Effectiveness of Citizenship Education Programme for Elementary Level

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Abstract

The research was designed to explore the development of citizenship development at elementary level; to assess the effectiveness of citizenship program in education and to compare the development of citizenship among students on basis of gender. "Pre-test post-test" experimental research design was selected for the conducting this research. Population of the study was consisted of 9, 9132 elementary level students enrolled in private schools of Islamabad. As far as sample is concerned; However to conduct the study on practical grounds A class of 25 students (Grade 6) was selected as the sample. A check list based on 25 items was prepared by the researcher based on 5 elements of citizenship education (truthfulness, honesty, cleanliness, helpfulness and time management) as data collection tool. In pre-test majority of the students scored at average level of citizenship development. While after the completion of experiment the majority students scored at high level of learning the content delivered during experiment. The citizenship development course was found statistically significant for the elementary level students. There was statistically no significant difference found in the Citizenship Development of the students in pre/posttest on the basis of gender. It is recommended that teachers need to arrange special events in which citizenship development related content may be displayed in form of pictures and posters.

Keywords: Citizenship education development**,** truthfulness, honesty, cleanliness, helpfulness and time management.

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Introduction

Education is the tool by which one generation transfers the knowledge, attitudes and skills to the next generation. It is a process of learning how to live? The prime purpose of education in most of the Asian countries is to prepare the younger ones to learn the ways of dealing and adjusting in the society. Development of citizenship related skills is an important aspect of education. So, it should be an important factor in educational planning. Citizenship development is one of the most important factor in the planning of education system. In recent years many governments have incorporated this in their curriculum (Torney-Purta & Barber, 2004). The governments are giving autonomy to the schools to interpret citizenship education in their own way (Veugelers, 2001). The world around us is changing day by day and with every coming day the demands of the society are changing. In 19th and 20th century the major focus of education was to impart knowledge and prepare skilled manpower. However in 21st century the demands of the society from the system of education are changed. Now along with subject matter knowledge, ethical development of the child is also considered equally important part of education. The ethical development is focused on the objective to provide useful citizens for the society. This ethical development has many alternative names such as civic sense development, life skills; social developments etc. inculcation of values is another important dimension of education. For this purpose teachers are the central agents of change. Teachers teach these values formally (through content) and informally (through provision of exposure of ethical practices by themselves.

Citizenship education is the main theme of the study. Many educational system (countries) take this concept variably. Some take this as transmission of knowledge about democracy and structure of society, rather others take it as promotion of social norms, or moral construction of behaviour. Cultivation of values is the most important function of the education system and the teachers play the central role in this. Teachers teach these values through their choice of subject, examples and by building an environment in the classroom (Veugelers & Vedder, 2003). Whatever the name we may use, this is the burning issue of our education system.

The current debate on young people's social development is imbued with the concept of "citizenship." The focus in citizenship education can differ. Citizenship education may focus on transferring knowledge on democracy, its institutions, and the structure of society (Cleaver, Ireland, Kerr, & Lopes, 2005). Equally, the approach could be more on promoting particular social norms, or on an active construction of moral signification (Haste, 2004). We endorse the latter approach, in which the individual's social performance is linked with participation in society (Veugelers & Vedder, 2003).

Moral values to be developed in such a perspective are "justice," "autonomy," and "social and moral commitment."

Many countries of the world consider it as the most important aspect of education. While in developing and under developed countries this is the most important aspect we need to focus upon. Our youth is our wealth. We need to invest our today in order to develop our youth as productive citizen for our future. In Pakistan, our education system is still based on the traditional concept of education. Although in major cities of Pakistan the system is changing and we are adopting the new ways of learning. Yet in many rural and remote areas we are still using traditional teaching styles. This system focuses only on communication of content and knowledge. The personality development with reference to citizenship or personality development is ignored. There can be many reasons for this such as lack of teachers training, over loaded content, lack of facilities etc. However for a better tomorrow we have to start from today.

Today we need to start focusing on development of citizenship awareness building through education. For this purpose we need to take start from school level. As the children in schools today need to be given chance to learn what they would need tomorrow for practical life. Thus this research has been designed to conduct an experiment to assess the effectiveness of the citizenship education program for elementary level.

Research Objectives

1. To assess the level of citizenship development at elementary level.
2. To assess the effectiveness of citizenship education program at elementary level.
3. To compare the citizenship development of students on basis of gender.

Null Hypothesis

Ho1   There is no statistically significant effectiveness of citizenship education program at elementary level.

Ho2   There is no statistically significant difference in the citizenship development of students on basis of gender.

Significance of the Study

The current study would be significant as it calls our attention towards the most important aspect of education that is personality development of the student in a productive manner. It would benefit the students as they would learn something needed the most in practical life. The citizenship development course can help the students to lead a better and well socialized life. Through this they could learn the ethical aspects that can make them better human beings.

This study would also be beneficial for the teachers. It would help the teachers to understand their role in the development of the student's personality. It would guide the teachers to adopt the new ways to organize their lessons in order to develop the citizenship traits among the elementary students.

It would be a guiding study for the curriculum developers to understand and highlight the aspects of personality that need to be added in the curriculum. In this way our curriculum would be upgraded and aligned with the needs of future. It would guide the teachers as well to understand their responsibility as personality development agents. They would get suggestions about the ways to play their effective role in the personality development of the students through different activities.

Literature Review

Education is the process of developing and shaping the minds of the new generation (Smith, 2015). Citizenship building is one of the purposes of education. The Islamic education system used in the Islamic countries of the world has already taken a major responsibility of developing the citizenship of the learners. However the non-Islamic countries also focus on the citizenship development aspects of education. For this purpose many alternative subjects' such as ethics, moral education, civic sense development and citizenship education have been introduced. A subject named as social studies was introduced in America in 19th century to ensure the moral and citizenship building of the young students, as a result of recording high crime rate and anti-social activities among youngsters (Curron, 2004).

It is the fact that the students cannot be aware of the social norms and demand of social behavior until the system of education develops this awareness (Seider, 2012). Thus felt the need to add certain content in the syllabus to ensure the moral development of the youth. In the same way many of the European countries are now focusing on the need of citizenship education to build a healthy society (Fullard, 2016). Citizenship education has to be an integral part of education (Harrison, Arthur and Burn, 2016). Citizenship is the reflection of the personality that reflects one's thoughts, believes and actions in the daily life matters (Arthur, 2003). Citizenship education represents the set of content that can ensure the positive development of the students (Harrison, Arthur & Burn, 2016).

In a study done by Leenders, Veugelers, and De Kat (2012) researchers inquired about the moral development of the students from the teachers. The teachers report that their students acquire the more cognitive skill "exchange points of view," the more cognitive insight "social-moral insight," and the attitude "social-moral attitude" in equal measure (M 3.11, 3.13, 3.09).

Citizenship is not restricted to the political domain but also relates to the civil society. It deals with to the everyday relations between people, and to create individuals' identity development (Banks, 2004). If citizenship education is to be more than merely an explanation of rights and duties, or a sort of behavioristic conformity, then it has to be anchored in a firm foundation of moral development. There is a growing tendency to link moral development and citizenship development (Haste, 2004). The relationship between citizenship education and moral development is that the value development guides the citizenship development, in particular the development of attitudes. A morally founded citizenship education may encourage young people to actually apply their knowledge and skills, and to act morally and socially. Citizenship education may by improving moral reasoning and action also become more reflective and dialogical and therefore susceptible to changing attitudes (Veugelers, 2011).

The citizenship education has multiple dimensions such as being truthful, honest, hardworking, responsible, trustworthy, regular etc. (Arthur, Kristjansson, Harrison, Sanderse & Wright, 2017). These values are transferred to the students in classroom. The teachers are the agent of transferring these values to the young generation. "Teachers can use different pedagogical-didactic methods in moral and citizenship education" (Haste, 2004). The cultivation of truthfulness refers to the honesty and accuracy in transferring the facts to the next person in any situation. Honesty refers to the positive attitude of the individual that can cover the elements such as integrity, truthfulness and straightforwardness. Honesty also refers to be trustworthy that refers to be self-reliance. Hardworking attitude refers to the one's ability to keep on doing effort regardless to success and failure. To be focused on the goals to be achieved. Responsibility is the state of being answerable to someone with reference to certain duties and roles.

Development of the citizenship in our children is an obligation. Citizenship education is a set of personal traits that produce specific moral emotions and actions. Students need to be aware and able to decide what kind of person they want to be (Brooks & Kann, 1993). Citizenship education is not only a subject but it is a life time process (Brown, 2007). It is a collective responsibility of family parents and friends. However the teachers and school environment can play a vital role in this regard. Usually the education system around the world focuses on the development of knowledge, skills and critical thinking. While the citizenship development part is usually ignored (Kristjansson, 2017). Especially in Pakistan the school education is overloaded with the content knowledge the citizenship development is left for the part of hidden curriculum and teachers. Here another issue arises that is the lack of teachers training.

Teachers are supposed to be the role models who are the source of developing positive habits among the students. Citizenship education is not a simple area. It is easy to communicate the content but it is difficult to develop habits. According to Seider

(2012) Citizenship is a set of traits that can be learned. It is an important part of life. It contributes to human development. Citizenship should be developed in partnership with parents, family and teachers. Citizenship education is about fairness and every child has the right of citizenship education (Carr, 1991). Good citizenship awareness demonstrates readiness to learn from others (Fullard, 2016).

Methodology

Research design. The experimental research type was selected for the current research. "Pre-test post-test" experimental research design was selected for the conduct of research. The design was symbolized as follows

Table 1
Experimental Design

Experimental Group	= O 1		X	O 2
Difference =		O 2	-	O1

This research design describes one experimental group that was given a pre observation. After that the experiment was conducted. The experiment took the duration of 02 months. After the experiment a post observation was recorded. The results of pre and post observation were compared to find out the difference in the behavior of the students.

Population. Research population is the large collection of people or objects to be focused for the research inquiry. However it's always very difficult to contact all the people included in the population. Thus for the saving of time and resources researchers need to select the sample out of that population. Population refers to all the people who can get any kind of benefit from the research. Thus the students enrolled at elementary level private schools of Islamabad were considered as the population of the research. According to Pakistan education statistics (2015-16) there were 355 registered elementary level schools and 9, 9132 students were enrolled in elementary level in these private schools.

Sample. Convenient sampling technique was used to select the sample of the study. A class of 25 students (Grade 6) was selected as the sample for conducting this of research experiment.

Research instrument. A checklist was prepared for the observation of the students to be filled by the researcher. This checklist was based on the five traits selected by the researchers to be assessed (As presented in table 2). Each section of the checklist was containing five items and in total it was based on 25 items. The items were the simple statement reflecting the students behavior related to the particular skill. This

checklist was validated by 4 experts. Two experts were selected from the field of education and two from the field of psychology. In this way the checklist was finalized for the conduct of experiment.
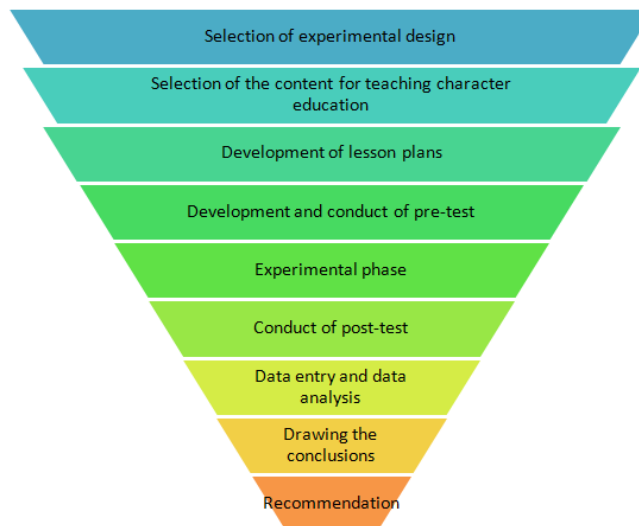
Table 2
Tool Development

Scale	Sub Scale	Items
Citizenship Assessment scale		25
	Truthfulness	5
	Honesty	5
	Cleanliness	5
	Helping	5
	Time Management	5

Table No. 2 shows that the research instrument was divided into 5 sections. It was a check list prepared by the researcher based on 5 elements of citizenship education (truthfulness, honesty, cleanliness, helpfulness and time management). The check list was based on 25 items in total and it was filled by the researcher personally.

Procedure of the Study

The research involved the following procedure for conducting this research.

Selection of experimental design

Selection of the content for teaching character education

Development of lesson plans

Development and conduct of pre-test

Experimental phase

Conduct of post-test

Data entry and data analysis

Drawing the conclusions

Recommendation

Data Analysis

For the purpose of data analysis different statistical test were employed. The Table No. 3 explains the data analysis process

Table 3
Data Analysis

Sr No.	Sections	Statistical Tests
1.	Tool construction validation	Reliability, correlation
2.	To assess the level of citizenship development at elementary level.	Test scores
3.	To assess the effectiveness of citizenship education program at elementary level.	Paired sample t test
4.	To compare the citizenship development of students on basis of gender.	Independent sample t test

Delimitations

Due to the shortage of time and resources this study was delimited to the following.
1. To the students of grade 6 only.
2. Private sector schools of Islamabad only.
3. To the following five traits only
   i.   Truthfulness
   ii. Honesty
   iii. Cleanliness
   iv. Helpfulness
   v.   Time management

Results

Table 4
Reliability Statistics of Citizenship Education Assessment Scale

Scale	No. of items	Cronbach's Alpha Reliability
Citizenship Education Assessment Scale	25	0.71

Table No. 4 shows that the scale developed for the assessment of Citizenship Education Course were found reliable. The Cronbach's Alpha reliability was found .71.

Table 5
Inter Section Correlation of the Citizenship Education Assessment Scale

	Truth	Honesty	Cleanliness	Help	Time	Citizenship Education
Truth	1					
Honesty	.589**	1				
Cleanliness	.671**	.847**	1			
Help	.553**	.482*	.795**	1		
Time	.421*	.573**	.817**	.845**	1	
Citizenship Education	.765**	.815**	.966**	.864**	.853**	1

**Correlation is significant at the 0.01 level (2-tailed).
**Correlation is significant at the 0.05 level (2-tailed).

Table No. 5 explains the intersection correlation between the sub sections of the citizenship education development assessment scale. The scale was further divided into five sub scales (truthfulness, honesty, cleanliness, helpfulness and time management). All the sections were found statistically significant correlated with each other. The highest correlation was found between cleanliness and citizenship education development assessment scale (.966**) while the lowest correlation was found between time management and truthfulness (.421*).

Table 6
Level of citizenship development (Pre-test)

Level	Score	N	%
Low	1-15	1	04
Average	16-30	24	96
High	31-50	-	-

Table 6b

Level of citizenship development (Post-test)

Level	Score	N	%
Low	1-15	-	-
Average	16-30	08	32
High	31-50	17	68

Table No. 6a and 6b shows that the results of pre and post-test in form of individual scores the expected range of score was categorized as low, average and high level of citizenship development. In pre-test majority of the students scored in between 16-30 that was categorized as average level of development. While after the successful completion of experiment the majority students scored in between 31-50 that was high level of learning the content delivered in experiment.

Table 7

Effectiveness of Citizenship education

Variable	Group	N	*Mean*	*t*	*df*	*Sig.*
Citizenship Education	Pre	25	11.84	8.76	24	0.00
	Post	25	17.36			

*p <0.05, **p <0.01

Table No. 7 shows that the citizenship education development course was found highly (sig = 0.00) statistically significant for the elementary level students. The pretest and the posttest results were significantly different (t = 8.76). Students performed visibly better in the posttest conducted after the experiment.

Table 8a

Gender Based Comparison (Pre Test)

Variable	Group	N	*Mean*	*t*	*df*	*Sig*
Citizenship Education	Male	12	38.67	0.85	23	0.40
	Female	13	37.77			

*p <0.05, **p <0.01

Table 8b

Gender Based Comparison (Post Test)

Variable	Group	N	*Mean*	*t*	*df*	*Sig*
Value	Male	12	32.08	0.85	0.29	0.77
	Female	13	31.77			

*p <0.05, **p <0.01

Table No. 8a and 8b shows that there was statistically no significant difference (t =0.85) found in the Citizenship Education Development of the students in pre/posttest on the basis of gender. Both male and female respondents were almost same with reference to Citizenship Education.

Discussion

Education is the major agent of the social change. It is the tool of personality development. There is a universal agreement on the "personality development as a prime objective of education" in most of the countries of the world. Every education system, government, parents, social agents, students and the other stake holders focus on the need and importance of personality building through education. This need has become more important in present time. The reason is the wave of globalization. The world is getting interconnected day by day. The young generation needs the life skills more as at every step of life they have to interact with the people from different countries, backgrounds and cultures. The youth is facing multiple challenges now a days. That is why we need to develop a strong citizenship in our students to ensure strong nation for tomorrow.

Developing personalities is not an easy job. Personality is a very complex product that is affected by many factors. Home and school play most important role in it. So the major responsibility lies on parents and teachers. Every parent wants to develop the best habits, values and attitudes in their children. Similarly every school plans everything that is best for child.

Current study intended to assess the effectiveness of course for the citizenship development. Citizenship is a very wide term. It is humanly not possible to cover and assess all dimensions of human citizenship that is why keeping in view the limited ability and time the researcher selected only five traits (truthfulness, honesty, cleanliness, helpfulness and time management). It was observed in the pre-test that majority of the students were at average level of score. However in the post-test after the experiment majority of the students scored at high level.

In the same way t values (8.76) also proved that the course was statistically highly significant (p = 0.00) for the development of citizenship education for the male and female both. Statistically no significant difference was found between male and female students with reference to citizenship education content learning.

Some of the similar studies have also been done on the same area such as black (1996) reports that the citizenship education needs to be compulsory part of education. Similarly Fertman and Van (1999) said that citizenship education is an essential part of developing leadership qualities among youth of any nation. Field (1996) explains that in every time period the citizenship education is the foremost priority of the nations.

According to citizenship education partnership (2002), the citizenship education is not a short term process. It takes time. It is an investment that we may do today but we will get its profit in form of civilized nation in future.

Many of the experts who are in favor of citizenship education also focus on students as an active agent of the process. The values are the integral part of the education system. The teacher's role is very important in inculcating the values among the students. The teacher's organize the classroom environment to be a stage for the cultivation of values and life skills. The 21st century education is more focusing on the life skills based education. The coming time is more relying on the soft skills to enable the child to adjust in this society. Citizenship education is more than only the social conduct. It is to enable the child to play his productive role in the sustainable development of the society.

Recommendations

1. On the basis of the findings it is recommended that citizenship education development aspect needs to be compulsory aspect of the school curriculum. This area needs to be added / integrated with the already listed subjects of school curriculum.
2. It is suggested for the teachers to arrange special events in which citizenship education development related content may be displayed in form of pictures and posters.
3. Role play events may also be organized to make students aware about citizenship education development.
4. School may arrange exhibitions on the themes related to citizenship education to develop awareness among students.
5. Special video clips, animations and cartoons may also be displayed occasionally at schools.
6. Teachers may celebrate different days related to citizenship education development content such as cleanliness day.
7. Students following proper code of ethics need to be encouraged by providing certificates on monthly basis.

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