.

As part of the requirements for the award of Master of Philosophy in Social Studies Education, he is undertaking a research on *"Students understanding of citizenship in the South Dayi District."*

We wish to assure you that any information provided would be treated confidential.

Thank you.

Yours faithfully,

Mr. Cletus K. Ngaaso
For: Ag. Head of Department

UNIVERSITY OF EDUCATION, WINNEBA

FACULTY OF SOCIAL SCIENCES

**DEPARTMENT OF SOCIAL STUDIES**

Research Questionnaire

<u>Dear Student,</u>

This survey is purely for academic purpose which seeks to gather data for Master of Philosophy in social studies on the topic *"KNOWLEDGE OF CITIZENSHIP AMONG SENIOR HIGH SCHOOL STUDENTS IN THE SOUTH DAYI DISTRICT"* Please answer each question to the best of your knowledge. Your thoughtful and truthful responses will be greatly appreciated. **Your individual name or identification number is** *not required.* This research is conducted for academic purpose and your responses will be kept completely *confidential.* Thank you for taking time to complete this questionnaire.

Please read the instruction(s) under each section of the questionnaire carefully to assist you in your responses.
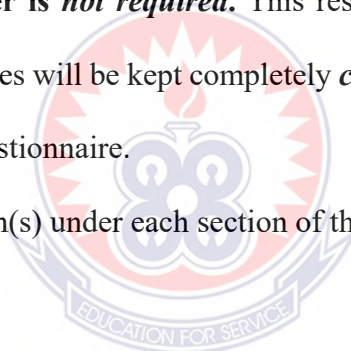
SECTIONA: **STUDENTS UNDERSTANDINGS OF CITIZENSHIP**

Kindly provide responses to the following statements on your understanding of citizenship.

a. From your social studies lesson, who is a citizen?

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………………………………………………………………………

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………………………………………………………………………

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b. What makes one a citizen?

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………………………………………………………………………………

c. How will you explain citizenship?

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d. What is expected of a citizen?

………………………………………………………………………………

………………………………………………………………………………

e. How do citizens support public discourse?

………………………………………………………………………………

………………………………………………………………………………

f. Who is a concerned citizen?

………………………………………………………………………………

………………………………………………………………………………

SECTION B:

FACTORS THAT INFLUENCE STUDENTS UNDERSTANDINGS OF

CITIZENSHIP

Kindly provide responses to the following statements on factors that influence students understanding of citizenship by ticking [√] S=Sure, NT=Not sure, N=Never, VS=Very sure

STATEMENTS	S	NT	N	VS
g. What makes you understand citizenship the way you explained it? Is it based on the way the teacher explained it in class?				
h. Or it is based on what you read from textbooks?				
i. Do you memorize materials you have read in your social studies lesson?				
j. Do you understand your social studies lessons based on your participation in class?				
k. Do you discuss current events and happenings in your social studies lessons?				
l. Do you feel free to express your opinion in social studies class even if it is different from others?				
m. Have you ever taken part in any community project? For instance, communal labour, writing to your district chief executive or voting?				

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SECTION C: **HOW SOCIAL STUDIES CANBE TAUGHT TO PROMOTE POSITIVE UNDERSTANDING OF CITIZENSHIP AMONG STUDENTS**

The statements below represent levels of agreement or disagreement. Please tick(☐) the columns that represent your view on the statement: how social studies must be taught to change students understanding of citizenship.

SA= *Strongly Agree*, **A**=*Agree*, **NS**=*Not Sure*, **DA**= *Disagree*, **SD**= *Strongly Disagree*

STATEMENTS	SA	A	NS	DA	SD
n. My social studies teacher uses discussions such as small group, panel group and whole class discussions in teaching.					
o. Am encouraged by my social studies teacher to participate in classroom discussions.					
p. My social studies teacher uses videos, charts, pictures etc in his/her teaching					
q. My social studies teacher uses demonstrations and simulations in teaching.					
r. My social studies teacher uses variety of teaching strategies in the classroom.					
s. We have ever embarked on field trips as part of our learning process.					

THANKS FOR YOUR PARTICIPATION

APPENDIX B

SEMI-STRUCTURED INTERVIEW GUIDE

STUDENTS UNDERSTANDING OF CITIZENSHIP

1. From your social studies lesson, how will you explain who a citizen is?

2. How will you explain citizenship?

3. What duties are expected of a citizen? Mention a few

4. How do citizens support public discussions on issues

5. Who will you consider a concerned citizen?

6. What are some of the things that makes one a good citizen

FACTORS THAT INFLUENCE STUDENT'S UNDERSTANDING OF CITIZENSHIP

7. What makes you understand citizenship the way you explained it above? Is your explanation based on the way the teacher explained it in class?

8. Or it is based on what you read from textbooks? explain further

9. Do you memorize materials you have read in your social studies lesson in order to enhance your understanding?

10. Do you take part in classroom discussions in social studies class?

11. Do you understand your social studies lessons based on your level of participation in class?

12. Do you discuss current issues happening in country and the world in your social studies lessons?

13. Do you feel free to express your opinion in your social studies class even if it is different from that of others?

14. Have you ever taken part in any community project? For instance, communal labour, writing to your district chief executive, voting or try to find solution to some problems?

HOW SOCIAL STUDIES CAN BE TAUGHT TO PROMOTE POSITIVE UNDERSTANDING OF CITIZENSHIP AMONG STUDENTS

15. Does your social studies teacher use discussions such as small group, panel group and whole class discussions in teaching.

16. Are you encouraged by your social studies teacher to participate in classroom discussions?

17. Does your social studies teacher use videos, charts, pictures etc in his/her teaching?

18. Does your social studies teacher use demonstrations and simulations in teaching?

19. Does your social studies teacher use variety of teaching strategies in the classroom?

20. Have you ever embarked on field trips or any community development project as part of your learning process?

21. What other ways do you think your teacher must teach you to enable you understand citizenship?