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<b>Article:</b>	<b>Democratic Citizenship Education and its Practices in Social Studies' Classrooms at Elementary School Level</b>
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### **Abstract**

The importance of democratic citizenship education in democratic states is beyond dispute. The general purpose of the study is to describe democratic citizenship education and its practices in social studies' classrooms at elementary school level. The study is qualitative in nature and descriptive phenomenological research design is used for this study. The accessible population of the study is included all the social studies' teachers of 83 boys' public sector elementary schools in district Lahore. Purposive sampling is used for the selection of the sample in this study. The sample of the study is included 20 social studies' teachers of 10 boys' public sector elementary schools of district Lahore. Two social studies' teachers, one from primary section (grade 1- 5) and one from elementary section (grade 6- 8) who are teaching social studies' subjects are selected from 10 boys public sector elementary schools of district Lahore by using purposive sampling technique. Participant observation is adopted as a tool to observe classrooms of social studies teachers through a checklist of objectives. Data is analyzed by using SPSS (statistical package of social sciences) software. On the basis of results it is concluded that majority of the social studies' teachers are emerging their competencies and need improvement regarding the development of democratic citizenship education at public sector elementary school level.

**Keywords:** Democratic Citizenship, Democracy, Social Studies, Classrooms

## Introduction

The significance of democratic citizenship education in democratic states is outside to contest. However, repeatedly discussion about democratic citizenship education emphasizes simply on standards and guidelines, approaches and frameworks, ignoring instructors, who are at last responsible for teaching future citizens (Bradshaw, 2012). Teachers are on the front line of society, applying an educational program, teaching about popular government and perspectives with respect to democratic citizenship education (Goodlad, Solder, & McDaniel, 2008). A principle task, for example, instructing of social studies demands consideration regarding to see how educators conceptualize democratic rules and system, create thoughts regarding democratic citizenship education, and impart their viewpoints, practices and encounters into their teaching techniques and procedures.

The purpose of social studies' education is to develop effective citizenship for contribute to the democratic development. Citizenship education is the concentration in social studies education. According to (Cohen, 2014) "social studies' education is the foundation of democracy and democracy demands of its people, social, emotional, and civic skills and ethical dispositions as well as cognitive capacities to constructively participate in a democratic society" (p. 430). In such manner of creating civic ability, schools are the ideal spots for learning values and information with respect to democratic citizenship education. Supporting to this contention, Dewey (1916), expressed that students become familiar with their first and most persistent exercises of experienced democracy from school and family:

Democracy is more than a form of government. It is primarily a mode of associated living of conjoint communicated experiences. The mode of associated living as a shared communicated experience applies to the school classroom first, and second to the family (p. 87).

As it is expressed that democracy is learned both in school and the home, there is a common commitment for getting ready students with important information to effectively contribute in a democratic culture. (Dewey, 1916) portrayed that teaching about democracy is a shared value between numerous citizens and the teachers that perform significant roles in creating democratic citizenship education. As per Dewey (1916), the chance for planning democratic fundamental qualities inside students becomes conceivable when teachers enter in the classroom for teaching democratic standards, for example:

Preparing young people to be full and active participants in all aspects of democratic life, the ability to think critically, a sense of efficacy, a commitment to compassionate action, and a desire to actively participate in political life by engaging in local decision-making processes (p.22).

These essential standards used in the classroom to prepare effectively democratic citizens focus on the significant relationship between human experiences which lead to civic support and the advancement of democratic qualities inside students. Despite the fact that teachers have duty in creating democratic qualities inside students, there are numerous components that make this a difficult task.

## Statement of the Problem

Social studies' programs have a duty to develop youth to recognize, comprehend, and work to resolve problems that face gradually different nations and the world. Social studies teach students for citizenship, preparing them with skills, knowledge and attitudes that support them to become capable and experienced citizens who are knowledgeable and considerate as well as who contribute in public affairs. In order to develop skills knowledge, and attitudes about democratic citizenship in pupils, schools assist as the basis for teaching about democracy, while educators are responsible for developing democratic citizenship education.

### **Research Objective**

The study is guided by following objective:

1. To observe the classroom of social studies' teachers regarding development of students for democratic citizenship education at public sector elementary school level.

### **Research Questions**

Following are the research questions of the study:

1. What are the observations of classroom of social studies' teachers regarding development of students for democratic citizenship education at public sector elementary school level?
  - 1.1 What civic ideas, practices, values and skills are being promoted through the teaching of social studies?
  - 1.2 What is the process of social studies' instruction to stimulate pupils' spiritual, moral, social and cultural development?

### **Significance of the Study**

By comprehending educators' idea of democracy and the conception about democratic citizenship education, social studies experts and in-service educators will be able to make themselves into a democratizing force. They will also be able to reflect more on their own teaching to improve their teaching practices, explore their theoretical statements, and adopt the processes of learning to work within differences. They would also expand personal awareness to the group cooperation and responsibility that is essential to be successful and implement cooperation as well as invite students to be active participants in the classroom and beyond.

### **Delimitations of the Study**

Due to time and financial constraints the study was delimited to the public sector elementary schools of district Lahore.

### **Methodology of the Study**

The study was qualitative in nature. Descriptive phenomenological was used to describe social studies' teachers' experiences and practices in the classroom related to democratic citizenship education. Population of the study was included all the social studies' teachers teaching social studies at public sector elementary schools in district Lahore. The sample of the study was included 20 social studies' teachers of 10 boys' public sector elementary schools of district Lahore. Two social studies' teachers, one from primary section (grade 1- 5) and one from elementary section (grade 6- 8) who are teaching social studies' subjects were selected from 10 boys public sector elementary schools of district Lahore by using purposive sampling technique. Participant observation was adopted as a tool to observe classrooms of social studies teachers through a checklist of objectives. The instrument was validated from five experts having experience about social studies' teaching. After receiving professional feedback from experts, the instrument was improved. The researcher personally collected all the data during social studies' teachers' classroom observations. Data was analyzed by using SPSS (statistical package of social sciences) software.

### **Findings**

This section provides results from the participant observations with social studies' teachers in public sector elementary schools in district Lahore of Punjab. The analysis has been presented in the context of democratic citizenship education by focusing the study and particularly by research questions of this study:

1. What are the observations of classroom of social studies' teachers regarding preparation of students for democratic citizenship education at public sector elementary school level?
  - 1.1 What civic ideas, practices, values and skills are being promoted through the teaching of social studies?

## 1.2 What is the process of social studies' instruction to stimulate pupils' spiritual, moral, social and cultural development?

Table 1

### 1. Frequency Distribution Regarding Civic Ideas and Practices

Response Category	Frequency	Percentage %
Need Improvement	7	35.0
Emerging Competent	8	40.0
Competent	3	15.0
Outstanding	2	10.0

Table 1 demonstrates that most of respondents (40.0 percent) were emerging competent because of civic ideas and practices. A few (15.0 percent) were competent in term of civic ideas and practices. Some of the respondents (35.0 percent) were observed as need improvement regarding civic ideas and practices. Only (10.0 percent) respondents were outstanding to this statement about civic ideas and practices.

Table 2

### 2. Frequency distribution regarding talking about democracy and good citizens

Response Category	Frequency	Percentage %
Need Improvement	2	10.0
Emerging Competent	10	50.0
Competent	6	30.0
Outstanding	2	10.0

Table 2 shows that majority of respondents (50.0 percent) were emerging competent because of talking about democracy and good citizens. A few (10.0 percent) were need improvement in term of talking about democracy and good citizens. Some of the respondents (30.0 percent) were observed as competent regarding talking about democracy and good citizens. Only (10.0 percent) respondents were outstanding to this statement about talking about democracy and good citizens.

Table 3

### 3. Frequency Distribution Regarding Discussion about Differences and General Issues

Response Category	Frequency	Percentage %
Need Improvement	2	10.0
Emerging Competent	10	50.0
Competent	7	35.0
Outstanding	1	5.0

Table 3 defines that majority of respondents (50.0 percent) were emerging competent because of discussion about differences and general issues. A few (10.0 percent) were need improvement in term of talking about discussion about differences and general issues. Some

of the respondents (35.0 percent) were observed as competent regarding discussion about differences and general issues. Only (5.0 percent) respondents were outstanding to this statement about discussion about differences and general issues.

Table 4

*4. Frequency Distribution Regarding Teaching Students about the World and its Issues*

Response Category	Frequency	Percentage %
Need Improvement	8	40.0
Emerging Competent	7	35.0
Competent	4	20.0
Outstanding	1	5.0

Table 4 states that majority of respondents (40.0 percent) were need improvement because of teaching students about the world and its issues. A few (20.0 percent) were competent in term of teaching students about the world and its issues. Some of the respondents (35.0 percent) were observed as emerging competent regarding teaching students about the world and its issues. Only (5.0 percent) respondents were outstanding to this statement about teaching students about the world and its issues.

Table 5

*5. Frequency Distribution Regarding to Engage Pupils in Learning Knowledge, Skills and Understanding*

Response Category	Frequency	Percentage %
Need Improvement	7	35.0
Emerging Competent	6	30.0
Competent	4	20.0
Outstanding	3	15.0

Table 5 explains that majority of respondents (35.0 percent) were need improvement because of engaging pupils in learning knowledge, skills and understanding. A few (20.0 percent) were competent in term of engaging pupils in learning knowledge, skills and understanding. Some of the respondents (30.0 percent) were observed as emerging competent regarding engaging pupils in learning knowledge, skills and understanding. Only (15.0 percent) respondents were outstanding to this statement about engaging pupils in learning knowledge, skills and understanding.

Table 6

*6. Frequency Distribution Regarding Stimulate Pupils' Rights and Responsibility*

Response Category	Frequency	Percentage %
Need Improvement	7	35.0
Emerging Competent	6	30.0
Competent	4	20.0
Outstanding	3	15.0

Table 6 describes that majority of respondents (35.0 percent) were need improvement in term of stimulating pupils' rights and responsibility. A few (20.0 percent) were competent in term of stimulating pupils' rights and responsibility. Some of the respondents (30.0 percent) were observed as emerging competent regarding stimulating pupils' rights and responsibility. Only (15.0 percent) respondents were outstanding to this statement about stimulating pupils' rights and responsibility.

Table 7

*7. Frequency Distribution Regarding to Encourage Pupils to Play an Effective Role in Society*

Response Category	Frequency	Percentage %
Need Improvement	8	40.0
Emerging Competent	5	25.0
Competent	6	30.0
Outstanding	1	5.0

Table 7 defines that majority of respondents (40.0 percent) were need improvement in term of encouraging pupils to play an effective role in society. A few (25.0 percent) were emerging competent in term of encouraging pupils to play an effective role in society. Some of the respondents (30.0 percent) were observed as competent regarding encouraging pupils to play an effective role in society. Only (5.0 percent) respondents were outstanding to this statement about encouraging pupils to play an effective role in society.

Table 8

*8. Frequency Distribution Regarding to Development of Skills of Enquiry, Communication, Participation and Responsible Action*

Response Category	Frequency	Percentage %
Need Improvement	8	40.0
Emerging Competent	5	25.0
Competent	6	30.0
Outstanding	1	5.0

Table 8 defines that majority of respondents (40.0 percent) were need improvement in term of development of skills of enquiry, communication, participation and responsible action. A few (25.0 percent) were emerging competent in term of development of skills of enquiry, communication, participation and responsible action. Some of the respondents (30.0 percent) were observed as competent regarding development of skills of enquiry, communication, participation and responsible action. Only (5.0 percent) respondents were outstanding to this statement about the development of skills of enquiry, communication, participation and responsible action.

Table 9

*9. Frequency Distribution Regarding to Development of Skills of Information Technology, Working with Others, Problem Solving, Improving own Learning and Performance*

Response Category	Frequency	Percentage %
Need Improvement	10	50.0

Emerging Competent	3	15.0
Competent	6	30.0
Outstanding	1	5.0

Table 9 describes that majority of respondents (50.0 percent) were need improvement in term of development of skills of information technology, working with others, problem solving, improving own learning and performance. A few (15.0 percent) were emerging competent in term of development of skills of information technology, working with others, problem solving, improving own learning and performance. Some of the respondents (30.0 percent) were observed as competent regarding development of skills of information technology, working with others, problem solving, improving own learning and performance. Only (5.0 percent) respondents were outstanding to this statement about development of skills of information technology, working with others, problem solving, improving own learning and performance.

Table 10

*10. Frequency Distribution Regarding to Opportunities to Promote Thinking Skills, Financial Capability, Enterprise and Entrepreneurial Skills and Work-Related Learning*

Response Category	Frequency	Percentage %
Need Improvement	10	50.0
Emerging Competent	8	40.0
Competent	1	5.0
Outstanding	1	5.0

Table 10 demonstrates that majority of respondents (50.0 percent) were need improvement in term of opportunities to promote thinking skills, financial capability, enterprise and entrepreneurial skills and work-related learning. Some of the respondents (40.0 percent) were emerging competent in term of opportunities to promote thinking skills, financial capability, enterprise and entrepreneurial skills and work-related learning. Only (5.0 percent) of respondents were observed as competent and outstanding respectively regarding opportunities to promote thinking skills, financial capability, enterprise and entrepreneurial skills and work-related learning.

Table 11

*11. Frequency Distribution Regarding to Spiritual, Moral, Social and Cultural Development through Fostering Pupils' Awareness in Life*

Response Category	Frequency	Percentage %
Need Improvement	10	50.0
Emerging Competent	7	35.0
Competent	2	10.0
Outstanding	1	5.0

Table 11 describes that majority of respondents (50.0 percent) were need improvement in term of spiritual, moral, social and cultural development through fostering pupils' awareness in life. A few were (10.0 percent) competent in term of spiritual, moral, social and cultural development through fostering pupils' awareness in life. Some of the



respondents (35.0 percent) were observed as emerging competent regarding spiritual, moral, social and cultural development through fostering pupils' awareness in life. Only (5.0 percent) respondents were outstanding to this statement about spiritual, moral, social and cultural development through fostering pupils' awareness in life.

Table 12

*12. Frequency Distribution Regarding to Development of Knowledge about Nature of Community, Family, Gender Equality and Public Service*

Response Category	Frequency	Percentage %
Need Improvement	4	20.0
Emerging Competent	14	70.0
Competent	1	5.0
Outstanding	1	5.0

Table 12 explains that majority of respondents (70.0 percent) were emerging competent in term of development of knowledge about nature of community, family, gender equality and public service. Some of the respondents were need improvement in term of development of knowledge about nature of community, family, gender equality and public service. Only (5.0 percent) respondents were competent and outstanding respectively to this statement about development of knowledge about nature of community, family, gender equality and public service.

### **Discussion**

It was observed that majority of respondents (35.0 percent) were need improvement in term of stimulating pupils' rights and responsibility and the respondents (40.0 percent) were also need improvement in term of encouraging pupils to play an effective role in society.

The results indicated that majority of respondents (40.0 percent) were need improvement in term of development of skills of enquiry, communication, participation and responsible action and the respondents (50.0 percent) were also need improvement in term of development of skills of information technology, working with others, problem solving, improving own learning and performance.

The findings revealed that majority of respondents (50.0 percent) were need improvement in term of opportunities to promote thinking skills, financial capability, enterprise and entrepreneurial skills and work-related learning and the respondents (50.0 percent) were also need improvement in term of spiritual, moral, social and cultural development through fostering pupils' awareness in life.

It was observed that majority of respondents (70.0 percent) were emerging competent in term of development of knowledge about nature of community, family, gender equality and public service.

(NCSS, 1994) stressed the provision of democratic citizenship as a continuing procedure where problems exist in the classroom for teachers. Social studies' educators' classroom' observation also denote the similar results. The role of teachers should be focused on refining pedagogical practices. These practices lead towards the desired outcomes as learners are reflected active members in democratic development, Avery (2004); Nelson (1994); Stanley (2000); Vinson and Ross (2001) and Shively (2014). The of classroom observation also portray refining and emerging pedagogical practices as learners are reflected active members in democratic development. Moreover, the findings also aligned with (Goodlad, 2000; Ochoa, 2007; Parker, 2001) supported the responsibility of social studies' educators to make students democratic in a society.

## Conclusion

During the classroom observation of social studies' teachers it was concluded that most of respondents (40.0 percent) were emerging competent because of civic ideals and practices. It was observed that majority of respondents (50.0 percent) were emerging competent because of talking about democracy and good citizens. The findings presented that majority of respondents (50.0 percent) were emerging competent because of discussion about differences and general issues. The findings displayed that majority of respondents (35.0 percent) were need improvement because of engaging pupils in learning knowledge, skills and understanding. The results indicated that majority of respondents (40.0 percent) were need improvement in term of development of skills of enquiry, communication, participation and responsible action. It was also observed that majority of respondents (50.0 percent) were need improvement in term of development of skills of information technology, working with others, problem solving, improving own learning and performance.

## Recommendations

Following are the recommendations of the study:

1. Keeping in the view of findings of the study, it is suggested that educational authorities should arrange proper trainings on capacity building of social studies' teachers regarding democratic citizenship education.
2. Ministry of Education should bring reforms in trainings programs to improve democratic citizenship education.
3. As this study deals with democratic citizenship education and its practices in social studies classroom at elementary school level in district Lahore, further researches can be conducted in other districts of Punjab.
4. This study was only conducted in ten government elementary schools of district Lahore, Punjab. So this study may be replicated by taking a large sample in Punjab.

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