

Citizenship Education in the Colleges of Education in Ghana: what Tutors of Social Studies Say

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Abstract: *The purpose of this study was to explore the views social studies tutors in the colleges of education in Ghana with regard to the meaning and teaching methods that are most appropriate to teach citizenship education. The research drew upon social capital, ecological, and cognitive psychological theories to generate the conceptual framework for analysing the quantitative and qualitative data. The views of 36 tutors of social studies from eight colleges of education were surveyed through the multi-stage sampling technique, and eight respondents were interviewed to further understand the groups' perception of citizenship education.*

The major findings were: (i) tutors generally agreed on the components of citizenship education, (ii) tutors generally agreed on the characteristics of a good citizen. (iii) There was general agreement among the tutors that various classroom activities were important in the teaching of citizenship education and were being taught effectively. It was recommended that a policy be put in place government for social studies teachers to have a regular in-service training on current issues in citizenship education. And that citizenship education should be introduced as a programme on its own in schools, colleges and universities and examined externally.

1. INTRODUCTION

It is recognized throughout the world that the level of educational attainment in a country is a major contributory factor, both directly and indirectly to the degree of growth and development that is achievable in that country (Acheampong, 2006). Education enables individuals to develop and fulfill aspirations aimed at achieving social, economic and political progress by developing their abilities and talents. It also enhances peoples' development of general reasoning faculties, causes values to change progressively and increases receptivity of new ideas and attitudes. The development of a nation depends on its human capital that mediates as change agents for transforming raw materials and other resources into more useful properties that contribute towards development.

The World Bank (2007) argues that educating for economic growth, although necessary, is not enough to remove poverty but rather good stewardship. Attention has, therefore, now turned to young people's experiences of citizenship as 'crucial for development outcomes'. The argument is that not only governments should recognize the major long term human capital consequences of young people's experiences but that, as a consequence, young people should now be seen as important stakeholders. Without their active citizenry "collective action, public accountability, caring for kin and community, environmental stewardship, the promotion of human dignity and the creation of shared identity and rights are so much more difficult ..." (World Bank, 2007:160). The transition into 'exercising citizenship' is described as one of five key transitions of youth into adulthood—the others are: learning; beginning to work; taking risks that impact on health; and forming families (Arnot, Casely-Hayford, Wainaina, Chege & Dovie, 2010).

The International Review of Curriculum and Assessment Framework (IRCAF) project countries (Australia, Canada, Brazil, and United States of America) are undertaking major reforms of schools and the curriculum. Citizenship education is a major aspect of this reform process. It is the varied responses of countries to the unprecedented level and pace of global change that have made citizenship education study so fascinating and timely. Ghana is no exception to this process. Indeed, the place and purpose of citizenship education in schools is presently being emphasised as part of the wider on-going review of National Curriculum of Ghana (Ministry of Education, Science and Sports [MOESS/GES] 2007; Government of Ghana, 2003a).

In Africa, there has been a tendency to develop citizenship education (Bond, 2001; Fakir, 2003 & Preece, 2005). Arnot (2003) mention that both Kenya and Ghana, in separate but related ways, have been addressing the demands for the need for peace and stability and the desire for collective

responsibility and individual rights by introducing citizenship education in their education systems. Schooling has been expected to educate a new generation into a modern form of citizenship appropriate to a globalizing economy that is compatible with the traditional political and civic cultures and communities.

In Ghana, when communities were small, largely rural and self-sufficient, the system of education was informal and non-literate. Yet training in citizenship education was prominent. Mac William and Kwamena-Poh (1978) stress that, the Ghanaian community prepared the youth through the informal system of education. The responsibility for the training of citizenship did not rest on the parents only, but also on blood relations. It was also the duty of all the elders in a family to impart this training in citizenship education. This type of education offered knowledge about the cultural heritage of societies to the young generation for active participation in community life. The methods of training took the form of storytelling with moral conclusions. As the young entered adult life they were admitted into the community. Lessons were given for the development of the rights and responsibilities and the elders instilled the concept of respect for old age in the youth. During this period, citizenship education was emphasised because it sought to inculcate knowledge about the cultural heritage to the younger generation.

After independence, the Nkrumah Ideological Institute was established by Dr. Kwame Nkrumah to influence the academic life to raise the political consciousness of Ghanaians. With the first stone being laid by Kwame Nkrumah on 18th February, 1961, the Institute was designed to promote national independence, as almost all Ghanaians in the first Nkrumah government were trained in the United Kingdom or United States (Winneba Ghana niica.on.ca). This was another form of citizenship education in Ghana even though it was limited to his party faithful. The fact that it was meant to promote socialism in Ghana as well as liberation of Africa from colonialism, it can be credited with some development issues.

The Progress Party (PP) led by Dr. K.A. Busia also introduced another programme of citizenship education for development. The Progress Party government sought to protect the citizen, laying strong emphasis on human rights and civil liberties. The citizens were based on the provision of the 1948 Universal Declaration of Human Rights. Citizenship education on the right to life, property and security for the individual was initiated. Fundamental freedoms of thought, speech, belief and association were also emphasised. Infringement of a citizen's right was one of the areas within the investigation of Ombudsman (Agu, 2000). General Acheampong's government, after overthrowing the Progress Party Government, also introduced development plans into the Ghanaian citizenry. The second phase of the programme code-named 'Operation Feed Your Industries' and 'Operation Feed Your Self' were devoted to producing sufficient raw materials and food for Ghana's industries and Ghanaians respectively. The recitation of the National Pledge in schools and colleges was another move of introducing citizenship education in Ghana by Acheampong's government.

The Act 452 enacted by the Parliament of the Fourth Republic of Ghana on 6th July, 1993, which established the National Commission for Civic Education re-affirmed citizenship education in Ghana. Among other things, the Commission was to create and sustain within the society the awareness of the principles and objectives of the Constitution as the fundamental law of the people the people of Ghana (Groth, 2006). The Ministry of Manpower, Youth and Employment (2006), realizing the factors which have alienated young people from participating in the Ghanaian economy, instituted a youth programme aimed at preparing them to become productive members of society. This motive to consider the problems of the youth relates directly to the agenda based on youth citizenship.

The success of effective citizenship is derived from tolerance, consensus over values, and an accepted spirit of fair play. It is citizenship education which provides learners with the knowledge, skills and attitudes necessary to participate and operate in a modern democracy. This brings to the fore the role teaching and learning can play in schools and colleges through the curriculum to develop understanding of the value of citizenship in national development.

The inherited colonial education system in Ghana was the grammar type of education that stressed reading, writing and arithmetic (Kwamena-Poh, 1975). The colonial education system, according to Antwi (1992), has to some extent provided Ghana with a certain type of manpower, namely clerical and administrative personnel, which have been found ineffective in meeting the changing economic, social and political needs of the fast-changing Ghanaian society. The reason is that the products of

that schooling system have been found to lack the much needed skills to work with their hands and to be willing to take up agriculture and manual work (Antwi, 1992). To solve the ineffectiveness of the inherited system of education, Tamakloe (2008) advises that it is necessary to remodel the education and training systems to meet the needs of the social, economic and political systems in Ghana. The type of education Africans inherited from their colonial masters is too academic, fostering a preference for “white -color” jobs and negative attitudes to work, as well as shifting their attention and interest to the colonial masters.

Curriculum, which guides how human capital is developed, directs what to teach and how to teach it. Nevertheless, deciding what to teach, as well as how to teach it is influenced by the concepts of what repertoire of knowledge and skills are important for the learner to master, what role the learner has to play in achieving mastery and organization of learning experiences, and what is most likely to yield maximum cognitive power (Adebile, 2009). Curriculum can have a variety of meanings in school and college programmes, particularly due, in part, to the fact that it is often heavily defined by its content. However, learning theories are more likely to provide implications for how to teach than what learners should learn. If colleges’ and schools’ programmes are to be meaningful in promoting human capital, teachers must be involved in making curriculum decisions (Wilkin, 2005). The exploration of teachers’ perceptions and inputs towards curricular issues will directly or indirectly influence their classroom practice; for teachers are considered as the “attacking troops” (Bishop, 1985) who know the classroom dynamics.

Indeed, the National Council for Social Studies [NCSS] (2001:3) in the United States of America has defined the primary purpose of social studies as helping “young people to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world”. By doing so NCSS has recognized the importance of educating students who are committed to the ideas and values of democracy and who are able to use knowledge about their community, nation and world, along with skills of data collection, analysis, collaboration, decision-making and problem-solving. Central to the mission of citizenship education is the development in young students of what Parker and Jarolimek (1997:11) call “civic efficacy or the readiness and willingness to assume citizenship responsibilities”.

Arguably, Religious and Moral Education, History, Economics and Geography, among others, have been introduced in Ghanaian school curricula for the purpose of teaching students to be good citizens. It is mentioned specifically that social studies has its main goal as citizenship education (Ghana Education Service, 2007; Banks, 2004a; Barr, Barth & Shemis, 1997). In particular, Banks (2004a) states that social studies is the only curriculum area which has the development of civic competencies as its main focus.

The social studies programme, which focuses on citizenship education, was introduced in Ghana’s education system as one of the measures to address the problems of the preference for “white-color” jobs and negative attitudes toward agriculture and manual work. It was to help inculcate the spirit of patriotism among the youth. Many researchers have pointed out that the social studies programme would enable students to acquire specific knowledge, skills and values which make them think critically and eager to contribute towards the survival of their nations (Kankam&Kendie, 2004; Aggarwal, 2001; Martorella, 1994). Pryor, Gharthey, Kutor and Kankam (2005) made a similar claim in stating that the systematic pursuit of knowledge in social studies is an essential ingredient for the improvement of human relationships within both the social and physical environment. Hence, the relevance and social utility of social studies as part of the school programme in Ghana cannot be underestimated.

Based on the widely held rationale for social studies education as stressing the important role of social studies in the preparation of democratic citizens, it became one of the core subjects at the Junior Secondary Schools (JSS), and Senior Secondary Schools (SSS) in Ghana with the implementation of the 1987 Education Reforms. This was an attempt to introduce the youth to democratic citizenship while they were in school. Topics such as “leadership style”, “rights and responsibilities of the child”, “attitudes and responsibilities for nation building as well as human rights” are incorporated in the social studies syllabuses in the JSS, and SSS levels for the purposes of citizenship education. With the ushering in of the 2007 education reform, a new subject called citizenship education has been introduced at the primary school level, starting from class four to class six. This is intended to help children appreciate basic concepts and values that underlie a democratic political community as well as inculcate citizenship and a sense of national pride in them (Anamuah-Mensah, 2008).

The social studies programme, as a field of study, and with its main focus on citizenship education, was introduced into the curriculum of colleges of education in Ghana as far back as the 1940s (Kankam, 2004; Tamakloe, 1991). The teaching of social studies during this period was experimented in the Presbyterian Training College (Akropong), Wesley College (Kumasi) and Achimota Training College (Accra). This experiment, according to Agyemang-Fokuo (1994) was, however, not allowed to blossom due to both teachers' and students' negative perception and attitudes toward the social studies programme because it was not examinable.

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

There are expectations that today's teacher trainees will be prepared to engage in current political debates such as those relating to reconciliation, sustainable development and conflict resolution. These expectations assume that tutors and teacher trainees are prepared to deal with issues in the colleges of education. This calls for democratic and critical education that equips students with the tools to struggle against the hegemony of intellectual elites who have conventionally defined as "official knowledge" (Apple, 2000).

Tutors of citizenship are expected to raise with the trainees the issue of what constitutes "good citizenship" (Dyneson & Gross, 1998). The individual tutor's notion of what constitutes a "good citizen" helps to determine their teaching approaches. However, community attitudes towards citizenship also have an impact. People in a community may be interested in the ways in which public and private organizations act as corporate citizens on an issue such as environmental awareness. While it is expected that tutors raise an issue, such as corporate citizenship, it is clear that some tutors will be "role-models" in environmental and other forms of civic actions. Tutors' involvement in community action can directly influence their attitudes of teaching in the classroom.

As institutions preparing students for citizenship, schools need to model democracy (Apple & Beane, 1999). When such opportunities are afforded at the school and college levels, teacher trainees can directly experience democratic processes and develop skills in social participation. Schools and colleges can become sites for political debate over issues such as rule of law, voting and human rights.

Given the developmental and pedagogical issues raised so far, it is clear that citizenship education cannot be delineated from the social realities of the world in which teachers generally operate. It is argued that understanding the preparation of effective citizens based on curriculum documents alone is not enough without reference to how teachers perceive the curriculum (Dilworth, 2004). Understanding the perception of social studies teachers from the perspectives of citizenship education will show the kind of commitment teachers have towards the programme.

2. OBJECTIVES OF STUDY

The study was therefore designed to:

- (a) Examine the perceptions that tutors have on citizenship education.
- (b) Examine tutors' perceptions towards the characteristics of a good Ghanaian citizen.
- (c) Determine the extent to which principles of citizenship education are taught and practised at the colleges of education.

3. PROCEDURE AND METHOD OF DATA COLLECTION

The teaching practice exercise of October/November 2011 afforded the investigator the opportunity to collect data from the field. While supervising student teachers from the University of Cape Coast schools and colleges across the country, the investigator took the opportunity to collect data from social studies tutors in the various colleges of education in Ghana.

3.1. Sample of Study

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

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

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

In deciding on the number of teacher trainees to select from each of the colleges, the table for determining the sample size from a given population by Krejcie and Morgan (1970), as cited in Cohen et al. (2004) was used. It indicates that “as the population increases the sample size increases, at a diminishing rate and remains constant at slightly more than 380 cases” (Krejcie& Morgan, 1970: 610).

The estimated population of the tutors handling social studies in the selected colleges of education was 36. All the tutors’ population (36) were selected because they were not many hence the census method was used. The major instrument used in the study was questionnaire

3.2. Data Analysis

With the quantitative data analysis, after discarding the incomplete copies questionnaire, the completed ones were numbered and coded. All the data gathered from the questionnaires were then fed into Statistical Product and Service Solutions (SPSS) version 16.00. With the help of this statistical package, descriptive statistics, especially, percentages, frequencies, means and standard deviations that were indicators of the perception of the teacher trainees and tutors of social studies about citizenship education, emerged.

3.3. Tutors’ Perception of Citizenship Education

The perception that one has in a subject will determine one’s ability to contribute to the discussion and the development of the subject area (Nelson & Kerr, 2005). Darling-Hammond (1998:12) puts it “What teachers know and can do makes the most difference in what children learn”. An effective tutor must be able to integrate content knowledge with the specific strengths and needs of students to ensure that all students effectively obtain and apply the knowledge and skills to and perform at higher levels. Understanding tutors’ perception on citizenship education is crucial since they are the “attacking troops” in the classroom and also at the centre stage of developing the conscious mind of students. Bishop (1992) stresses that teachers know the dynamics of the classroom situation and therefore gauging out their perception in citizenship education is crucial. There are obviously many different activities and skills that could be included in citizenship education. In order to determine what might be included in citizenship education based on the tutors’ perception, one part of the research survey presented eight different areas of content that might be included in the teaching of citizenship education. Table 1 provides the data from the respondents.

Table1. *Tutors’ perception on citizenship education*

	Offinso college	Wesley college	OLA college	Komenda college	Total
STATEMENT	Yes	Yes	Yes	Yes	
Citizenship education means...	n %	n %	n %	n %	n %
Developing ideas, beliefs, desirable behaviour and	5	6	5	5	21

attitude of students.	100	100	100	100	100
Providing students with sufficient knowledge and understanding of national history and politics.	5 100	6 100	5 100	5 100	21 100
Inculcating certain basic skills and tools in solving societal problems.	5 100	6 100	5 100	5 100	21 100
Providing the knowledge of the constitution	5 100	6 100	5 100	5 100	21 100
Preparing the young for their roles and responsibilities.	5 100	6 100	5 100	5 100	21 100
Making the conscious attempt to provide knowledge and respect for political institutions.	5 100	6 100	5 100	5 100	21 100
Making deliberate effort to offer young generation moral, social, intellectual and knowledge about cultural heritage	5 100	6 100	5 100	5 100	21 100
Developing skills of participation in both private and public spheres	5 100	6 100	5 100	5 100	21 100

When responding to the stem question: “Citizenship education means:” Table 1 shows that the entire group of 34 tutors agreed that all eight of the activities and areas of knowledge listed are aspects of citizenship education. Generally, in all the eight colleges of education, the tutors perceived that citizenship education means developing ideas, beliefs, desirable behaviour and attitudes of students; citizenship education means providing students with sufficient knowledge and understanding of national history and politics. The findings of these participants support those in Martin’s (2010) study which explored teacher education students’ views about citizenship education. Martin’s study indicated that the participants expressed similar views on citizenship education.

Blege (2001) saw citizenship education as the instructional preparation of the younger generation towards making students good and effective persons in society. Once the tutors gain that perception, then it is anticipated that citizenship education will be handled well in the colleges of education and will therefore be able to transmit to the teacher trainees who are to teach at the basic schools where citizenship education has been introduced as core subject.

It could be inferred from the analysis that in all the individual colleges of education, almost all the tutors from the colleges of Offinso; Wesley; Komenda; Fosu; OLA; Bagabaga; and Bimbilla agreed that citizenship education was meant to make deliberate effort to offer the young generation, moral, social and intellectual knowledge about cultural heritage. One expects that tutors will translate their perceptions about citizenship education into effective teaching so that the teacher trainees will get better understanding. The finding of the study confirms the observation by Arnot et al. (2000) that in all the four countries (Greece, Spain, Portugal and United Kingdom), teachers admitted that citizenship was meant to offer young generation moral, social, intellectual knowledge about cultural heritage.

3.4. What Tutors Say on a Good Citizen

On the statements ‘a good Ghanaian citizen abides by rule of law,’ there was a 100% agreement by tutors on the statement. The Heads of Departments interviewed also agreed with the views of the respondents as the following comments by some of them suggest:

...a good citizen is any person who observes the rules and regulations of the country as well as thinking of the development and advancement of the country [HoDM 4].

... a good citizen performs the responsibility as a member of a country, pays taxes, protects property, votes and helps the police to do Investigations [TTF2].

The findings of both the questionnaire and interview schedules support a study done by Leenders, Veugelers & De Kat (2007) on teachers’ view on citizenship education in secondary education in the Netherlands where participants showed agreement on the statement “abiding by rules on the land”. A similar confirmation was found in Groth (2006) on the adolescents’ perception on a good Ghanaian citizen. The finding might be a good sign for Ghana as it tries to maintain its sense of nationhood, abiding by law will make Ghana a peaceful place to live.

On the statements “a good Ghanaian shows loyalty towards the President of the country”; “votes in every national election;” “knows how the government works;” “Can make wise decisions;” “protects the environment;” “participates constructively in public life;” “provides the government with some criticisms about its policies” and “stands for his/her rights,” there was 100% agreement among the tutors on the statements. It is clear from the findings that tutors levels of agreement were high. Mathews and Dilworth’s (2008) on their study on teacher education teachers’ perception about the function of multicultural citizenship education in the social studies confirmed that the experienced and knowledgeable teachers were able to describe who a good citizen is.

Hopefully, once the tutors have demonstrated a greater agreement on the definition of a good Ghanaian citizen, there is the likelihood that they will show commitment by translating it into their teaching both outside and inside the colleges. When this done, people inside and outside the colleges may get to know their civic responsibilities which can create a platform for national development. Zimbado (2003) stressed that the way a person perceives his environment determines his/her commitment. The finding further confirms Prior’s (1999) study in Australia where teaching staff described a good citizen as informed, demonstrated respect for laws and rules, has an individual value system, had a national rather than transnational orientation, and focused on community. Prior’s (1999) study contradicts with the present study when it comes to a good citizen’s participation in national politics. Whereas in Prior’s study the participants considered a good citizen as one who focuses on community services rather political participation, the participants in the present study agreed that participation in politics at national and international levels was a sign of a good citizen.

It is interesting to know from the findings that in responses tutors on the statements “a good Ghanaian citizen is one who: participates in politics at national and international levels” and “communicates by using more than one language,” the participants showed less agreement . These responses seemed to suggest that the respondents have not fully embraced the purpose of social studies education that seeks to educate young people to become well- informed and rational citizens in a culturally diverse and independent world (National Council for the Social Studies, 1994). Considering Ghana’s heterogeneous composition, Levstick and Groth (2005) argued that a good Ghanaian citizen should know his/her own language and customs to ensure national unity and international cohesion.

It is argued that educating for economic growth is not enough to remove poverty but rather a good stewardship which calls for good citizenship. The right perception on good citizenship by tutors is crucial for development outcomes. Once tutors can talk about who a good Ghanaian citizen is, there is possibility that they will help their students to become good citizens who take proper care of national property. They will learn to be honest, respectful, responsible and caring citizens which will aid in national development.

3.5. The Practice of Citizenship Education in Colleges of Education in Ghana

Citizenship education is meant to prepare young people for an active and positive contribution to society (EURYDICE, 2004). Schools and colleges may be looked at as a microcosm in which active citizenship is learned through practice (Kerr, 1999). To this end, to understand what tutors say about how citizenship education was practised in their colleges, the survey for this paper contained a number of items. Table 2 shows tutors’ responses on how citizenship education was practised in the colleges of education. The mean ranges from 1.0 to5.0, where 3 represent the middle range.

Table2. *What tutors say on how citizenship education is practised in the colleges*

I practise citizenship education in my college by...	Tutors(n=34)	
	M	SD
Abiding by the rules and regulations	4.88	0.33
Showing loyalty towards college authority	4.65	0.49
Respecting the views of both teachers and colleagues	4.38	0.49
Protecting the environment	4.50	0.51
Participating constructively in social activities.	4.74	0.45
Knowing my right and responsibilities	4.62	0.49
Making a good contribution to the college	4.50	0.51
Voting in college election	4.62	0.49
Tolerating different view on campus	4.50	0.51

M=Mean; SD=Standard deviation

On abiding by rules and regulations, the tutors' mean response of 4.88 indicate that they agree with the statement. This is a positive development because once they are practicing such skills in colleges, it is hoped that the habit will become part of them so that when they teach in the colleges there will be a greater probability that they will practice good citizenship. Banks (2008) argues that by equipping learners with essential knowledge and skills, more informed citizens will participate in society which will lead to more socio-political development.

Table 2 also shows that tutors show loyalty towards college authority with the means of 4.65. This is also very positive because with their loyalty to college authorities, students' unrest, which is rampant in schools and colleges, will perhaps be minimized. Education is the deliberate and systematic influence extended by the mature person upon the immature through instruction, discipline and harmonious development (Aggarwal, 2001). The tutors, being mature persons, are therefore expected to influence the immature persons in this case the teacher trainees.

On respecting the views of both teachers and colleagues", tutors' mean response of 4.38, is a suggestive of good practices. This finding is in contrast with the arguments raised by Kerr and Cleaver (2004) that schools in England were not encouraging active citizenship practices, resulting in students' poor participation in citizenship issues. Such a remark is further supported by Dean (2005) who, in his study about the practices of citizenship education in Pakistani schools, suggested that the hierarchical authoritarian nature of Pakistani schools had to be changed if citizenship education was to be successful. The tutors accepting this view will do their best to respect the views of teacher trainees. It is hoped that a mutual respect between the tutors and the trainees will result in a habit of demonstrating respect for others when the trainees leave the teachers' colleges. Kerr (2002) points out that the school structure is looked at as the microcosm in which active citizenship is learnt and practiced.

Protecting the school environment was another statement used to determine tutors' means of practicing citizenship education in their colleges which reflect what they say. The responses of tutors ($m = 4.7$) on protecting the environment demonstrate another way that good citizenship is being taught in the colleges. It is hoped that when they teach in the colleges, they will stress it to inculcate spirit of protecting both the built and natural environments in the students.

Tutors say in Table 2 that "participating constructively in social activities"; "knowing my rights and responsibilities"; "making a good contribution to the image of the colleges"; "voting in college elections" and "tolerating different views on campus" were being practiced in the colleges. The means are all above a 4.0, and range from a low of 4.12 to a high of 4.74. These practices demonstrate that many aspects of school life potentially contribute to citizenship education if tutors are encouraged to emphasize the practices in both the school and the wider community. In England, Kerr and Cleaver (2004) argue that the leadership of the schools is not encouraging active citizenship practices, resulting in weak student/tutor participation civic. Dean (2005) in his study into the practices of citizenship education in Pakistani schools suggested that the hierarchical authoritarian nature of Pakistani schools needed to be changed if citizenship education was to be successful. The situation in the Ghanaian colleges, however, is quite democratic, and this encourages both teacher trainees and tutors to practise many of the most important citizenship skills needed in society.

Verba, Scholzman, and Brady (1996) argue that institutions in which individuals have an opportunity to practice democratic governance are 'schools of democracy.' In their study, an adult's participation in students' government while in high school was the most important school variable in predicting adult political activity. In line with the practices of citizenship education in the colleges of education in Ghana, Hart, Donnelly, Yuiniss and Atkins (2007) further reveal that students who have voted in school elections were significantly more likely to vote, while those who stood for a student election, were more likely to vote as adults. Interestingly, in this paper, the tutors' views of the participation in voting during college elections was noticeably high. This indicated a need to further encourage teachers in the colleges of education to emphasise the importance of students participating in elections trainees to accept the concept.

4. CONCLUSION

It must be pointed out that the ways people perceive things determine their level of commitment to those things and how they talk about them. Once tutors say their views on citizenship education effective teaching will take place. For policy makers, school administrators, and parents will know the

effort they have to put in the school curriculum. Callahan and Kellough (1992) in their observation, pointed out that people put much effort in their activities when they see that they would achieve their aim and be rewarded. Tutors' voice on the characteristics of a good citizen is giving the hope that they would know characteristics that will be expected of them as they teach. This will eventually translate into their teaching.

The findings of this paper provide encouragement that the tutors are providing opportunities for trainees to practice good citizenship skills in their college environment, and by doing so, it is hoped they will continue to demonstrate citizenship skills when they leave the colleges and become citizens at large. The practices of citizenship education in the colleges as voiced out by the tutors give impressions to the outside world on what is actually happening in the colleges. With this, people will get to know the type of citizenship education students are faced with in schools and what alternatives or modifications can be suggested for improvement.

From a psychological view, this kind of citizenship education being voiced out by tutors entails having and practicing a Ghanaian identity which involves not only participating in but protecting and the system of government and the politics which affirms it. Thus, citizenship can be more than acquiring voicing out a set of facts, learning about rights and obligations an informed citizen.

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