
**KNOWLEDGE AND PERCEPTION OF RESPONSIBLE
CITIZENSHIP AMONG PRE-SERVICE SOCIAL
STUDIES TEACHERS IN COLLEGES OF
EDUCATION IN OGUN STATE**

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Abstract

The contemporary human society is bedeviled with several problems because of people's ignorance of what is expected of them as responsible citizens in their countries as part of the global community, thus the necessity to under study responsible parenthood as a contemporary issues. The study adopted the descriptive survey design. Sample consists of 302 Social Studies student-teachers using stratified and purposive sampling technique. Knowledge and Perception of Responsible Citizenship Questionnaire (KPRCQ) was used to obtain information from the Respondent. Frequency, percentages, mean, standard deviation, Pearson product moment correlations and t-test were used to answer research questions raised. The study revealed that concluded that knowledge of responsible citizenship may not necessarily mean readiness to act on the issue. The study recommends that government should provide more materials for improved teaching

Social Studies and civic education in order to promote responsible citizenship.

Keywords: Knowledge, Perception, Social Studies, Pre-service teachers.

Introduction

In recent years, the issue of responsible citizenship has attracted the attention of academics, politicians, policy makers, curriculum developers, Social Studies teachers across the globe. This is because the contemporary human society is bedeviled with several social problems due to people's ignorance of what is expected of them as responsible citizens in their countries as part of the global community. These problems include religious intolerance, ritual killings, advanced free fraud, human trafficking, and kidnapping. These are not unconnected to poor integration of societal moral and social values among people (Jimoh, 2016; Ogunyemi, 2011). Responsible citizenship is regarded to be the process through which development is achieved by both an individual and the society at large. This entails committed service, proper social comprehension, conscious efforts, good personality, civic efficacy and moral standing among others (Enu & Effiom, 2012). Responsible citizenship is a catalyst to national development. Everyone has a duty to be responsible citizen but not everyone takes this responsibility seriously. All disciplines claim to be capable of developing responsible citizens but not in totality like Social Studies. They do teach a segment of knowledge of human's life which may not bring total solutions to human problems in the society. In this regards, Social Studies aims at preparing youth and the young to be good members of the Society in the present changing World. Social Studies aims at equipping learners with the needed knowledge, morals , norms, skills values and other competences that are required for citizenship education and production of responsible citizens (Ogunyemi, 2014). Social Studies is a field of academic learning which emphasizes the process of identifying and solving problems that have to do with the survival of the people. Social Studies as a Citizenship Education require learners to be dynamic as Responsible members of their

various communities. Among other things, as stated by Dwyer (2010), the goal of citizenship education is to impart to students an array of knowledge, sets of values, and behavioral orientations that are thought to be essential for the survival and well-being of their country. It also seeks to assist students in developing civic and democratic behavior that can assist them evolve into effective adult citizens in society. The National Council for Social Studies (2001) identified that an effective citizen is the individual that has knowledge, skills and attitude which a citizen must possess to assume an office the Citizen. Pre-service Social Studies Teachers (PSST) and Educators must be equipped with proper orientation and knowledge in such a way that both Civic Education and process of Democratic formation are connected together (Pryor & Pryor, 2005). PSST being democratic teachers have the specific responsibilities of informing people about the entire concept of Democratic Citizenship and its value. The fundamental objective of Citizenship Education therefore, is to initiate the needed Knowledge, civic skills and good attitude in school students generally (Ogunyemi, 2014).

Every educator has a major duty of building a well enlightened and responsible citizen. It is significant to highlight that the study's researcher was face with a serious challenge of having a robust literature on the combination of variables identified in the study. The few available ones are majorly on secondary education and on Pre-service Social Studies Student Knowledge and Perception of Responsible Citizenship carried out in Malaysia, Namibia and Kaduna. Seyidah et al. (2013) conducted a study the role of Pre-Service teachers in Citizenship Education. The research explains the relevance of Social Studies to citizenship and it's important to Pre-Service Teachers. The study was conducted in Malaysia, similar work carried out by Issah (2006) which focused on the Perception of Social Studies among pre-service students in Kaduna State. The study's sample consisted of 233 Participants. Finding of the Study shows that Students have Positive Perception towards Social Studies classes. In the same vein, Rory (2015) opines that many Prospective Social Studies' Teacher candidates in higher institutions lack proper understanding of the scope and objective of the subject. Hence, they

often find it very difficult to link classroom experience with the basic theories of justice, equity and democratic concept of Social Studies: they were reminded of the democratic education's overarching goals and ideals; they understood how democratic education could improve their teaching; they understood how democratic education could improve students' learning; and they wanted to see democratic education strategies modelled for them all across their method courses. In this regard, Pryor's study is crucial since it shows how pre-service teachers respect democratic values of education in the classroom but frequently struggle with how to incorporate such techniques into their teaching practices. Fitchett, Starker, and Salyers (2012) make a similar observation, noting that when PSST are extensively exposed to the meaning of culturally receptive pedagogy in their Methods Course, they can be trained to respect it and assimilate it into their Philosophies for Teaching.

Objectives of the Study

The main goal of the study was to investigate knowledge and perception of responsible citizens among pre-service Social Studies teachers in Colleges of Education in Ogun State. The specific objectives are to:

- i. access the knowledge of pre-service Social Studies teachers of responsible citizenship
- ii. determine the perception of pre-service Social Studies teachers of responsible citizenship
- iii. examine the influence of gender, age, and academic level on pre-service Social Studies teacher's knowledge and perception of responsible citizenship

Research Questions

- i. What is the level of pre-service Social Studies teachers' knowledge of responsible citizenship?
- ii. What is the level of pre-service Social Studies teachers' perception of responsible citizenship?
- iii. Will there be any significant differences in pre-service Social

Studies teachers' knowledge of responsible citizenship according to age and gender?

Methods

The survey design was chosen for the study because it permitted the researcher to gather data straight from the respondents. All 200 and 300-level Social Studies students from Tai Solarin College of Education (TASCE) (SACOTECH), Omu-Ijebu, and Federal College of Education (FCE), Osiele, Abeokuta made up the study's population. The sample included 302 students studying Social Studies in levels 200 and 300 at the Federal College of Education in Osiele and the Tai Solarin College of Education in Omu-Ijebu. The Sampling Procedure involved two Stages in each of the two institutions. First, the students were Stratified into the two levels – 200 and 300 levels respectively. Secondly, the Students were given numbers in their respective levels and randomly selected using the numbers to ensure objective. Through this two-stage Procedure, seventy-five (75) and seventy-six (76) Social Studies Students in 200 and 300 levels respectively were selected in each College. These gave a total of 151 students for a college and 302 Students for the two colleges put together.

The tool used to gather data was a self-created questionnaire titled "Knowledge and Perception of Responsible Citizenship Questionnaire" (KPRCQ). There are three sections in the instrument. Section A concentrates on the participant's demographic information, which includes: Sex, Age, Academic Level and subject of Specialization. Section B contains a total of 20 achievement test items designed to test Knowledge of Teachers on Responsible Citizenship issues. In Section C, 20 items were also generated following the Likert Scale Model to obtain sample responses of the Student Teachers Perception of Responsible Citizenship issues. The instrument was created using a four-point scale consisting of Strongly Agreed (SA), Agreed (A), Disagree (D), and Strongly Disagree (SD). Both descriptive and inferential statistics were used to analyses the data that were gathered for this study. To characterize the Samples and respond to the research questions, descriptive

statistics were employed, including frequency counts, percentages, graphic representations, mean and standard deviation scores. The difference between the Mean Scores of the PSSTs’ Knowledge and Perception according to Age, Sex, and Academic Level was examined using the t-test. In order to determine whether there is a substantial connection between the PSSTs’ knowledge and perception of responsible citizenship, the seventh research question was tested using Pearson’s Product Moment Correlation (PMCC) Coefficient Statistic.

Results

Research Question 1: What is the level of pre-service Social Studies teachers’ knowledge of responsible citizenship?

Table 1: Level of Pre-service Teachers’ Knowledge of Responsible Citizenship

Level of Knowledge	Frequency	Percentage (%)
Low	116	38.4
High	186	61.6
Total	302	100.0

Table 1 shows the distribution of the sampled pre-service Social Studies teachers’ level of knowledge of responsible citizenship using the median knowledge of responsible citizenship score as benchmark. The median score obtained from the responsible citizenship knowledge test was adopted to categorize the pre-service teachers into low and high knowledge levels. Table 4.5 shows that one hundred and sixteen (116) pre-service teachers (representing 38.4% of the sampled teachers) had low knowledge level of responsible citizenship while the remaining one hundred and eighty-six (186) pre-service teachers (representing 61.6% of the sampled teachers) had high knowledge level of responsible citizenship. From this outcome, the level of knowledge of the sampled pre-service Social Studies teachers in public colleges of education in Ogun State could

be described as high given that 61.6% of the sampled pre-service teacher recorded high level knowledge of responsible citizenship.

Research Question 2: What is the level of pre-service Social Studies teachers' perception of responsible citizenship?

Table 2: Level of Pre-service Teachers' Perception of Responsible Citizenship

Level of Perception	Frequency	Percentage (%)
Low	144	47.7
High	158	52.3
Total	302	100.0

Table 2 shows the distribution of the sampled pre-service Social Studies teachers' level of perception of responsible citizenship using the median perception of responsible citizenship score as benchmark. The median score obtained from the perception of responsible citizenship questionnaire was used to categorize the pre-service teachers into low and high perception levels. Table 4.6 shows that one hundred and forty-four (144) pre-service teachers (representing 47.7% of the sampled teachers) had low level of perception of responsible citizenship while the remaining one hundred and fifty-eight (158) pre-service teachers (representing 52.3% of the sampled teachers) had high level of perception of responsible citizenship. From this outcome, the level of perception of the sampled pre-service Social Studies teachers in public colleges of education in Ogun State could be described as high given that 52.3% of the sampled pre-service teacher recorded high level of perception of responsible citizenship.

Research Question 3: Will there be any significant differences in pre-service Social Studies teachers' knowledge of responsible citizenship according to age?

Table 3a: Test of significant difference in pre-service Social Studies teachers' knowledge of responsible citizenship according to Age

Age	N	Mean	S.D.	df	t-test	Sig. of t
19-20	86	13.38	1.92	300	.744	.458
21-24	216	13.58	2.17			

Table 3a shows the result of the independent t-test of difference between the young and old pre-service Social Studies teachers' knowledge of responsible citizenship. The result shows a non-significant outcome ($t = .744$, $df = 300$, $p = .458 > .05$). This means that the mean knowledge score of the teachers within the age range of 19-20 (13.38) is not significantly different from teachers within the age range of 21-24 (13.58) even though it is lesser than it. This shows that there is no significant difference between pre-service Social Studies teachers' knowledge of responsible citizenship based on age category.

Table 3b: Test of significant difference in male and female Pre-Service Social Studies teachers' perception of responsible citizenship

Sex	N	Mean	S.D.	df	T	Sig. of t
Male	91	56.35	8.68	300	.127	.899
Female	211	56.22	7.83			

In Table 3b, gender shows the result of the independent t-test of difference between the male and female pre-service Social Studies teachers' knowledge of responsible citizenship. The result shows a significant outcome ($t = 2.53$, $df = 300$, $p = .012 < .05$). This means that the mean knowledge score of the male pre-service teachers (13.99) is not just higher than that of the female pre-service teachers (13.33), it is also significantly different from it. This means that there is significant difference between pre-service Social Studies teachers' knowledge of responsible citizenship based on gender, in favour of the male students with higher mean score.

Discussions

This study found that level of knowledge of the sampled pre-service Social Studies teachers in public colleges of education in Ogun State was high by as much as possible. This suggests that majority of the student teachers are knowledgeable about civic obligations and responsibilities expected of them. The finding in this respect is not surprising because the teaching and learning of Social Studies have inculcated such knowledge in them as argued by scholars like Ogundare (2002) and Ogunyemi (2014). Some previous researchers have found that knowledge of Social Studies does not automatically translate into social action. This finding negates the report of Wilkins (1999) which found that preservice teachers have a limited understanding of what democratic and citizenship education entails and that 'there was much confusion over what it means to be 'a good citizen. This finding confirms the report of Fitchett, Starker, and Salyers (2012) the found that teacher education does matter and can be used to create reform-oriented educators. Hence further research is needed on the findings of this study along the lines of age, gender, academic, level and even sex.

Conclusion

The pre-service Social Studies teachers were found to have above-average knowledge of responsible citizenship and high views on the same topic. No significant differences were found in the responses of the student-Teachers according to Age and Academic level in both Knowledge and Perception of Responsible Citizenship. However, the Student-Teachers differed on Knowledge of Responsible Citizen in terms of Gender, with the male Students posting a higher mean score. Similarly, there was no Correlation between Knowledge and Perception score.

Recommendations

Government should provide more materials for improved teaching Social Studies and Civic Education to be able to Promote Responsible Citizenship among Young Nigerians. The teaching of Responsible Citizenship as part of Social Studies Education as a General Studies

Course in the Nigerian Certificate in Education (NCE) Curriculum should be enhanced for more impact on the Pre-service Teachers and PSSTs should be encouraged to participate more actively in community Civic activities such as Census and elections to make their Academic activities more relevant to the Society.

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