Citizenship Education – from ideal to reality

What are the perceptions of Citizenship Education's curricular delivery in schools?

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Abstract

For the last ten years, Citizenship Education has maintained its place on the National Curriculum as a statutory subject. This positioning has been fraught with difficulties as teachers struggle to know how the concepts of 'Identity and Diversity', 'Rights and Responsibilities' and 'Democracy and Justice' should best be 'taught', if at all. It is argued that the transition of Citizenship Education from policy to the delivered curriculum has been, and still is, highly problematic due to a historic mismatch between the priority it is given at policy level and the very different priority it is given in schools. It is argued that this mismatch is a result of inadequate resourcing (time, knowledge, human) and has implications for teacher and student perception of the subject and a consequently detrimental effect on its potential success. It is further argued that according to McCowan's (2006) 'curricular transposition' model, attention must be given to the areas of implementational difficulty which Heater (2001) specifies and are corroborated as still existing 10 years on by empirical data collected for this study. The research identifies and labels three key school delivery models of Citizenship Education (Combined, Discrete and Integrated). It makes a comparison between the effectiveness of these models and looks at the varying impact of these models in terms of teacher and student perception. The study concludes that the enthusiasm of the students is largely dependent on that of the teachers, who value the subject, but need support and clarity from the government and from school management, in order to effectively and confidently deliver the Citizenship Education curriculum. The tension between vision and pragmatism is still very strong, but would be eased by more investment of thought and resources. If this investment is not made, then expectations about the impact of the subject need to be lowered.

2

Acknowledgements

Contents

List of Tables

List of Figures

1. Introduction

"Citizenship Education aims to give young people an understanding of the political, legal and economic functions of adult society, and with the social and moral awareness to thrive in it." (Citizenship Foundation, 2011)

Following the recommendations of the Crick Report (1998), in 2002 Citizenship Education became a statutory subject for eleven to sixteen year olds in English state maintained secondary schools. Kiwan (2005) believes the decision to make Citizenship Education compulsory was motivated by seven key factors (stated here in order of descending importance): "the political apathy of young people; society in moral crisis; democratic crisis/low voter turnout; legal changes (eg Europe and the Human Rights Act); diversity and immigration issues; a move away from a "standards-driven" approach to education; and finally, a renegotiation between "citizen" and "state"."

Since 2002, therefore, every school has been required to deliver the subject. There are widely differing methods of delivery. Public examinations may be taken in the subject with the three main examination boards. Opinion about the worth of the subject varies widely. The House of Commons Department of Education and Skills Select Committee reported in March 2007 that it was "too early to tell whether Citizenship Education was having the wide range of impacts originally hoped for". In 2012, phase two of the DfE Curriculum Review will look at whether the subject will retain its statutory status.

This study is concerned with how Citizenship Education translates from ideals at policy level to reality in schools. It is concerned with how a government policy is implemented by teachers and in turn, how this has an impact on students. It asks how those 'on the receiving end' perceive the subject in its 'real' context. Its main concern is not what Citizenship is, or what it ought to be, (although some of the debates surrounding these issues will be examined to contextualise the study), it is concerned with how those at ground level go about delivering it and what influence different teacher perceptions and delivery methods have on the students. Kerr at al's 2007 DfES Citizenship Education Longitudinal Study was entitled 'Vision versus Pragmatism', and it is this tension between vision and pragmatism for schools in their

delivery of Citizenship Education which underpins the study. The concerns of McLaughlin (2000), Heater (2001), Leighton (2004) and Faulks (2006) inform the study in terms of their focus on pragmatism and whether the ideal can effectively transpose into the class room. This conceptual and empirical analysis of Citizenship Education aims to give some insight into how the subject is delivered in schools and how it could be improved.

1.1.   Identification of research question

The research asks how Citizenship is perceived in schools by students and by teachers. Teacher and student perceptions, the research will argue, are related to the methods of implementation and to each other.

The aim is to research the teacher and student delivery and perception of Citizenship Education at KS3 and KS4 in the Yorkshire region. Firstly the methods of delivery of Citizenship Education which school management and/or teachers choose in secondary state maintained schools will be investigated. The rationale for the choice of method will also be researched. The perceptions in terms of enjoyment, relevance and value by lead teachers and KS3 - KS4 students will be ascertained. The researcher will attempt to discover the reasons for these perceptions by looking into potential correlations with delivery style. Finally the researcher will investigate whether subject delivery, perception and success could be improved in the opinion of those who deliver it as their unique perspective can be overlooked.

McCowan (2008) provides a framework for the research, as his model of 'Curricular Transposition' is employed in the analysis of the subject. This model clearly shows the transition from the ideal to the real. This transition is shown to comprise four stages through three transpositions (or 'leaps'): the ideal is transposed into the curricular programme by the government, which is transposed into the implemented curriculum by schools and teachers which then is transposed into the effects on students. This study is interested in those steps which ultimately deliver concepts from Whitehall to the classroom where there will be a necessary impact on the ideas and perceptions of students. McCowan said "an ideal of citizenship is hard to achieve through education due to constraints on devising educational methods to realise it, on implementing those methods in an institution or other setting, and on obtaining the desired change in students." (p.571)

The study will address McCowan's third stage (implemented curriculum) and fourth stage (effects on students) of curricular transposition in terms of the delivery of Citizenship Education. This study will therefore focus on the teaching and learning stages of Citizenship Education curricular transposition as opposed to the governmental stages. The study also uses the three of the six tensions in teaching Citizenship that Heater (2001) identified as a starting point: "the difficulties that schools have in devising and establishing a Citizenship programme, problems concerning resources in terms of teachers, funding and knowledge and the difficulty of achieving a central enough status given the lack of formal examination, and a concern as to the extent to which achievement in the subject can be examined, given the emphasis on 'practical work and attitude formation'". The study will investigate whether these are the concerns which are utmost in the minds of teachers, and if they are, whether they reflect on student perception.

1.2. Origins of the research question

The research question stems from a professional and personal interest in this hotly-debated subject. The study combines an investigation into, and comparison of pedagogical models which would inoform the researcher's professional practice. The topic of personal interest is whether it is possible to 'teach values'. The research question was further crystallised by a conversation with an international Citizenship expert who confirmed that the research, a small-scale survey, could be an interesting addition to the literature which has mainly been researched in much larger longitudinal studies that would not necessarily achieve the same results. Leighton (2004) and Kakos (2007) for example, highlight that empirical research into perceptions would augment the existing research on Citizenship Education.

1.3. Research strategy

The research is designed to look for some consensus about the ways in which Citizenship can be most successful in the opinion of those who teach it. The research looks for a transferrable, rather than generalizable sample (Denscombe, 2001) in which qualitative and quantitative data will be triangulated in order to illuminate a small but significant part of the target phenomenon: delivery, perception and success of Citizenship Education.

Specifically, the study's strategy is to examine perceptions of Citizenship Education in a sample of secondary schools; to establish and compare multiple points of view about the

14

way in which Citizenship Education is delivered and how it is perceived by students and teachers in terms of enjoyment, relevance and value; to discover teachers' recommendations about Citizenship Education and to look for any points of consensus about Citizenship Education, both between schools employing different implementation methods, and between teachers and their students.

The focus will initially be on the teachers' perspectives. "Citizenship is more than a subject. *If taught well* and tailored to local needs, its skills and values will enhance democratic life for all of us, both rights and responsibilities, beginning in school and radiating out." The italicized clause in Crick's (1999) description of what makes Citizenship effective is of central interest to this dissertation. The research examines teachers perceptions about whether they *are able to* teach it well, whether they are supported at governmental, school management and departmental levels or whether control at these levels constrains them and inhibits successful delivery.

The study will synthesise previous research, in particular McCowan and Heater, with new empirical data in order to generate pedagogical implementation categories specific to this research. These implementation categories will be labelled by the researcher as 'Combined' – Citizenship Education is delivered through 'off-timetable' days and/or tutorial periods, 'Discrete' – Citizenship Education is delivered as a 'stand-alone' timetabled lesson and 'Integrated' – Citizenship is delivered through other subjects such as PSHE, RE or other humanities subjects. These categories will provide a framework for the presentation and analysis of results, and will allow some transferrable conclusions across the population.

The study will then use these implementation categories (Combined, Discrete and Integrated) to examine differing ideologies, implementation techniques and perceptions of the impact of Citizenship Education across schools

The second section of the research will investigate student perception of the subject so that findings from the teachers' section of the research can be triangulated in order to draw some potentially transferrable conclusions about whether the delivery model has any effect on the subject perception and look for any consensus about suggested improvements to the way in which Citizenship Education is delivered in schools.

1.4. Research techniques

The population is Yorkshire secondary state maintained schools. The sampling frame will contain the eligible school within the geographical area (273). A random method will be used to generate a sample of 30 elements. These random elements will be contacted to gain assent to take part in the research. Refusal to participate will mean that the subsequent random samples will be generated until ten elements are secured.

A mixed methods approach is chosen for the research. Qualitative data will be gathered using semi-structured interviews with Citizenship teachers, which will be recorded. The data gathered from these interviews will be transcribed (for an example see Appendix) and then subjected to the Constant Comparison and Grounded Theory methods in order to address the research questions. Qualitative data will be gathered using questionnaires which will be administered to up to 50 Citizenship students in Key Stages 3 and 4 in each school. The questionnaire will use a Likert scale. The responses will be collated and analysed using frequency and the Kruskal Wallis analysis of variance test. Findings will be triangulated in order to transfer any findings to the population.

1.5. Chapters

Chapter 2 is the Literature Review, in which the researcher will first contextualise the study with a brief history of Citizenship Education, looking at its immediate antecedents and the rationale for its perceived necessity. The research will then go on to juxtapose the contrasting issues of the ideal of Citizenship Education and the pragmatic realities of implementation. Literature will then be introduced with particular focus on McLaughlin (2000), Leighton (2004), McCowan (2006), and Faulks (2006).

Chapter 3 is the Methodology in which the researcher will explain the rationale for choosing a mixed methods approach. The rationale for methods within that approach including grounded theory, constant comparison, cross tabulations, Cronbach's Alpha, the Kruskal Wallis test and triangulation will then be explained. The researcher will also explain the limitations of the study.

Chapter 4 is the presentation and analysis of the qualitative results which are presented using grounded theory categorisation. The three main researcher categories are Ideologies, Implementation and Impact.

Chapter 5 is the presentation and analysis of the quantitative results which are presented using frequency cross tabulations expressed as clustered bar charts. The data will be organised first by school and secondly by delivery model. Analysis of the data will include triangulation with the qualitative data.

Chapter 6 gives the conclusions of the study in which the research questions will be addressed. Combined, discrete and integrated delivery models will be compared in terms of perceived value and success. It will be argued that there is a mismatch between the enthusiasm of staff and the support they are given in terms of communication about what should be delivered and how it should be delivered. It will also be shown that in relation to Citizenship Education, there is ultimately a disparity between vision and pragmatism

2. Literature review

Questions about Citizenship Education may be divided into questions about *what* should be taught and questions about *how* it should be taught. There has been much debate about the first question, but less debate about the second; much discussion about the relevant sociological 'ideals', less about how schools should carry out their statutory requirement to teach Citizenship.

The main concern of this dissertation is to survey the various methods of implementation of Citizenship that have been practised. Accordingly, the literature dealing with the ideals of Citizenship Education are here distinguished from the literature dealing with its implementation as a subject. In Section 2.2, literature dealing with the ideals of Citizenship Education is reviewed. In the final parts of that Section (2.2.3; 2.2.4), the relationship between the ideal of Citizenship Education and its implementation as a subject is discussed. In Section 2.3, distinct issues concerning implementation are clarified and discussed. First, though, an outline of the history of the introduction of Citizenship as a part of the secondary school curriculum is given (2.1).

2.1. History of the subject

The social and political landscape of the last decade of the twentieth century makes the introduction of Citizenship Education appear inevitable, or at least long overdue. Gillborn (2006) draws attention to racial tension throughout the nineties, underpinned by the murder of Stephen Lawrence in 1993 and the Lawrence Inquiry six years later. Osler (2000) points out that debates about national identity were reinvigorated by the incorporation of the 1998 Human Rights Act into UK law; the establishment of a Scottish parliament and Welsh assembly; and the development of a new settlement between Britain and Northern Ireland. Against this backdrop, The Times (September 23, 1998) criticized many schools for failing to encourage 'morally responsible behaviour' (as cited Osler, 2000). Youth voter apathy was used as evidence that young people were not only losing interest in politics but also had 'a growing sense of indifference and selfishness' and 'a lack of altruism about the world around them'. The Crick Report (1998) suggested that 'truancy, vandalism, random violence, premeditated crime and habitual drug-taking [could be] other indicators of youth alienation.'

(p. 15). The year before Citizenship Education became statutory, the world was shaken by 9/11 and England by 'race riots' in Oldham, Burnley and Bradford. In the 2001 General Election turnout was 59.4%, the lowest since 1918, with only 39% of those aged 18-24 voting. This perceived apathy and alienation of young people, coupled with a dramatic increase in anti-Islamic feeling and unease about the racial profile of a changing Britain seemed to accelerate the educational reforms in Westminster which led to Citizenship Education's ascendancy. As Faulks (2006) states "against a background of considerable diversity in England, it is hard to imagine … integration being possible without education for Citizenship playing a central role" (p.134).

Citizenship Education had a long gestation period. Whilst it has been a statutory curriculum subject in secondary schools only since September 2002, Gamarnikow (1999) sees the development as 'a belated development of a key foundation of the National Curriculum, which from its inception in 1988 was always intended to promote students' spiritual, moral, social and cultural development' (p. 103). However, as Faulks (2006) notes, Citizenship Education was absent when the Conservative Government created the National Curriculum in 1988. One concession was its listing in the group of five 'poorly implemented' (p. 125) cross-curricular subjects by the National Curriculum Council in 1990. In that year, the Commission of Citizenship also published a report about the subject's implementation. However, problems were encountered early on. Citizenship's status as a cross-curricular subject rather than a subject in its own right led to little practical implementation of the subject. This was largely because schools, preoccupied with the newly introduced league tables (SCAATs), concerned themselves mainly with those subjects where high-stakes examinations were involved. John Major's Citizen's Charter in the 1990s continued the Citizenship discourse which the NCC had begun. However this had little energy or vision. In fact any attempt to raise the status of Citizenship Education would have been undermined by John Major's speech at the 1992 Conservative Party Conference: 'Let us return to basic subject teaching and get rid of courses in the theory of education' (cited by Faulks, 2006, p. 125) .

It was not until 1997 and the election of New Labour that the White Paper 'Excellence in Schools' made specific reference to the need for education for Citizenship. The Advisory Group for Citizenship was then set up by the then Secretary of State for Education and Employment, Rt Hon David Blunkett MP and chaired by Sir (then Professor) Bernard Crick. In 1998, the highly influential Crick Report was published. The new subject was introduced

as part of the statutory curriculum in all English state-funded secondary schools in September 2002. McLaughlin (2000) notes that there was a positive consensus about its introduction.

Citizenship is now a compulsory subject for those between 11 and 16 years old in England and must take up at least 5% of curriculum time. In 2003, an option to take a short-course GCSE in the subject was first offered by exam boards, and the full-course GCSE has been offered by AQA and OCR since 2009. From 2010, it will be possible to achieve an A2 in Citizenship Studies.

2.2. Ideal and practice

There is a debate about whether Citizenship Education should be a part of the curriculum. Among those who agree that it should be, there is then a debate about the ideal content of the course. What should students gain from it? In this Section, an overview of debates concerning the ideal of including Citizenship Education on the curriculum is given (2.2.1). Next, debates about the ideal content of the subject are surveyed (2.2.2). But there is also the question of how best to implement the subject (2.2.3, 2.2.4).

2.2.1. The ideal of having Citizenship Education

Over the past two decades, the ideal of having Citizenship Education has been attacked from both ends of the political spectrum. From the left, it has been criticised for its apparent quest for social control, with little attention being given to diversity, and for its failure to question the status quo (Gamarnikow & Green 1999). Similarly, Gillborn (2006) highlights the potentially detrimental effects of the subject, suggesting that it is merely paying lip-service to the problems of racism in the UK, a 'placebo' that could actually 'advance racist developments … by binding students to a superficial and sanitised version of pluralism' (p.99). This claim does not seem as far-fetched as it may initially when we consider (a key proponent of Citizenship) David Blunkett's words after the 2001 'race riots': "*We* have norms of acceptability and those who come into *our home*…should accept those norms just as *we* would do if *we* went elsewhere" (Independent on Sunday, 2001 cited b Faulks, 2006, p. 133) emphasis added).

To such critics as Gamarnikow, Green and Gillborn, Citizenship Education is reminiscent of an Orwellian dystopia. It is seen as little more than an attempt to indoctrinate, to control and to standardise. At best, it supports the status quo. At worst, it encourages

'institutional racism' (Osler, 2003). Citizenship Education is thought to entail a 'right' answer to the question of what it is to be a good citizen.

The 'Life in the UK' test must now be taken by foreign nationals. This is necessarily passed or failed and seems to have come from the same ideology as Citizenship Education. However, this flies in the face of the current move towards a much more libertarian attitude to education. For example, the new coalition government is inviting individuals and groups to consider opening their own schools with their own ideologies. Education Secretary, Michael Gove MP is piloting 'free schools'. "One of the principles behind our education reforms is to give people the maximum amount of choice so that those people …have that choice but others who want a different approach can take it as well." (BBC, 2010). From the right, Citizenship Education has been vilified for its ideological stance and its encroachment on 'real subjects' (for example Tooley, 2000 and Flew, 2000). Similarly, the last Conservative government equated such education with totalitarianism and socialism. "Associated with this view is a suspicion of the motives of teachers who seek …to indoctrinate pupils with a particular worldview that tends towards "political correctness"" (Faulks, 2006, p. 125). Under the Labour government of 1997-2010, such concerns were largely dismissed and a goal emerged to tackle what Blair called Britain's undeveloped Citizenship.

Whilst Davies and Issit (2005) argue that it is 'almost a cliché' (p. 391) to say that the worth Citizenship Education is contended, one must not ignore how lauded it was at inception and also how difficult it is to dismiss the subject completely out of hand. As Pring (1999) asked: "Who could possibly disagree with the importance of teaching people to act responsibly, of defending basic human rights and obligations, of having a sense of justice and fairness?" (p.78). In general, practitioners are also loathe to criticise the subject directly. It is generally not the subject matter itself that is criticised, but the way in which it is side-lined, squeezed, under-resourced and under-developed.

2.2.2. The ideal content of the subject

What should be the content of the subject of Citizenship? Faulks (2006) sums up the conceptual problem of the Citizenship ideal: 'the growing heterogeneity of modern societies like England makes calls for a dominant, single national identity highly controversial and arguably unachievable' (p. 133). Pring (2001) asserts that 'Citizenship is a rather abstract concept in that it entails ill-defined issues with the subject itself and is burdened with a

disputed intellectual background' (p. 81). The overarching question of what a citizen is in the first place is contested by Gillborn (2006) and by Leighton (2004): "National Curriculum guidelines emphasise tolerance and acceptance—in themselves possibly patronising terms—but also implicitly and explicitly support those between, rather than within the margins." (p. 171). Leighton is perhaps setting the bar impossibly high, but he brings up real concerns of those on both sides of the political spectrum. Like Gillbourn and Osler (2000), Leighton goes on to criticise the bias of the National Curriculum for its 'Anglocentricity, Britishness and Eurocentricity… with their emphasis on modern European languages and UK/US history,' (p. 171). Although not the focus of the study, this brief sketch serves to highlight that the debates are far from being resolved.

2.2.3. Perceptions and status

Faulks (2006) asserts that "Labour rightly [saw] the introduction of compulsory Citizenship in schools as an important element in the revitalization of the civic order. The extent to which the Citizenship Education that has emerged from the Crick Report presents a coherent and deliverable curriculum remains questionable however" (p. 126). Taken at face value, few could argue with the underlying purpose of Citizenship Education as set out by the Crick Report. As Crick (1998) puts it:

> the purpose of Citizenship Education is to make secure and to increase the knowledge, skills and values relevant to the nature and practices of participative democracy; also to enhance the awareness of rights and duties, and the sense of responsibilities needed for the development of pupils into active citizens; and in so doing to establish the value to individuals, schools and society of involvement in the local and wider community. (p. 40).

However, if one reflects upon this mission statement, an understanding of the enormity of the task facing schools begins to transpire. The Crick Report, as it goes into more detail, sets out a long list of learning outcomes which, by themselves, would require at least as much time as other mainstream curricular subjects. We must also consider that the burden of delivering this ideal is, in reality, often loaded on just a single teacher within each school. The burden upon schools becomes even more apparent when we consider the original three strands which make up effective education for Citizenship:

22

1. social and moral responsibility,

2. community involvement and

3. political literacy (*ibid.* pp. 39-40).

It is supposed that these strands are cultivated throughout compulsory schooling from 5 to 16. In practice, however, the subject is only statutory from 11 to 16. In light of this, the sheer breadth of information to be covered at Key Stage 3 and Key Stage 4 for the 'political literacy' element becomes intimidating and that is even before the other two strands of social and moral responsibility and community involvement are considered. These practical considerations will be the focus of this study. As Faulks (2006) suggests, "the introduction of compulsory Citizenship Education…following the Crick Report's recommendations, has proved controversial and, according to a growing body of evidence, largely unsuccessful in its implementation" (p. 123).

Twelve years after the Crick Report, some schools are becoming more accepting of Citizenship Education as an unavoidable part of the curriculum. However others continue to resist it. Ofsted's 2006 report 'Towards consensus?' with their 2010 report 'Citizenship Established?' is illuminating. (Here, note the punctuation – it seems that even Ofsted are hesitant about making a judgement call on the 'success' of the subject.) In the 2006 report, the provision of Citizenship Education in schools visited was judged inadequate in one quarter of schools, whereas in 2010, this had dropped to one ninth. However, the most recent NFER Citizenship Education Longitudinal Study annual report observes 'Citizenship Education delivery in a number of case-study schools is currently regressing rather than progressing, with the danger that it is barely visible and, in time, might become invisible and perhaps even non-existent' largely due to a belief that the subject is being 'pushed out of the curriculum' (DCFS 2009: 20).

Whilst a great deal of attention has been given to the conceptual debate, it seems that a lack of debate over the implementational challenges has led to a lack of commitment at school level, and hence perceptions that the subject is not as successful as it could or should be.

2.2.4. Making the problematic transition from the ideal to the real

McCowan (2009) highlights this pragmatic difficulty: "…this emphasis on the *ends* of Citizenship Education has not been accompanied by an equally rigorous and informed debate

23

over the *means*." (p. 4) He goes on to introduce the concept of 'curricular transposition' which is a "way of understanding the passage of Citizenship Education from its underlying ideals, to its curricular programme, its implementation in practice and its effects on the students." Much debate has centred on the underlying ideals of Citizenship, for example Heater (1999), Flew (2000), Crick (2002), Osler & Starkey (2005) and Kisby (2009). However, much less has been written on its implementation in practice.

It seems that the main problems for Citizenship arise with the means (the curricular programme and the implemented curriculum) and not the ends (the ideals and the effects on students). As McCowan (2008) concludes: "an ideal of Citizenship is hard to achieve through education due to constraints on devising educational methods to realize it, on implementing those methods in an institution or other setting, and on obtaining the desired change in students.' (p. 157)

	ENDS	MEANS
IDEAL	1. Ideal Person/Society	2. Curricular Programme
REAL	4. Effects on Students	3. Implemented Curriculum
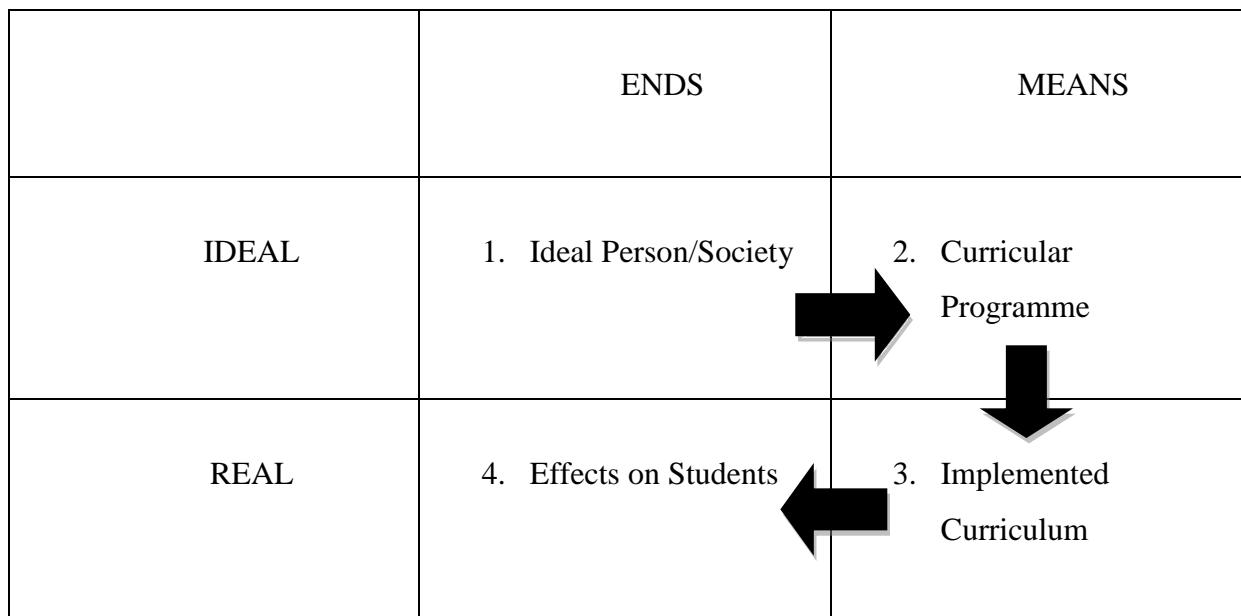
Figure 1 McCowan's model of 'curricular transposition' (2008:157)

In Figure 1, the black arrows represent what McCowan calls 'leaps'. The problems encountered at stages two and three as well as the 'leap' itself between the 'ideal' (stage 2: curricular programme) and the 'real' (stage 3: implemented curriculum) will be focused on to show why there is a disjuncture between the 'ideal' ends (as set out in the Crick Report) and the 'real' ends.

24

If we take McCowan's paradigm as a reference point, this study will not focus on stage one (the ideal) in relation to Citizenship. That is not to say that there is no controversy here. On the contrary, the most controversy exists at this stage, and hence the most literature exists here. One of the aims of the current project is to address what the author perceives to be a bias towards these questions, to the detriment of considering the practical problems of implementation.

At a practical level, tensions abound in Citizenship Education which have not yet been fully addressed. Heater (2001) identifies six issues based on his ongoing historical analysis of the subject.

(1)   the difficulties that schools will have in devising and establishing new programmes.

(2)   An inability at government level to provide anything more than very circumspect guidance, so as not to invite accusations of government direction or indoctrination.

(3)   Problems concerning resources in terms of teachers, funding and knowledge.

(4)   Problems arising from 'differential educational patterns' (for example between independent and state schools) that might weaken or undermine the egalitarian principles of Citizenship Education.

(5)   Difficulty achieving a central enough status given the lack of formal examination, and a concern as to the extent to which achievement in the subject can be examined, given the emphasis on 'practical work and attitude formation'.

(6)   The limited (that is, non-global) scope of Citizenship Education (p. 123).

Issues 1, 2, 3 and 5 are some of the main issues affecting the practical implementation of Citizenship. Each of those will be expanded upon. Issues 4 (the issue of differential educational patterns) and 6 (the issue of global Citizenship) will be touched briefly upon here, as they are more relevant to the 'ideal' than 'the reality' which is the focus of the study.

Firstly, the issue of differential educational patterns (issue 4) is one which affects every aspect of educational policy and is not unique to the question of Citizenship Education.

25

Independent schools are not obliged to deliver Citizenship (although many do). As Faulks (2006) asserts: "in an increasingly diverse and atomized society, it is non-selective, comprehensive schools that stand the best chance of both reflecting and reconciling cultural and social differences." (p. 138) It is certainly true that the existence of independent schools seems to be at odds with the agenda of Citizenship Education (see for example Leighton, 2004), but this is another debate. Secondly, the issue of global Citizenship (issue 6), as predicted by Heater, is certainly not given as much emphasis as the UK, Europe and the Commonwealth within the curriculum guidelines. Osler and Starkey (2005) also highlight the relative neglect of the international elements of Citizenship. Inspections of Citizenship provision note that issues such as the European Union are given little time. However, this question falls under the remit of the ideal and not the reality with which this study is concerned. What this issue does do is serve to emphasise just how vast the potential subject matter of Citizenship could be and how important proper consideration of the practicalities of implementation is, both at school and governmental level.

2.3. Problems of Implementation

In this Section, the remaining four practical issues of Citizenship implementation identified by Heater are mapped onto the different stages at which the ideal of Citizenship Education meets the practical issues of its implementation, as identified by McCowan (see 2.2.4). It is proposed that there are three types of problem which hinder the effective transposition of the ideal into reality, which correspond to the three 'leaps' McCowan identifies between the ideals which motivate the introduction of Citizenship and its introduction having the desired results. These take place at three levels: at policy-making level (2.3.1), at school leadership level (2.3.2) and within the class room (2.3.3).

McCowan	McNeill	Heater
The ideal		
'Leap'	1. Policy-making	2
Curricular Programme		
'Leap'	2. School Leadership	1
Implemented curriculum		
'Leap'	3. Teaching and Learning	3, 5
Effects on Students		

Figure 2 Categorisation and location of problems in Citizenship Education implementation according to McCowan (2008), McNeill (2010) and Heater (2001)

It is important to note that these strata may not be as clearly delineated in practice. It is up to school leadership to interpret government policy, and often the teachers delivering the curriculum will be either in management positions or have been given 'free reign' by the SMT (Senior Management Team). Therefore, it is on the second 'leap' that the research will be focused – the transition from curricular programme into implemented curriculum. These strata will be expanded upon in the next section.

2.3.1. Challenges for policy makers

The first problems stem from the lack of definitional clarity that characterise government documentation and guidance. As McLaughlin (2000) predicted: 'the overall provision of Citizenship Education will lack focus and definition' (p. 559). Before implementation is even considered, the aims of Citizenship are contested. McLaughlin (1992) neatly summarises this polarity into 'minimal' and 'maximal' Citizenship: which is the aim? 'On minimal views, the identity conferred on an individual by Citizenship is seen merely in formal, legal, juridical terms….on maximal terms…. the citizen must have a consciousness of him or herself as a member of the living community with a shared democratic culture involving obligations and responsibilities as well as rights' (cit. McCowan p.7). It seems to be towards the latter, especially in the light of the 2008 curriculum update, which the government aims. However, how to deliver this goal is far from explicit. Faulks (2006) emphasises how this leads to difficulty at the implementation stage. He also criticises how

'Crick makes a virtue out of a vice by arguing that 'the virtue of the [Citizenship] Order is that the generality of its prescription leaves the school and the teacher with a good deal of freedom and discretion (Crick 2002:499)' (Faulks p135). However, this lack of precision is clearly more of a vice. In reality, teachers have little time for interpretation, and merely wish to do whatever will please the 'invisible audience' (Kakos, 2007: 229) of government inspectors, the SMT and the parents. Crick (2002) here defends his decision in the report: "The virtue of the [Citizenship] Order is that the generality of its prescriptions leave the school and the teacher with a good deal of freedom and discretion, far more than in the other statutory subjects. David Blunkett called it 'a light touch order' in several speeches, and I called it 'strong bare bones'. It set out a broad framework for teachers and students, it did not specify detail." (p. 499) However, as Faulks (2006) reminds us 'schools have been subject to an enormous amount of change since the 1980s and any new initiative is understandably viewed with a degree of suspicion by teachers suffering innovation overload.' (p.128)

2.3.2. Challenges for school leadership

The second set of problems characterise the second 'leap' or the transition from curricular programme and implemented curriculum. Whilst the original problems of the conceptual problem and the lack of clarity in government guidance also influence this stage, they act cumulatively with the problems which the school management must address in their own contexts. Under this umbrella, one of the first issues the SMT face is how to deliver the subject. 'The [Crick] report is especially indecisive on the issue of how Citizenship should be delineated from other subjects in the curriculum, and in particular PSHE.' (Faulks 2006: 127) Crick warns against confusing or conflating PSHE with Citizenship, but in many settings, this is exactly what is happening. McLaughlin (2000: 548) highlights this concern: 'initiatives relating to Citizenship have been happening at the same time as similar initiatives relating to PSHE and SMSC development and there have been tensions between these initiatives.' These tensions are manifested at every level, as the confusion affects governmental, school management, teacher and student perception. David Bell, chief inspector of schools (2002-2006) attempted to make the distinction clearer by stressing that 'PSHE is about the private, individual dimension of pupils' development, whereas Citizenship concerns the public dimension'. Faulks suggests that one possibility would be to replace rather than augment PSHE and RE which would have 'a number of advantages over the incoherent approach currently in place in many schools' (p. 136).

28

The Crick Report (paragraph 4.12) is also at pains to stress that the introduction of Citizenship should not be at the expense of other subjects nor lead to any narrowing of the curriculum. In reality, this is clearly an impossible ideal. It is stated that Citizenship should take 5% of curriculum time – it is obvious that something has to give in order to make this a possibility. Ofsted (2005) have noted this difficulty of 'genuine problems of curriculum overload and general misunderstanding of the nature and significance of Citizenship Education have led to schools failing, quite understandably, to successfully implement a successful programme of Citizenship into their curriculum'. Vagueness when it comes to practical advice for schools has inevitably lead to suspicion or ineffectiveness.

Keddie (2008) cites McLaughlin (2000) who foresaw Ofsted's findings. He drew attention, for example, to how the curriculum's 'significant overlaps with other learning areas, such as (PSHE) ...call for very considerable planning, coordination and leadership on the part of teachers. He expressed concern about how such overlaps may reflect a confusing and incoherent provision of Citizenship teaching and learning. More specifically, he raised concern about the potentially competing interests and priorities within and between these curriculum areas and the broader uncertainty about what constitutes ideal Citizenship' (p. 172).

Leighton (2004) referred to the abundant clichés have abounded regarding Citizenship Education as a 'bolt on', 'ideas not set in concrete', 'holistic education', 'needs identification' and so forth in empirical studies (p. 168). Six years later, the subject is still combined with PSHE, and it is now further threatened by the possibility of PSHE becoming statutory.

The Citizenship Educational Longitudinal Study (2007) confirmed that this was what was happening in schools: 'A 'hybrid' model commonly 'fuses' PSHE, Citizenship and RE in order to create a curriculum area that maximises curriculum time and teacher specialism' (p. v). In terms of the threat from PSHE, this worry is also foreseen in the same study: 'although Citizenship is still evolving and its infrastructure is consolidating, it could be in danger of losing ever more ground to wider initiatives as they gather pace, have more resources and incentives attached, demand more staff time and are more explicit priorities for policy makers and, thus, for school leaders and inspectors. (p. v)

How the subject is delivered is of vital importance, and this is decided by individual schools. McLaughlin (2000) noted that Citizenship Education is often 'treated in schools in a diffuse and un-coordinated way in various forms of curriculum structure, pedagogic strategy

and school organisation' (p.544). The government advocates a flexible approach to Citizenship provision. For example, they state that it can 'happen' "through a whole-school approach in curriculum time, via dedicated Citizenship lessons, through existing subjects, e.g. PSHE, History, Geography, RE and Science, through the National Healthy School Standard Initiative, through the Key Stage 3 Strategy, in extra-curricular activities and special events, in the community, at home or through volunteering" (DCFS 2009). However, it is becoming increasingly obvious that this flexible approach is not working and that school management must recognise this in order to make the right choice within their own schools and come out well in government inspections.

Leighton (2004) narrows the variety of models to five: as a discrete subject; as part of PSHE; integrated into the existing curricular subjects; special focus events; and ignoring statutory requirements. This was already very much in evidence by the 2007 Citizenship Educational Longitudinal Study: 'Citizenship is most likely to be delivered through PSHE (used in almost two-thirds of schools), as a dedicated 'discrete delivery' timetable slot (used in almost one-third of schools), or through a cross-curricular approach involving a range of subjects as well as tutorials and assemblies (used in almost half of schools). A school's particular choice of delivery model and method stems from a mixture of vision and philosophy about Citizenship combined with pragmatic decisions about how such vision and philosophy can play out in practice. Each model balances vision and pragmatics' (p. iv-v).

Approach 1: Discrete model

The findings of the CELS empirical research state that 'if effectiveness is measured in terms of status, visibility and credibility amongst staff and students then teaching Citizenship as a discrete subject succeeds in meeting many of these challenges face on.' It goes on to state that 'the least effective delivery method, reported by teachers and students, is where Citizenship is delivered through a cross-curricular approach, involving a range of subjects as well as tutorials and assemblies. This can lead to uneven and inconsistent delivery because larger numbers of non-specialist staff are involved by default. Teaching therefore often has to involve materials prepared by others to use in lessons.' (CELS 2007 vi - vii) However, McCowan highlights an important tension with this model: 'the identification of Citizenship 'competencies' that can be mastered through a discrete, dedicated lesson does not sit comfortably with a conception of Citizenship in which deliberation and active participation imbue people's lives' (2009:194).

30

Approach 2: as part of PSHE

By the 2009 CELS report, schools were increasingly using discrete time slots, although PSHE remained the most popular model of Citizenship Education delivery (p. iii). However, McLaughlin in 2000 warned against this, most popular approach; he said that overlaps with PSHE and SMSC development 'will result in a confusing and incoherent overall provision' (p.559). CELS went some way to affirming this prediction in its most recent report: 'delivery through PSHE is now seen to be effective by proportionally fewer teachers, which may explain its declining use' (2009:12).

Approach 3: Integrated into existing subjects

Pring (1999, 2001) voices his concern about Citizenship Education becoming a discrete or isolated curriculum area and objects to Crick's `tightly defined learning outcomes' (p. 86). He believes that political education should take place in other subjects rather than in a distinctive separate subject, for Pring there is no reason for a subject set apart. (1999: 81). Osler and Starkey (2005) also argue for a more holistic approach to the subject's delivery: 'the cultural and personal elements …must interact with all teaching and learning activities designed to promote knowledge and understanding' (p. 89).

Approach 4: Special Focus Events

There is a lack of research about the effectiveness of teaching Citizenship purely by this method. It seems to be a popular option in schools which are not willing to disrupt the timetable and whose hidden curriculum has Citizenship fairly low-down on the agenda.

Approach 5: Ignoring statutory requirements

Leighton points out that 'those which have adopted the fifth approach ... are likely to find an approach imposed upon them following their next Ofsted report or possible LEA or other agency intervention. If government and educational bureaucracy are to be believed, failing to deliver Citizenship is not an option' (p. 179).
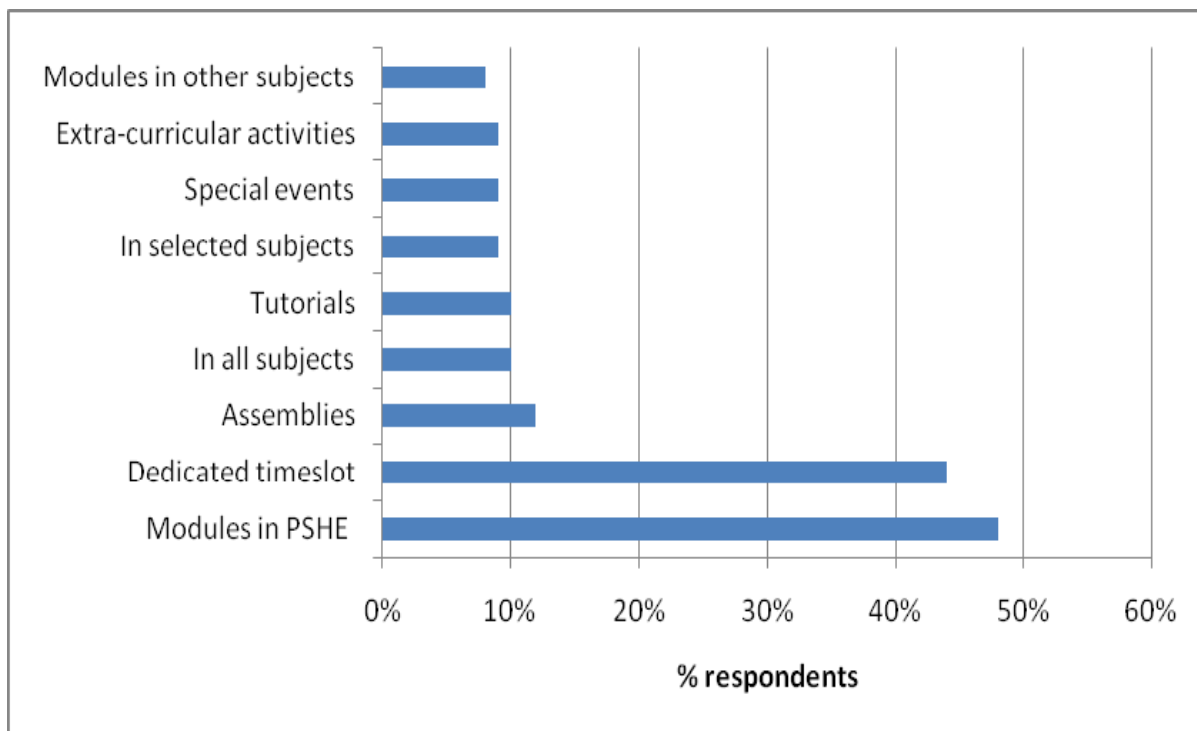
Figure 3 Main delivery methods for Citizenship Education according to School Leaders (CELS 2009:12)

Another key problem facing school leadership teams is to decide how the three strands of Citizenship Education are to be interwoven. This is especially pertinent in the light of the new National Curriculum which highlights the importance of active Citizenship and community cohesion. Garratt and Piper (2008) 'suggest that part of the way forward is for teachers and schools to extend their pedagogical gaze beyond the confines of the domestic curriculum' (p. 492). Citizenship Education is plagued by the well-meaning idealism of academics and politicians, but the question remains of how to effectively implement all of these ideals without losing touch with reality. Where are the resources, especially that crucial resource of time, to come from? It is no surprise that classroom-based Citizenship is perhaps more readily embraced by schools than the logistically-demanding active Citizenship.

Active Citizenship, especially since the 2008 additions to the Citizenship National Curriculum, has become an emphasis. Governmental (and therefore school) policy has turned decisively toward McLaughlin's maximal version of Citizenship Education. However, as Peterson and Knowles (2009) highlight there is still a question mark over the longevity of this trend. 'If 'Active Citizenship' has indeed, become part of the new vocabulary of Citizenship Education, then it is essential that the specialists, who will forge the curriculum in our schools, are aware of wider debates and issues surrounding the subject, its role and its

32

meaning' (p. 40). CELS (2009) showed student participation levels [in active Citizenship] within and outside of school to have remained relatively low, despite increasing reports by senior leaders that a wide range of activities are available at school (p.iv-v).

The key challenges for Active Citizenship that were highlighted during staff interviews were: the size of the school in the case of large schools, difficulties in engaging parents; the costs of funding outside visits, the bureaucracy of stringent health and safety legislation concerning outside visits by individual students and groups, the restrictions of the timetable, and the pressures of examinations and standards particularly with key stage 4 students (ibid p. 56). Kakos (2007) draws attention to a further issue with active Citizenship: 'active participation is not considered as a 'natural' development arising from a feeling of commitment and a sense of responsibility. Instead, this is perceived as a requirement imposed by the teachers upon the students and by the policy makers upon teachers and schools'(p. 15).

Kakos' point should be considered in relation to McCowan's curricular transposition model which highlights how problems 'higher up' the chain are exacerbated as each 'leap' is made and it is most apparent in the student perception at the 'bottom' of the chain. So, if a policy is made which is resisted by the teachers, there is little hope that it will be embraced by the students. Kakos also highlights the implicit contradiction in being forced to volunteer.

2.3.3. Challenges for teaching and learning

Resources are insufficient for effective implementation of Citizenship Education, in terms of human resources, time and knowledge. Of these three types of resources, the lack of subject specialists is the problem most frequently cited. 'It is over optimistic to think, as the Crick Report suggests that we should, that Citizenship can be delivered through other subjects taught by non-subject specialists' (Faulks 2006:128). In reality a small team of teachers, and often just one teacher, often a non-specialist, is in charge of making every decision concerning Citizenship.

Teachers are vitally important to the success of Citizenship in schools. Pring (2001) also had concerns about who was to deliver the subject: 'Just as Socrates asked in the Meno, where are the teachers of virtue (and provisionally concluded that virtue cannot be taught because there are no such teachers), so, too, we might ask 'Where are the teachers of Citizenship?' (and tentatively conclude that, so far at least, none have been produced – though some education departments are boldly making the attempt).' Such concerns

regarding the delivery of Citizenship Education led the Chief Inspector of (state) Schools [2002-2006], David Bell, to describe Citizenship as the worst taught subject in secondary schools. In a speech to the Hansard Society, Bell drew on the findings of an ICM poll to say 'good quality Citizenship teaching is vital in a society where pupils know little and increasingly care less about political studies' (Ofsted Press Release, 2005-07, 17 January 2005 'New Ofsted evidence shows Citizenship is worst taught subject at secondary level'). This has led many to question (for example, Tooley) whether the correct environment for Citizenship Education is in fact the school at all. However others, such as Kymlicka, argue that due to the limitations of the market and the family, a role for the school in the process of delivering Citizenship Education is unavoidable. McLaughlin (2000: 548) agrees:

'It seems likely that, at least at present, schools are the most promising contexts in which all children and young people are likely to engage to an adequate extent and in an adequate way with resources relevant to the achievement of Citizenship'.

Although it is acknowledged that teacher recruitment is key – this is not reflected in schools. Early on in the Crick Report, it was highlighted that successful Citizenship Education will need the confidence of both the general public and the teaching profession (p. 7). It is vital that teachers have the knowledge, understanding, skills and confidence needed to be successful in the interactive teaching approaches which underpin effective learning in Citizenship Education (QCA, 1998, p.30). Hudson's 2005 action-research project in South Docks School, London, concluded that the success of the subject was dependant on staff enthusiasm and training. However, the 2008 survey of school leaders showed that the majority of schools (64 per cent) have recruited no new staff for CE, and nor do they plan to do so. Likewise, of the schools which have appointed a coordinator (90 per cent of the total), most (89 per cent) were internal appointments (CELS 2009: 38). The 2008 survey data suggests that 50 per cent of CE staff had not received any training in Citizenship Education. (CELS 2009: iv).

The lack of recruitment of specialist teachers may go back to decisions at government level, as the places available for ITT could throw some light onto how high the success of the subject is on the political agenda. In 2001/2 there were 'relative to other subjects, a relatively small number (12)' of HEIs providing Citizenship ITT (Davies 2007: 84). In 2010, there are only 13. In the last three years, there have only been 223 places per year on Citizenship ITT programmes compared to 1900 per year for English, 699 for Geography and 550 for History.

When one takes into account that Citizenship ITT has only been in place since 2001, when the other subjects mentioned can draw on fifty years-worth of training, it becomes clear that the training of specialists is low-priority. Added to this, Citizenship Education has never attracted a 'Golden Hello' financial incentive and the training bursary has just been dropped to the lowest possible rate of £4000. A recruitment drive does not seem to be in evidence, however Ofsted (2006) state 'research has highlighted the positive contribution that specialist Citizenship teachers are playing in establishing and developing Citizenship Education in schools'.

In general, Citizenship, when taught as a whole-school or cross-curricular initiative is not popular with teachers. Leighton (2004) suggests that teachers perceive a threat to their own subjects when asked to deliver cross-curricular Citizenship and that they lack confidence in their abilities to deliver appropriate subject content (p. 175). This is the reality which undermines the ideal McLaughlin (2000) proposes, where teachers need to embody their understanding of the matters at stake in a form of 'pedagogic phronesis' which requires that teachers 'be certain sorts of people as well as merely deployers of teaching techniques'(p.560). Keddie's (2008) research case study of 'Mr C', a specialist Citizenship teacher reinforces McLaughlin's point. Keddie shows how Mr C inspires and successfully delivers the Citizenship agenda due to having the appropriate knowledge, skills and training. McLaughlin goes further by saying that lack of specialist teachers may have a detrimental effect on students. He expressed his reservations regarding teachers' lack of knowledge.... in this respect the curriculum's light touch and depoliticised approach may be taken up by teachers in ways that simply re-inscribe broader political apathy, social conflict and discrimination (p. 560). Davies (2007) highlights this by referring to the selection criteria for Citizenship specialists who must show 'ability to enthuse… the potential to engage young people and a real sense of commitment/vision with regard to Citizenship' (p. 88). Here there is an obvious mismatch. A need has been identified for specialists, but pro-active recruitment is simply not taking place.

Davies highlights a further problem which has spanned the last decade which is the difficulty of finding high quality partnership schools for ITT Citizenship specialists to take up their placements. HEIs are experiencing challenges in finding school placements that allow for trainees to practise Citizenship Education explicitly and consistently within a team whose experience is secure' (p. 99). If schools do not have a serious Citizenship curriculum, then the trainees will have little hope of being able to demonstrate they have covered all of the

standards required to graduate in the subject area. Problems are therefore emerging at every level of the specialist teacher recruitment process and it is little wonder that the subject is not flourishing as it should.

Teachers are given an unusual amount of freedom with the delivery of Citizenship. The Crick Report places the emphasis firmly on teachers in order to get up to speed with the curriculum and subject matter. McCowan (2009) sees this lack of importance attached to school and pedagogical processes as a serious yet unsurprising weakness of the Crick Report due to the fact that Crick was 'first and foremost a political theorist and not an educationist' (p. 63). McLaughlin (2000) notes that the emphasis is on the teacher to assimilate all the material and rationale from the National Curriculum documents, the Crick Report together with the amplificatory guidance from the QCA, and then their job is to relate these documents both to each other and to the schemes of work in their individual schools, often where there is little to no support. The Key Stage 3 and 4 guidance exposes just how much is expected of the teacher: 'it seems clear that the incorporation of Citizenship Education into schools calls for very considerable planning, co-ordination and leadership on the part of the teachers' (p. 559). Faulks (2006) points out 'to suggest that teachers should 'take responsibility for their professional development in this area is hardly likely to endear the subject to already over pressed teachers' (p.128). McCowan (2009: 188) suggests that 'many teachers simply do not have the disposition or ability to play a substantial part in developing curricula.'

A further challenge at this level of implementation is the discrepancy between what is being taught and what is being learnt. As Leighton (2004) suggests'….there is a considerable difference between teaching about Citizenship, teaching people to become good citizens, enabling young people to become active citizens, and developing and maintaining a society in which everyone wants to play a part and has the opportunity to do so.' (p. 172). He goes on to conclude from his study that 'it was evident that teachers and students have different views about what they are offering and being offered'.

There is currently a great deal of debate over the assessment of Citizenship, especially as the full course GCSE and GCE Advanced exams are now available. It seems that more elements of the curriculum are covered where exam courses have been followed (CELS 2007: vi). This is a departure from the ideal set out in the Crick Report which states: 'we decided that the assessment and reporting of pupils' progression, as in existing National Curriculum subjects, was inappropriate for Citizenship. This should not be taken as a signal

36

that we see Citizenship as a 'soft option' in the curriculum with no rigour or bite' (p. 28). It transpires that the lack of assessment did lead to its lowered status in schools, and lack of McLaughlin's 'taxonomic bite'. However McLaughlin (2000) also warns against the 'impossibly distortive effects of the assessment arrangements which are associated with the National Curriculum (p. 561).'

Leighton (2004) highlighted a further concern of staff who were 'concerned about the pressure under which many students work to achieve their high examination success, and the tendency towards becoming an 'examination factory'. These staff were more idealistic in their perceptions of the aims of Citizenship which they saw as supporting the development of a more complete and rounded understanding of society for students, as well as developing skills beneficial to them as students and as citizens' (p. 175). Garratt and Piper (2008) went further in their condemnation of exams in the subject: 'the morality that is characteristic of this trend [of assessment] is impersonal and universalistic, and in many ways wholly contrary to effective inclusive education' (p. 486). Gillborn (2006) sees the possibility as corroborating the idea of the subject as inherently racist, as black teenagers would statistically under-perform in such examinations. He describes the National Curriculum Citizenship Education provision as a 'placebo' designed to give an impression of action towards social cohesion and inclusion, whilst mechanisms such as exams continue to work against these aims. Leighton summarises that, rightly or wrongly 'there is therefore some staff opposition to examination entry for Citizenship.

At the same time, there is anecdotal evidence that the student body is so imbued with an achievement ethic that, for many (students, parents and staff), no examination equals no importance. For some staff, examinations are necessary to legitimise the subject' (p. 175). Broadfoot (2001) corroborates Leighton's evaluation: 'the growth of individualism and government-defined performance indicators, league tables and evaluation regimes have had the effect of generating a hard currency of data that is measurable, quantifiable and indispensable for the commodification of knowledge, creating 'an almost pathological belief in the value of assessment' (p. 137). However, McCowan (2009) makes the point that 'there are serious doubts about our ability to measure the programme's 'success' in a way that encompasses the diverse facets of Citizenship' (p.19).

Student perception is a good indicator of how successful this 'curricular transposition' has been. 'Student awareness of Citizenship Education is mixed. There continues to be a risk

of confusion among students between Citizenship and PSHE and a lack of awareness of Citizenship Education where it is not delivered through a discrete time slot' (CELS 2009: iii). This perception is crucially important. As Tooley predicted in 2000, the two main reasons for compulsory Citizenship Education failing would be 'school failure and a lack of student motivation' (cit McLaughlin (2000: 548). One cannot help but think that these two are intimately linked.

More research in this area in needed. Leighton (2004) admits his data on student perception is as yet limited. He gathered data during a series of informal interviews with an unstructured sample of students from two schools (p. 177). His impressions from one school are that students enjoy the discussions, appreciate the lack of homework but find politics boring due to the way it is presented. He also proposed that students were aware of an agenda and were happy to say what they felt they were supposed to due to hegemony and he desire to 'be right' (p.177). Garratt and Piper's (2008) key argument supports this; that the present arrangements for Citizenship Education are more likely to engender outcomes that serve a performative function, rather than provide the means for empowering pupils (p.481). Faulks summarises 'crucially, the generally poor provision in schools is likely to reinforce many pupils' perception that Citizenship… is an irrelevance to them.' (p. 135).

3. Methodology

3.1. Rationale for the study

Citizenship is a relatively new subject, which was made compulsory in schools a decade ago. It is a subject that occupies a strange place on the explicit and hidden curriculum. It is neither a core, nor an optional, nor, in many cases, an examined subject. It often shares resources, time, staff, space and money with other subjects. This study is a reflection on how it has been received by students and teachers, and why.

In the previous chapter, it was argued that there was a lack of research into student and teacher perception of Citizenship Education. As Kakos (2007) indicates:

> A suggestion for future research in the area of Citizenship Education [is] to seek students' perceptions on the implementation of the subject. Some attempts have been made (for example NFER Longitudinal Study, Kerr et al, 2005) but they do not seem to integrate within their methodologies an interest to [sic] investigate students' perspectives but rather to collect information to inform the successful implementation of the subject. (p. 290)

Leighton (2004, p. 177) also identifies a deficit of research into student perceptions of Citizenship Education. This research aims to address this by conducting research into student perceptions. As McCowan (2009, p. 19) notes, however, measuring the perception and success of something as nebulous and diverse as Citizenship may be fraught with difficulty. The current study thus aims to juxtapose student perception with teacher perceptions.

The study aims to substantiate Leighton (2004), Faulks (2006) and Garratt and Piper's (2008) critiques from the last chapter by means of a small-scale research project. By looking in some depth at the delivery methods, the perceived strengths and weaknesses of the subject in schools, and the opinions of the teacher and the students; the research aims to contribute some detailed, localised data to the growing body of research on Citizenship Education. It could be argued that large-scale research projects such as the NFER Longitudinal Study could be enriched by smaller-scale portraits of the situation 'at ground level'.

The project arose firstly from anecdotal evidence about Citizenship Education. Initial research suggested that the introduction of compulsory Citizenship Education has brought about tensions and disjunctures in school contexts (Tooley 2000; McLaughlin 2000; McCowan 2009). A conversation with an expert in Citizenship Education threw up questions about whether there was a notable difference between the perceptions of students and teachers.

Whilst it is accepted that the factors which affect perception are context-bound and that universal generalizations cannot be made, a mixed method, triangulated approach emerged as a way of creating a fuller representation of the current attitude. This approach seemed the most adequate way of gauging perception in schools.

3.1.1. Purpose

- To examine perceptions towards Citizenship Education in a sample of secondary schools in Yorkshire.
- To establish and compare multiple points of view about the way in which Citizenship Education is delivered and how it is perceived by students and teachers in terms of enjoyment, relevance and value.
- To create generalizable findings about the perceptions of Citizenship Education at KS3 and KS4 in secondary schools in Yorkshire.
- To discover teachers' recommendations and suggestions about Citizenship Education.
- To look for any points of consensus about Citizenship Education, both between schools employing different implementation methods, and between teachers and their students.

3.1.2. Research questions

This study has three research questions:

- What methods of delivery of Citizenship Education are school management and/or teachers choosing in secondary state maintained schools in Yorkshire and why?
- How is Citizenship Education perceived in terms of enjoyment, relevance and value by lead teachers and KS3 - KS4 students and what affects these perceptions?
- How could subject delivery, perception and success be improved according to those who teach it?

3.2. Design of the study

This is a mixed methods study. Qualitative data was used in response to the first, second and third research questions. Quantitative data was used for the central, second question. The second research question aims for a triangulation (see 3.9 for the argument on triangulation).

This approach is chosen because using both types of data could lead to a greater understanding of the target phenomenon; perceptions of Citizenship. "If social phenomena tend to have multiple empirical appearances, then using one method in each study can lead to the unnecessary fragmentation of explanatory models" (Faber & Shipper 2003, as cited in Gorard, 2001, p.7) – this study aims to provide a more holistic picture of perceptions and the influences upon those perceptions. The study will use a 'mixed company mixed methods' approach as opposed to 'blended mixed methods' approach. Sandelowski (2003) defines this as follows:

> In a mixed company mixed methods study, inferences about a target phenomenon are drawn from the findings of both qualitative and quantitative data sets, each of which are separately analysed using like-to-like techniques. That is, qualitative techniques are used to analyze qualitative data (in the case of grounded theory, constant comparison analysis) and quantitative techniques are used to analyze quantitative data (statistical pattern and trend analyses). (p. 308)

Wolfer (1993) proposed that different aspects of reality lend themselves to different methods of enquiry. Student perception would be gauged quantitatively and teacher perception qualitatively. In this way, the strengths of each method could be maximised for the two data sets.

The predominant section of the research is qualitative as "while limited in generalizability, it can provide an in-depth view of the dynamics of schools and pedagogy, shedding light on some factors in effective provision and exploring tensions and obstacles" (McCowan, 2009, p. 43). It is a reporting of multiple perspectives and aims towards a description and understanding of the situation regarding Citizenship Education in schools. It focuses on the perceptions and views of the participants. It aims for "subjectivity, honesty,

41

authenticity, exploration, rich reporting of specific contexts and emergent issues" (Cohen, 2007, p. 84).

To achieve an honest reporting of the specific issues concerning the implementation and perceptions of Citizenship Education, Grounded Theory was used. Grounded Theory is used to generate theory from data, rather than to test it. It is grounded in reality and does not seek to idealise it. It seeks to produce a conclusion that should be applicable in similar circumstances (Newby, 2010, p. 487). It consists of codifying and assembling data into themes, employing the method of constant comparison. Constant comparison is a process or method of analysis which allows for the researcher to move from substantive coding (subject-led) and theoretical coding (researcher-led) in a non-linear fashion before coming to conclusions.

To enrich the qualitative findings and to provide an answer to the second research question a quantitative method is used to analyse the student data set. This was used to assess the outcomes of chosen pedagogies. The quantitative section is a survey (Cohen, 2007, p. 84), in that it gathers representative larger-scale data in order to make generalizations across the population. It focuses on opinions and ratings, gathering numerical data using questionnaires. It aims to describe the target phenomenon (in this case the student perception of Citizenship Education). It is considered that the best way to gauge the opinions of a larger data set is through measuring frequencies of opinion (Denscombe, 2010, p. 104). However, for this study, it was decided that a quantitative approach could not stand alone: "the complexities of the inputs and the outputs mean that quantitative studies, while broad in terms of their responders are necessarily shallow in their approach to the subject" (McCowan, 2008, p43)

Although this is a small-scale study, the research could add to an existing body of research about Citizenship Education perceptions. For the research to be illuminating, neither qualitative nor quantitative data alone would be sufficient to portray the perceptions within the sample. "If we assume that neither quantitative nor qualitative approaches give us a complete picture of our object of study, that both will be valuable, and that both can give us a partial picture, then the situation will be as depicted." (Gorard, 2004, p. 46). It is this partial picture, or the area Gorard calls 'C' that will be shown through the mixed methods of qualitative and quantitative approaches.
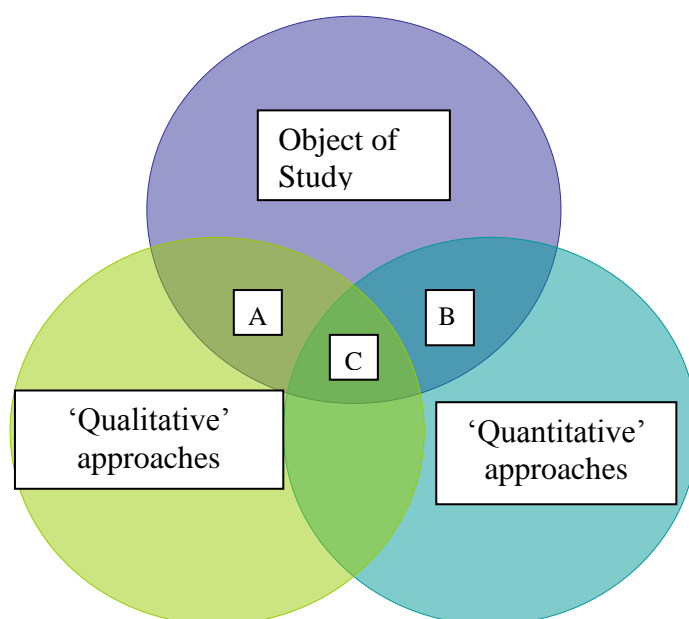
Figure 4 Gorard's (2004:46) venn diagram to show how mixed methods can illuminate an object of study.

3.3. Sampling

A sample of state maintained secondary schools was to be selected from amongst a convenience population within 11,903 km^2 (Yorkshire) with no element being greater than 100km from the university's Department of Education. It was decided that a random sample should be used in order to decrease interviewer bias, and to decrease the chances of more well-known or high-profile schools being selected. It also meant that there was very little chance of the staff at the school being known to the interviewer.

Using a rigorous random sample will lead to the least biased results and thus aid the utility of any findings. By employing this sampling method, the research findings will be transferable to the population.

> [Transferabilty, as opposed to generalizability] is the imaginative
> application of findings to other settings. It is something done in a informal,

personal and creative fashion. It is the process carried out by readers of research when they infer from what they read and 'transfer' the result to other situations. The more information they have about the original research, the better informed their inferences will be. This kind of generalization tend to be associated with interpretative kinds of research and the use of qualitative data. (Denscombe, 2010, p. 190)

Gorard's (2001) method of sampling was followed. The population of interest were state maintained secondary schools in counties in Yorkshire (a convenience population). The sampling frame was generated using the Department of Education website (www.edubase.gov.uk). This created a sampling frame of 273 establishments. Criteria used to create the population and sampling frame were the specified geographical area, secondary phase of education (key stages 3 and 4, not sixth form only), maintained and open or open but proposed to close.

The random method was used to select sample frame elements. Numbers were given to the schools within the sampling frame and a sample was selected using a random number generator (www.random.org). These schools were contacted by letter and a follow-up phone call or email. It was estimated that the response rate would be between 5% and 40%, so initially 30 elements were generated to become the contact sample frame.

Initial response rate (after letter contact only) was nil and so follow-up phone calls and emails were used. After this follow-up, the response rate rose to 10% agreement (3 elements/establishments), with the remainder either not returning calls, being contactable by email only and not responding to emails, unavailable or refusing to participate. The most frequently given reason for refusal to participate was a shortage of time. With 30% of the quota secured for a visit, the random number generator was employed (ignoring previously contacted elements) to select a further sample of 30 from the population. This time the letter stage was omitted, due to time constraints and the fact that it had proved ineffectual. Instead email and telephone contact was used. 6 elements/establishments agreed to a visit (a 20% success rate), securing 90% of the sample. A final sample of 30 was selected from the population (again, ignoring previously contacted elements), and as soon as an acceptance was secured, the sample was complete.

The researcher decided a sample size of ten schools (with one teacher and up to 50 students at each school participating) would be sufficient to investigate a diverse range of

44

schools within the population and to begin to see similarities amongst teacher and student opinion. "After a certain number of cases have been involved each successive case is likely to add little to our understanding and do little to change any emerging patterns" (Gorard p10). It was also anticipated that the grounded theory categories could become saturated with this sample. This would also open up a large data set for student questionnaires.

Methods of correction were decided upon; a high refusal rate was anticipated and so it was decided that after a strong refusal (two non-responses or a decline), another randomly-generated element would be chosen from the remaining non-contacted population. The achieved sample was of the ideal size but not of the ideal make-up.

It is speculated that those teachers with a negative perception of Citizenship were more likely to refuse. Given the number of refusals, the elements of the sample could have been significantly biased towards those who had a positive perception of Citizenship.

Many refusals led to further pursuit of participants. This meant that the elements of the sample could have been biased towards those who had a positive perception of Citizenship as opposed to those who did not wish to participate due to a negative perception of Citizenship.

3.3.1. Participants

Participating schools generated from the sampling process were as follows:

School name (pseudonym)	Size (total on roll)	Characteristics (age range, type of establishment, location, religious character)
Convent School	>1500	11-18, Foundation, Urban, N/A
November High	>1000	11-18, Voluntary Aided, Urban, Roman Catholic
Monarch School	>1500	11-18, Community, Urban, N/A
Green Space Academy	>1500	11-18, Community, Town and Fringe, N/A
Cathedral High School	<1000	11-16, Community, Urban, N/A
Froglands	>1500	11-18, Community, Village, N/A
Warton Hall	>1500	11-18. Community, Urban, N/A
Newfields	<1000	11-16, Voluntary Aided, Urban, Church of England
Priests' School	<1000	11-16, Community, Urban, N/A
Silver High	>1000	11-18, Voluntary Aided, Urban, Roman Catholic

Table 1 Key information about participating schools

Within these schools, the lead teacher for Citizenship was identified and interviewed. The simple random selection of the 10 interview participants ensured that each of the 273 schools in the population had an equal chance of being selected for interview. However, due

to a high proportion of refusals to participate, the actual sample was not as randomised as the research design specified.

The interviewed teacher then administered a questionnaire to a Citizenship class (sometimes split into two sets). This meant that each school returned between 8 and 50 responses. Student responses totalled 253. Student classes were randomly selected and ranged between Year 7 and Year 11 classes.

Participants were therefore 10 teachers and 253 students.

3.4. Research parameters

The data was collected over three months. The interviews were conducted between 12th May 2010 and 22nd July 2010 and the student questionnaires were completed in the summer term of 2010. The data was collected on a 'one-shot' basis rather than longitudinally (Cohen, 2007, p. 98).

3.5. Instruments

Two data collection instruments were used in this study.

The qualitative section would use the instrument of a semi-structured interview, which would be administered to the lead teachers of Citizenship in a random sample. It was envisaged that the researcher would visit 10 schools. The researcher envisaged that with this quantity the probability was that the grounded theory categories would became 'saturated' if a good cross-section of Citizenship delivery methods were investigated, that is, the researcher would research until such time as the collection of further data will reveal no further insights (Richardson, 1996, p. 97). The semi-structured interview schedule can be found in Appendix 2.

For the quantitative section, questionnaires would be administered to a group of the interviewed teachers' students at those schools. Questionnaires were decided upon to give the students anonymity in order to address Leighton's (2004, p. 177) concern that his small-scale study had produced unrepresentative results as his focus groups had felt a desire "to be right" and hence had not been honest. These students would be taken from Key Stages 3 and 4: Years 7, 8, 9, 10 and 11. The age range of these students would be between eleven and

sixteen. This age range would cover the year groups for which Citizenship Education is currently a compulsory subject. The questionnaire can be found in Appendix 1.

3.5.1. Semi-structured interview

After piloting and revisions (see Reliability and Validity), the semi-structured interview consisted of a set of 10 questions and 27 sub-questions and prompts.

The semi-structured interview was chosen for three reasons (Drever, 1995). Firstly, it was chosen to yield factual information in response to the first research question. There was not a better way to ascertain the variety of methods in subject delivery. A tick-box survey would not have been flexible enough to allow participants to give sometimes quite complex information. For example, some schools questioned deliver the subject in a non-uniform fashion across year-groups. Secondly, it was chosen to collect statements of preference and opinion from teachers. The sometimes sensitive nature of these opinions meant that a good rapport had to be quickly established. Thirdly, it was chosen so that opinions could be explored in more depth when appropriate. The second and third reasons were particularly important in relation to the second and third research questions. Denscombe (2003, p. 167) highlights that in semi-structured interviews, the interviewer must be flexible, and that this allows the findings of the study to be respondent-led as opposed to researcher-led. The technique allows the interviewee to determine the depth and breadth covered by the interview. This would be an ideal instrument to suit the grounded theory method of the study.

The interview method was appropriate in terms of the research topic which concerned participant's perceptions, rather than fact. It allowed for as much detail as possible to be given by respondents. The interview method worked well in terms of situation and access. The interviews lasted for between 40 minutes and one hour. The researcher had a clear vision of the structure of the interview, allowing for as much freedom to discuss topics as possible. However, the interview schedule ensured that there could be parity between respondents. The identity of the interviewer could be seen as advantageous as teachers felt more at ease when they discovered that the interviewer was also a teacher. Authorisation was gained from the senior management teams in the schools.

3.5.2. Questionnaire

The questionnaire was piloted with a group of students within the researcher's own school (not to be included in the population from which the sample would be found). The questionnaire was originally a set of twenty open-ended questions. However, considering that a minimum of 200 students would be questioned, it became apparent that it would be too difficult to extrapolate any generalised findings from the analysis of data from this type of questionnaire. Also, it would not be possible to submit this word-based data to the same analysis as numerical data, therefore rendering triangulation invalid (Cohen, 2007, p. 330).

The final questionnaire consisted of 10 short, categorised statements requiring Likert-scale ratings with a space for a further open-ended response was used. This space for open-ended response allowed for the research instrument to be tested (e.g., a negative comment in combination with 'strongly disagree' being highlighted on the Likert-scale showed the respondent had understood the categories. This was invaluable due to the low literacy levels of some of the student participants. The questionnaire was to be administered to the students after the teacher interview (although in one case it was administered beforehand).

Denscombe's (2003) checklist for the production of a questionnaire was used. It was decided that a Likert-scale would be much more effective in standardising responses whilst at the same time gauging opinion. The scale was chosen for its subtlety, flexibility and ability to determine frequencies. "[Likert scales] afford the researcher the freedom to fuse measurement with opinion, quantity and quality." (Cohen, 2007, p 327). One limitation of the Likert scale which Cohen notes is the condemnation to silence of respondents if a category is not there. This is why the questionnaire had a space designed into it for further thoughts or opinions.

The questionnaire was shown to an educational expert and two subject practitioners. The questions were deemed to be clearly laid out but it was also suggested that there were too many questions. The non-essential questions were removed and the questions categorised into three sections. Some of the vocabulary was changed due to the fact that some respondents may be as young as eleven. Fry's Formula of Readability was used to test clarity and suitability. The initial categories were re-named to be more user-friendly. 'Perception of Citizenship' was re-labelled 'How I feel about Citizenship', 'Outcomes of Citizenship' was re-labelled 'What I get out of Citizenship' and 'Opinions' stayed the same. The questionnaire

was piloted again at the researcher's school. It was decided that this version was indeed more user-friendly, and would better facilitate analysis.

No cover page was needed as the teacher was to hand out the questionnaire and to brief the students. Only a brief summary of instructions was given at the top of the page to aid clarity. The purpose of the questionnaire would be given orally to the class by the teacher, who again, had been briefed by the researcher. Thanks were expressed to the students at the bottom of the questionnaire and through the teacher. Serial numbers were given to schools and students. The questions were clear and unambiguous, with no duplication. Two nominal questions were asked, firstly a multiple choice question of what year the student was in and secondly a dichotomous question about whether or not they took examinations in Citizenship. The main questions fell into three compulsory categories and a final optional section. The compulsory questions used the Likert scale and the optional section was open-ended. The Likert scale asked respondents to rate how strongly they agreed, disagreed or were unsure about each of the statements using a 5 point scale. Three types of data could be gathered from the students: nominal, ordinal and word-based (optional).

3.6. Data collection

Although the main body of data was collected between May and July 2010, the mixed method approach meant that the qualitative data was subject to constant comparison. Therefore, the data collection and analysis sections were not distinct but dynamic , consistent with the [grounded theory] approach (Richardson 1996, p. 79). For example, this meant that the semi-structured interview adapted as the need to follow up on data could lead the [grounded] researcher in 'unanticipated directions' (Charmaz, 1990, p. 1162 as cited in Richardson, 1996, p. 79). Another example would be that the high refusal rate when it came to sampling formed part of a theory about a negative perception in schools and a feeling that the minimum was being done in order to tick boxes of curriculum requirements. Richardson (1996) refers to the need to continually explore data through the lifetime of the project, which made sampling a very relevant part of this project.

The researcher visited each school and interviewed in settings and at times chosen by the interviewees within the schools.

Each interview started with a short chat and introduction of the researcher, an outline of the purpose of the research, the signing of the consent form and a request for the interview to be recorded on a Dictaphone.

Interviews were anticipated to be the most substantial part of the research and would last approximately one hour. Consistent with grounded theory, the interviewer attempted "to follow an open-ended conversational style" (Richardson,1996, p. 90). This emphasised the exploratory nature of the questioning and discouraged any interviewer bias. The interviewees set the tone and dictated the content of the interviews. The interviews were subject, not researcher led. "Grounded theorists are acutely aware of the potential dangers of overly directive interviewing in cutting off interesting theoretical leads or rich data and in unwittingly loading assumptions into the questions that are asked." (Richardson p89) – for this reason, interviews and interview responses could be lengthy but the interviewer decided that this enhanced the richness of the generated data.

Interviews were recorded and transcribed verbatim (unless otherwise stated) by the researcher which meant that constant comparison was conducted throughout. Software was considered for the permanent record of interview transcripts and the data preparation for coding and analysis, but the researcher decided upon printing hard copies to be annotated and coded by hand. It was felt that the physicality of this presentation of the data would allow the easiest and most dynamic manipulation for the researcher.

Questionnaires were administered to groups of the interviewed teachers' students when the interviewer had left. A stamped addressed envelope was provided for the teacher to return the questionnaire as soon as the questionnaires were administered. They were to be administered in the class, that is, in a supervised setting so the opportunity to ask for clarification would be available. The researcher had little control over how the questionnaire was presented and the level of context and motivation to give accurate and measured responses, although talking to the teachers about the questionnaire and its rationale meant that teachers were supportive of the research aims and most were willing to administer it. Two schools failed to return any responses, despite the researcher's email follow-up. The researcher was reticent to send more than two further emails so as not to jeopardise the relationship with the school. In both cases, one can infer from interview data that poor student perception or lack of delivery of the subject may have been instrumental in the choice of teachers not to administer or return student questionnaires.

50

A training session was given by the researcher's supervisor on the use of PASW (formerly called SPSS), and this was compared to Microsoft Excel. The researcher found the former easier to use. Using the PASW Statistics Data Editor, the variables were codified. Schools and students were given unique reference numbers. Questions were given identifiers. The Likert-scale responses were inputted as 1=strongly disagree, 2= disagree, 3=don't know, 4=agree, 5=strongly agree. The data was entered prior to analysis into descriptive statistics using frequency bar charts. Percentages were calculated to create an easy point of reference in data analysis. Crosstabs were also generated to display comparisons between schools. Mean scores were generated and the standard deviation noted.

3.7. Limitations

Limitations were noted before, during and after the data collection.

The response rate was the most limiting factor due to its many ramifications. Refusal to participate meant that the sample was not as random as the sampling frame and research design stipulated.

Although the rigour of the sampling process does allow for generalization, it must be noted that findings can only be generalized across Yorkshire. Limitations on the researcher caused by full-time employment as a secondary school teacher and limitations on the time-scale of the project which meant that it had to take place during term-time meant that it would not be feasible for the researcher to travel further than 100km to a school. This determined a convenience population of schools within Yorkshire. However, within this convenience population, the sample was random and therefore rigorous.

In most cases interviews were conducted in private, one-to-one settings, although background noise was a slight problem in three of the settings and the request to repeat certain responses for the sake of the interviewer and the recording may have had some impact on the flow and success of those three interviews to varying degrees.

School timetabling limited most interviews to one hour. This limiting factor meant that some further exploratory questions had to go unasked. Taking the time factor into account, it was stipulated by the researcher that the interview schedule would be the lowest common denominator in terms of questions asked and that these must be asked of all interviewees for parity's sake.

51

In eight out of ten cases, permission to record interviews was granted. In one of the two schools where permission was declined, consent was given to write notes, in the other, the interviewee called off the interview and asked for the interview to continue by telephone. The accuracy of the two interviews recorded by note-taking is not verbatim although salient points are quoted verbatim.

Teacher attitudes were another limiting factor. The researcher felt that some teachers were rather wary and suspicious. Inspection fatigue and suspicion about the motivation of the research lead to either jaded or guarded responses pervading the interviews – it sometimes seemed that a right response was being searched for by the interviewees rather than an honest 'no holds barred' response. Another factor in teacher responses was physical and mental fatigue. The interviews were conducted in the second half of the summer term, so it should be noted that more optimism may have been evident in interviews at the beginning of a term.

There were also limitations on the student responses. Many students indicated a problem in understanding the word 'thought-provoking'. This was not anticipated as the Fry's Formula analysis and the pilot study did not highlight a problem with the readability.

Another issue is that many schools refer to Citizenship by another name (PD, PSHE, PSHCE, LIFE). So students may have been confused by the reference to 'Citizenship' on the questionnaire, although in these cases it should have been explained by the teacher. Cohen (2007) notes in particular problems with the use of the Likert scale. Firstly, there is the issue of its sensitivity, "one man's agree is another's strongly agree" (p326). One could also make illegitimate inferences. Strongly disagree is not necessarily the opposite of strongly agree, and strongly agree is not twice as strong as agree. Moreover, responses can depend on mood and personality (Thurstone and Chave, 1929; Oppenheim, 1992, pp. 190-5, cited by Cohen, 2007, p. 327). It is questionable as to whether there is a real motivation to write one's true feelings. Respondents may deliberately falsify. There is a tendency towards the mid-point and also a tendency to avoid the extreme responses (Cohen, 2007, p. 327) . Measures were put in place to counter-balance these effects (cross-comparison of questions, piloting, providing a comments box to verify responses, asking the teacher to explain anonymity and importance of honesty) however it is important to note an awareness of these trends in data analysis.

3.8.   Data analysis

Qualitative data were analysed using grounded theory and constant comparison. Both explicit and implicit data were analysed. Explicit data are the interview transcripts (example in Appendix 3). Implicit data or hidden factors include 'drop-out' (non-return of questionnaires) and refusal to participate – these must also contribute to the findings.

Quantitative data were analysed using frequency and the Kruskal-Wallis analysis of variance test.

3.8.1.   Qualitative data analysis: grounded theory

Grounded theory was chosen to analyse the qualitative data. Grounded theory works well for semi-structured interviews. As Richardson (1996) puts it,

> In approaching research without strong prior theory, the researcher is always faced with the analytical task of sorting and making sense of what is likely to be at first highly unstructured. In order to achieve this, Glaser and Strauss (1967) advocated the development of an open-ended indexing system, where a researcher works systematically through a basic data corpus, generating codes to refer both to low-level concepts and to more abstract categories and themes. (p. 77)

Grounded theory prescribes 'stream of conscious' note-taking during the process of interview transcriptions, in order for any emergent properties to be discovered. Fig.3.3 below gives an example of such notes.

Plans, intentions, tentative plans not yet realised
Apologetic
Expert input
Lack of knowledge
Reliance on others
Excuses
Importance of 'getting out there'
Implication that course is not attractive to students
Preferring PSHE
Sense of one year pilot – not sustained/continued
Sense of waiting to see…
Outside speakers! Why? Why not train teachers? Over reliance on others.
Teachers don't know about the topics!
Names interchangeable Cit/PD/PSHE
Sidelining on the hidden curric – eg unqualified teachers, supply teachers

Figure 5 Example of note-taking, the first step in grounded theory

Initial analysis coding followed Pidgeon and Henwood's (1996, cited by Richardson 1996, pp. 86-101) model for grounded theory. 'Member categories' were derived from the interviewee's discourse.

"Making a difference"
"Getting a lot out of it"
Working with parents
Impact versus continuity
Confusion with PSHE
Delivery models

Figure 6 Example of grounded theory initial coding generating 'member categories'

'Researcher categories', more theoretical ideas not directly raised by the participants, were then generated. Each of these categories had sub-categories.

Ideology
Implementation
Improvements

Figure 7 Example of grounded theory generating 'researcher categories'

For example, the researcher category 'implementation' had a sub-category of 'resources' which had a sub-category or 'human resources' which had a sub-category of 'getting staff on

board'. The next stage of developing codes was employed according to the method of constant comparison.

Getting staff 'on board'

Cathedral High 9 (2)
Silver High 5 (8)
Warton Hall 3 (6)
Green Space 2 (1), 4 (1)
Monarch 3 (1)
November 5 (3)

Figure 8 Example of constant comparison from a split category

 "The active 'flip flop' between the data and the researcher's developing conceptualisations demands a dynamic process of changing, re-changing and adjustment of the terms used until the fit can be improved" (Richardson, 1996, p. 92). Core analysis refined and related concepts. Within this stage, memo writing and category splitting took place. Definitions of member and researcher categories were created prior to a final category integration which could be used to address the research questions. "At this stage of analysis, the aim [is not] mere representation but to recount the interrelationships between the categories in the light of their wider theoretical relevance" (Richardson, 1996, p. 99).

3.8.2. Quantitative data analysis

Familiarisation first took place with an educational researcher in order to highlight the key differences between PASW and Excel. PASW was chosen and a brief tutorial to explain coding data was given. All quantitative data was codified and input into PASW. Codifying was simple as the Likert Scale automatically codifies attitudinal responses. Other variables such as student number, school, year group and subject examination status were codified.

Bar charts were created to ascertain frequencies of responses and to identify trends in responses. Cross tabulation was used to make comparisons across schools.

The choice of statistical test was based on three general considerations, as recommended by Kinnear and Gray (1997, p. 106 - 108), the research question, the nature of the data and the design of the research.

1. Research Question: The quantitative data was collected in order to answer part of the second research question. This question requires a statistical test that will compare the

differences between groups (schools) within the data set. A statistical test to look for associations between the delivery model and perceptions is also required.

2. Nature of the Data: The data is ordinal and nominal. The study shows the comparison of Likert Scale responses (ordinal) across schools (nominal) and across Citizenship Education delivery models (nominal).

3. Design of the Research: There are eight samples of scores. The research design has only 'between subjects' factors and will therefore yield independent samples of scores.

The main data type (ordinal) and the experimental design (between subjects) for three or more samples requires a Krukal-Wallis k-sample. This nonparametric test is used because the psychometric nature of the Likert-scale cannot assume 'homogeneity of variance nor a normal distribution' (Kinnear p.155).

3.9.   Triangulation

In mixed company mixed methods research, Sandelowski (2003) highlights that although data was separately analysed 'like for like' (ie qualitative data using qualitative methods and quantitative data using quantitative methods), "inferences can be presented in the form of theory or sets of propositions… which incorporate both sets of findings" (p. 308). Methodological triangulation uses different methods on the same object of study, in this case the qualitative data will be used to shed light on the quantitative data.

> Using multiple approaches promises very interesting results; it's always interesting to see the same question in different ways…. In particular when careful mixed methods approaches are designed, bringing quantitative data into play with qualitative, very rigorous analysis of the qualitative data can result. Richards (2005) p. 140

In this study, it is intended that the quantitative data can illuminate the qualitative data. Generation of an overlap between teacher and student opinion should be used to generalize about perception of Citizenship Education.

There was a great deal of reflection over whether the findings of this study could be said to be triangulated. Sandelowski (2003) refers to the often conflicting aims of mixed method study: the achievement of a greater understanding of a target phenomenon or the verification of one set of findings against the other. This study aims for the former – the

achievement of a 'kaleidoscopic or prismatic view of the target event' (i.e. perceptions of Citizenship Education). Sandelowski argues that this aim cannot be called triangulation as it does not aim to establish a convergent reality (Sandelowski, 1995, cited by Plano, Clark & Richardson, 2008, p. 310).

As this study aims to establish multiple points of view about a target phenomenon, triangulation cannot be applied to the entire study. Rather it can be said that certain aspects of the study are triangulated, when 'like for like' are compared, for example when the same questions are asked both of the student and the teacher in order to verify findings. Relevant question include 'Do students enjoy Citizenship?', 'How do students rate Citizenship compared to other subjects?', 'Do students find Citizenship relevant to their lives?', 'Should there be exams in Citizenship?' and 'Is the best place for Citizenship in school?'. Therefore, only questions related to the second research question can be triangulated. In short, the perception theme (research question two) can be triangulated and a possible correlation between teacher and student perception can be investigated. The conclusion that the study cannot be fully triangulated does not weaken the research design, rather, it strengthens a particular part – the second research question.

3.10. Validity and reliability

The field of research was thoroughly researched prior to commencement of data collection to ensure the findings were not replications of any previous research findings.

In order to test the validity of the questionnaires and interview schedule, a pilot study was used in the researcher's school, interviewing a former teacher of Citizenship and administering a draft version of the questionnaire to the researcher's class.

The questionnaire was shortened and adapted after the pilot to give sub-headings to aid clarity. The comments box was also added as a fail-safe to check the accuracy of the Likert-scale instrument. The Fry's Formula of Readability was employed to find the reading age of the questionnaire. It was originally 13, but the sentences were consequently shortened so that the final version of the questionnaire had a reading age of 9 to 10 years old.

The interview schedule was read by education expert. Further prompts were suggested both by the interviewee and the education expert.

The research design included built-in reliability checks, the open-ended section of the questionnaire and triangulation opportunities.

Data is representative of the target phenomenon due to the rigorous sampling method used. Sampling was random.

After data collection, Cronbach's Alpha was employed in SPSS to test the questionnaire's reliability.

Evidence is complete as far as the research design stipulated. Findings are transferable across the population but not generalizable due to the high volume of refusals to participate. The research process is transparent.

3.11. Ethical issues

Ethical considerations are fully embedded within this research (Newby, 2010, p49). Honesty and transparency are the highest principles which govern this research – all data are real and the methods are fully and comprehensively explained. All sources throughout the dissertation are acknowledged. The relevant permissions were sought from the researcher's school to conduct the research during term time and to conduct the pilot study within her own school. Utmost respect was given to those who refused to participate and refusals were not questioned further. Consent forms were signed by every adult participant. Students were made aware that they were participating in a research project and were under no obligation to do so. The confidentiality of every participant is respected. Students and teachers are not identified and all identities are protected. Every school is given a pseudonym and distinguishing characteristics which would allow a school to be conclusively identified have been removed. It was explained that the final research dissertation would be available to any participant on request. The researcher's email address was supplied so that the completed project could easily be sent to participants. The participants were also made aware that they could email the researcher to ask questions about the research or to withdraw from the research at any time. The security of data was of high importance and tapes and questionnaires were kept locked away, after which they were transferred onto a password protected computer. After the data were transferred onto the computer, the original transcripts and questionnaires were destroyed.

4. Presentation and analysis of results - qualitative

In this Chapter the findings from grounded theory research into interviews conducted with subject coordinators of Citizenship in ten secondary schools in Yorkshire will be presented and analysed. The schools were randomly selected.

4.1. Introduction and explanation of terms

In order to most effectively address research question one, the data will be divided according to the chosen delivery model employed at each school. Although the schools were chosen at random (see Methodology, Chapter 2) the schools' delivery models for Citizenship Education fell quite equally into three distinct categories: 'Combined', Discrete and 'Integrated'. 'Combined' and 'Integrated' are defined by the researcher below. Often 'discrete' is used by schools when 'integrated' would be more accurate. Leighton (2004) categorised Citizenship into five categories, but the researcher has collapsed these into three and excluded the fifth as those who ignore the statutory status of the subject would not have agreed to participate.

'Combined' Citizenship Education: incorporates at least two of the following: embedded Citizenship in the curriculum, 'drop down'/intervention/off-timetable days, 'skills-based' Citizenship and Citizenship delivered through tutorial periods.

Discrete Citizenship Education: stand-alone lessons with a separate syllabus and timetabled period in which the students when questioned would be aware that they were following a Citizenship course. The timetabled slot would be labelled 'Citizenship'.

'Integrated' Citizenship Education: combines Citizenship Education with CD, PD, PSHE, RE, LIFE, Life Skills or another humanities subject. It will be timetabled under a different name and students may not be aware that they are studying Citizenship although the content will be Citizenship-based for a proportion of the lessons.

School Name	Model of Delivery	Labelled on Timetable as:
Cathedral High	Combined	PD
Froglands	Combined	Life Skills
November	Combined	Intervention
Silver High	Discrete	Citizenship
Newfields	Discrete	Citizenship
Green Space	Integrated	Life Skills
Monarch	Integrated	PSHCE
Convent	Integrated	LIFE
Warton Hall	Integrated	PSD
Priest's School	Integrated	RE

CD	Career Development
LIFE	Learning Individuated for Everyone
PD	Personal Development
PSD	Personal and Social Development
PSHCE	Personal, Social, Health and Citizenship Education
RE	Religious Education

Table 2 Models of Citizenship Education delivery in participating schools

4.1.1. Grounded Theory categories

The interview data have been categorised into three broad sections, each addressing a research question. Each category has been sub-divided to encompass all data generated. Each sub-category can be further sub-divided. Generic categories allow for parity across the different delivery methods.

Research Question	Grounded Theory Category	Grounded Theory Sub-categories
What methods of delivery of Citizenship Education are school management and/or teachers choosing in secondary state maintained schools in Yorkshire and why?	1. Ideologies	a) Rationale for model choice b) Identity/Labelling/Branding of Citizenship Education

How is Citizenship Education perceived in terms of enjoyment, relevance and value by lead teachers and KS3 - KS4 students and what affects these perceptions?	2. Implementation	a) Resources
		    (i) Logistical
		    (ii) Human
		    (iii) Material
		
		 b) Assessment
		
		 c) Impact

How could subject delivery, perception and success be improved according to those who teach it?	3. Improvements	a) Resources
		    (i) Human
		    (ii) Material
		
		 b) Status
		    (i) Curricular
		    (ii) On the 'hidden curriculum'

Table 3 Research questions with corresponding grounded theory categories

4.2. Ideologies

a) Rationale for chosen delivery model

In all three schools that had adopted the 'combined' model which adopts different delivery styles, student opinion was a significant contributing factor. There was also an element of indecision in Cathedral and Froglands. At November, the main reason for

61

keeping the system in place without question was the approval of the inspectors, although student approval was also cited.

At Cathedral and Froglands, there had been a piloting period of different ideas and different models for different year groups. At Cathedral, a series of "drop-down days" had been used, but the focus of these was mainly PSHE rather than Citizenship. At Cathedral, the 'combined' model was used as it had arisen out of a trial-and-error approach which was popular with the students and staff.

At November, the previous model of having 'discrete' Citizenship/PSHE lessons was not popular with the students or the staff. The Deputy Head says that it was delivered by a specialist team "who all wanted to do that" – however, he states that

> …when we reviewed that, and we looked at lesson observations, the kids didn't like it and they told us they didn't like it, they really did. People didn't like delivering it, they realised the kids weren't interested etc. It was more an imposition than it was anything exciting.

The Deputy Head felt that "if is taught in a didactic manner, it is dull to children and this could set up barriers". He felt that the decision to change models was also vindicated as it had met with approval from the HMI inspection team.

> We recently had inspections by an HMI and he was quite pleased with the way we are dealing with Citizenship at school. He actually gave us an 'excellent' for our Citizenship, which he said was quite strange as we don't actually teach it – in terms of it being a curricular subject, just by intervention and the fact that we feed it through all our subject areas. He's sees that as being more embedded in a child's education.

At Froglands, the rationale was again slightly different for choosing the same model. A 'combined' model was seen to have the benefits of continuity and impact. There was inconsistency across the year groups at Froglands, admitting "there is not much in place for the sixth form".

> Either one system or the other? Both I think complement each other. It is nice to have the lessons because then you can get continuity, but the drop-

down days have such impact that I would hate to think that they would disappear. They stick in the kids' memories.

This complementary approach is a markedly different rationale for a 'combined' approach, but the element of indecision was still present here to a degree.

All three 'combined' model schools agreed that drop-down days provided a break from the normal timetable, both from the students' point of view and the teachers'. They also highlighted that they did something that the normal curriculum could not. Froglands stated that its mainly white middle class intake would not normally get a chance to interact with people from ethnic minorities. At November, the coordinator's perception was that students were much more willing to take the information on board if delivered in this fashion. At Cathedral, the coordinator felt that staff too enjoyed the variety to their timetables that drop-down days gave them, and were more enthusiastic as a result.

The discrete model was chosen by the two schools who achieved the highest percentage A*- C at GCSE of the ten schools studied. In Newfields it was taught discretely by the Religious Education Department and the course led to a compulsory GCSE in the subject. In Silver High it was taught discretely by the History and Geography Departments but the course did not lead to an examination.

At Newfields, the decision to choose a discrete model was based on maximising the benefit of the subject's status as a statutory requirement. Broadfoot (2001) hypothesised that exams legitimise subjects.

At Silver High, this model was implemented due to the perceived failure of the cross-curricular or 'integrated' model. CELS (2007) corroborates that this is perceived as the least effective model. The subject used to be taught cross-curricularly. The curriculum had been divided up across the subjects but when it was audited, the school realised that wasn't working and therefore the model was changed.

Having said this, even in the new model, the coordinator at Silver High did refer to the blurring of boundaries between subjects. This could be seen as a positive or a negative aspect of the subject content. Is a model of compartmentalised subjects or a more holistic education preferable? Is blurring good? The government emphasis on cross-curricular links may suggest that it is a good thing, although McLaughlin (2000) and Keddie (2008) imply that this overlapping approach could be confusing if not rigorous in implementation.

63

> With Year 9, we do a unit on cultural identity, community cohesion, Britishness which then leads into issues of migration and looking at Rwandan forced migration and issues like that so that the boundaries [with Geography] become blurred.

The subject was well-established at Newfields but had only been running in the current model at Silver High for one year. Silver High was just piloting this new model for the first time and there was the sense that it may not be permanently implemented or that the current model was on trial.

The integrated model was chosen for a variety of reasons within five schools. At Warton, it was chosen at it was perceived as the best way of "trying to meet what the government wanted" although a government advisor has recently been in and criticised the cross-curricular model and asked for a more 'discrete' model to be used. This reference to the "invisible audience" (Kakos, 2007), whether in terms of Ofsted, HMIs, the SMT or parents, permeated many interviews.

Similarly, at Green Space, the much more cross-curricular approach has just been replaced by an integrated model due to the perceived failure of the cross-curricular approach in terms of meeting government expectations. Also, the centralised structure and the delivery model which incorporates the whole staff is more popular.

At Convent, a survey had been conducted to show that the piloted integrated approach was more popular with the students than the combined model.

At Priest's, Citizenship was integrated with RE. The coordinator found it "unsatisfactory but better than nothing". She said she would prefer discrete lessons as it was "important for schools to realise that it can't just be latched on to other subjects".

At King James, it was taught within units of PSHE and Citizenship, which they try to distinguish as separate. This change was to "try to increase the status of the subject".

In all ten schools, the subject was in its nascent stages. As predicted by Faulks (2006) and McCowan (2008), the problems were not ideological but practical. A period of probation and trial was coming to an end at most schools and a model had been settled upon. The motivations for choosing the delivery styles were various, ranging from government expectation (all to some extent), to student approval ratings (combined), to "elevating" the

subject to an examination course (discrete). In general, the schools which give the subject the lowest status opt for the combined model. The more academic schools opt for the discrete model. The rationale behind the integrated model is more varied. The status of the subject within the schools which implement this model ranges greatly.

b) Identity/Labelling/Branding

The identity of Citizenship Education within 'combined' models tended to be less well-defined than in the other models. In Cathedral, it was referred to as "an add-on" and "not my specialism". The subject coordinator often sought clarification: "When you refer to Citizenship, are we just talking about Citizenship, or are we referring to the whole PSHE area?" Later the coordinator asked for clarification on which units would fall under which subject.

> That's obviously PD in terms of your health and social, careers module again, that's PSHE, so [looking through syllabus]... Drugs and Alcohol, Playing it Safe… Rights and Responsibilities! So this will come into, um, Citizenship!

Later on she commented on the difficulty of categorising the subject areas due to the great overlap.

> … that does link in with Citizenship doesn't it? Yeah, yeah, sorry, PD and Citizenship link up so much it is sometimes hard to separate!

This lack of certainty continued throughout the Cathedral interview,

> …so that's, that's all Citizenship isn't it? Oh, evidently! Enterprise Model, is that more, would you say PSHE?

It is important to consider this theme with reference to staffing. In seven out of the ten schools visited, the subject coordinator had been responsible for the subject for two years or less. In most cases it was the end of their first year in post. However, the three schools which follow the 'combined' model had, with the exception of Cathedral, much more experienced coordinators. At November, as the member of the SMT with responsibility for Citizenship had had it for eight years, and at Froglands, the coordinator had also had responsibility for Citizenship for eight years. Despite this experience, the acknowledgement of the confused

status between Citizenship and PSHE (McLaughlin, 2000) was echoed in Froglands. This teacher showed that the confusion lay not at school, but policy level.

> Well, the government kind of does [separate Citizenship and PSHE] in so far as you've got statutory requirements and levels for Citizenship … it is all brought together under the umbrella title of PSHCEE. So, are they separate, or are they not? Is it one subject, or is it two subjects? If you look at the wide range of things that are studied under both subjects, one's got statutory requirements, one hasn't, one's got guidance... one's got levels, one hasn't.

There were no issues with the identity of the subject within Silver High and Newfields where they delivered the subject discretely. Students would have a good understanding of the difference between Citizenship and PSHE and when questioned, they would know that they were in a specific Citizenship lesson. This was not the case for students within the other delivery models. In both these schools, there was a separate PSHE coordinator and a Citizenship coordinator, and this was the case only Silver High, Newfields and November. In all three schools these were very recent appointments.

At Silver High, the coordinator voiced a concern over the subject's perception. "It is new and it seems a little bit woolly, and staff don't see the relevance of it." The coordinator at Silver High went to express how difficult it is to delineate the remit of the subject when so much is being done already in terms of community cohesion, charitable work and volunteering.

> What we are committed to is developing good citizens, and we've been doing that for so long, and the ethos is of creating a good community, which isn't just about the school it is about reaching out to the parish, the diocese and to the wider community.

Although following the 'integrated approach', Warton's approach was confused and transitional. There were elements of the combined model as they did deliver drop-down or 'theme days', however the predominant approach since the informal inspection was to deliver integrated PSD (PSHE/Citizenship/CG) lessons. There was a rolling programme in which each week different periods were cancelled to accommodate the PSHE/Citizenship

66

curriculum. He admitted that students would not recognize Citizenship as a separate subject, but "would think about what we call PSD".

KG were in a similar transition phase in which the subject had been previously labelled PSHCE but was not undergoing re-branding to try to distinguish the two to meet government requirements. At KG, the coordinator admitted that the students wouldn't necessarily be aware of whether they were in Citizenship or PSHE, but he didn't see this as significant. So long as the students say, "we remember being involved in that voting system, or creating our own island, it doesn't matter what label it has."

At Priest's, the coordinator said that because Citizenship was combined with PSHE, "the students get very confused about what they are actually studying".

In Convent, LIFE, Learning Individualised For Everyone incorporated Citizenship, PSHE, Sex Education and Careers, although the coordinator did not refer to any Citizenship content material during the interview.

In all the schools in the 'integrated' category, the subject was undergoing transition. In Green Space, it was in its first year of the new model, Convent's programme was being 'phased in', Monarch and Priest's were undergoing gradual change to move further from the integrated model, and Warton seemed to be changing from year to year: "in the last few years we've tried a mix of several different methods, we never stop still!" Convent and Green Space were very purposive and committed to their new models of delivery whereas Priest's and Warton were more experimental and trying different methods from year to year.

When the combined and integrated approaches are chosen, the labelling of the subject is an issue. In the combined models, a curriculum isn't followed but it is a much more holistic approach. This holistic approach however does not give the subject the intellectual rigour that Citizenship scholars hoped that it would have. In the integrated model, the coordinators tending to be following the syllabus, and it was usually clear to the teachers whether they were covering PSHE or Citizenship, but less so to the students. The discrete model is the most intellectually rigorous and this model tends to give Citizenship the higher status within the school.

4.3. Implementation

a) Resources
   (i) Logistical Constraints/Organisational/Timetabling

Two of the three schools with the 'combined' model agreed that Active Citizenship was limited due to financial resources and time constraints. The third did not mention any opportunities for Active Citizenship, he did not display an understanding of the concept.

Cathedral mentioned a great opportunity for Active Citizenship in Tanzania, although admitted that this opportunity would be open only to a few students because of the financial costs.

Froglands also referred to an opportunity which a small number of students had benefitted from. They had got through to the National Finals of the Mock Trial Competition in Leeds. However, she admitted that the school would "not do it next year because it is just too much work for one person". Froglands also emphasised the difficulty of organising drop-down days due to time constraints.

Silver High particularly highlighted the logistical difficulties with Active Citizenship, although he did plan to get an outside agency in to help place the students in volunteering roles. He cited this as the most challenging aspect of the course and the reason for not pursuing a public examination.

Silver High also found that there was resentment from the other subjects who were asked to deliver the Citizenship curriculum due to encroachment on curriculum time available for the other subjects, as mentioned in Ofsted (2005).

> It's the first time we have done it discretely this year, and it has lead to History and Geography losing some curriculum time. Not a lot, but a little bit, and that then does create a little bit of resentment.

Timetabling at Silver High meant that the subject 'took away' from PE time, which the coordinator cited as a reason for low popularity. At Silver High, the lack of time to deliver and assess the subject was frequently referred or alluded to, highlighting a correlation

between curriculum time and perceived status. This encroachment of Citizenship on primary teaching subjects was cited as a potential problem area by Leighton (2004).

Both Silver High and Newfields referred to worries about 'crowding the curriculum' and potential clashes with more academic subjects.

> this school has a tremendous of academic success as well, so to introduce a subject that seems a bit nebulous would be difficult. (Silver High)

Two worries seem to be implied here, one about the potential negative academic impact and the second worry is more about the status of the subject in an academic school.

At Warton, the logistical problems with Active Citizenship were also acknowledged.

> There are also problems of accessibility as not all students can get to those things. When you have 1600 students it is very difficult to organise these opportunities for active Citizenship.

At Monarch, there was a degree of resentment about losing curriculum time from the teacher's original specialism (in this case History). This was also the feeling reported in the History Department at Silver High.

The perception from staff was that Citizenship was valuable but that logistically, it entails a "squeeze" or a "taking of curriculum time" from other subjects. That this was mentioned so often has the implication that either staff do not perceive its status as being as high as other subjects, do not enjoy delivering it as much as other subjects, or do not feel well-enough resourced logistically to do the subject justice. The logistical difficulties have ramifications for its perception amongst staff who teach it, staff who do not teach it, and management teams (see 'hidden curriculum'). This is perceived to impact upon the student perception.

> Other teachers see it as being discrete and taking away from their subject therefore they don't enjoy it and I think this leads to the children not enjoying it so much as well. (Silver High)

69

(ii)   Human

At Froglands, the idea that teachers disliked covering the subject was mentioned because of the emphasis on interaction.

> Yes, it is rewarding – when it goes well, it goes really well. I find it quite hard work. People hate covering it, because it's hard work. Because you have to interact. You have to have energy and enthusiasm and commitment to deliver it, and it's a nightmare for cover.

This idea that the subject could be uncomfortable or difficult to teach was echoed at November; Pring (2001) highlighted the difficulty in finding suitable Citizenship teachers.

At Froglands, it was also felt that more members of the team were needed in order to prepare quality resources.

> Now I am not trained as a Citizenship teacher, I am trained as a Languages teacher. There is me, and in terms of providing resources, and cutting up pieces of card and laminating stuff, I've got nobody, I've got no support to do that, so it means the resources aren't perhaps as good as they might be.

At Silver High there was an interest in whether there was still a drive to train and recruit specialist Citizenship teachers. Keddie (2008) sees this as a crucial factor in the success of Citizenship Education. This seemed to stem from the difficulty in getting the teachers who were asked to deliver the subject 'on board'. It was commented that the teachers were resenting and not enjoying the subject delivery and that this was having a negative affect on the students.

In the 'integrated' model, schools used two broad staffing methods. In Warton and Green Space, all (non-specialist) staff delivered Citizenship, whereas in Monarch, Convent and Priest's a much smaller combined team of specialists and non-specialists was used. Teams numbered 70, 87, 11, 3 and 2 respectively.

At Warton and Priest's, the teachers were not very enthusiastic about the current model of Citizenship Education, feeling that it delivered in the current model in order to meet government requirements, because it "had to be".

70

When asked how teachers react to teaching the subject, the Warton coordinator spoke of a very varied response within the staff body. Warton explained that a benefit of the tutor delivering the subject was that there was a pre-formed relationship with the student due to contact-time from daily tutorial periods. However, he acknowledged that this approach could lead to criticism.

> …the problem with that is, and this has been a problem with OFSTED, we have been criticised for the inconsistency of delivery, and I think this has been because we haven't got a specialist team. So once, again, there's not a black and white answer I don't think.

Enjoyment was also enhanced if the subject matter was close to the teacher's original specialism. This was the case at Silver High, Green Space, Monarch and November.

Staff delivering the course were unanimous in their belief that more training was essential to the subject's success. There was disagreement about whether all Citizenship teachers should be specialists. Worries were expressed about whether in the long-term Citizenship would be taught and therefore investment in specialists was largely deemed unwise. The ideal for a number of schools was a small team of subject specialists (Silver High, Green Space) whereas for others the ideal was for the subject to be fully embedded and therefore for everyone to take responsibility for delivering the syllabus (Monarch, November).

(iii)   Material

When there was ownership over the resources at school level due to time having been put aside to development of these resources, there was a great deal of positivity and optimism. The time spent on resources and planning seemed to be proportional to the degree to which the subject was embraced.

> Obviously, I have more ownership over what I am doing with the schemes of work, lesson plans and resources. (Cathedral)

At Froglands, it was felt that the subject was well-resourced. At November, the Deputy Head had no input into the resource development and did not teach the subject.

No, myself and the other deputy are responsible for the delivery of Citizenship. We pull upon a team of other people – careers officers, pastoral guidance officers etc to help us deliver that and they'll contribute information and resources to us and direct us the way forward. No, I think in line with the way we deliver it, it's not our main, it's certainly not my main, responsibility.

Little personal investment in the subject allowed for a negative opinion about the subject's place on the curriculum.

Yeah, get rid of it, I think I have already said that, take it out of the curriculum, completely and utterly.

Newfields found the subject to be very well-resourced and had managed to find a great deal of free resources. Silver High developed their own resources.

At Green Space, a long process of consultation and resource development by the coordinator had led to a number of positive outcomes including higher staff optimism than elsewhere. The cost of this was that the coordinator admitted that developing the material had been a full-time job using most of the half-terms and holidays, and even then it was "constantly going out of date". The coordinator also had another full-time role as a Biology teacher which had "to be put on the back burner" to commit time to developing these resources.

Similarly, at Convent, the subject director had developed her own course and as a result felt a high degree of ownership of the course and hence was determined for it to succeed. The coordinator at Monarch had also developed some of his own lesson plans which were relevant to the local area and felt more excitement about the delivery of these lessons. In addition to these lesson plans, he felt "well-resourced, well provided for". Others who used "bought-in" resources (Warton and Priest's) were less enthusiastic about the course material. At Priest's, the coordinator said that when she selected the material herself she enjoyed delivery more. At Warton, it was also thought to be well-resourced 5 (5).

The resource issue is a very important issue for staff. They feel that the outcomes for students would be much better, and that the status of the subject would be significantly increased if the material and lesson plans are completely up-to-date and relevant to current

72

affairs. However, the widespread consensus was that this was the ideal and it was impracticable to deliver these lessons every time as lessons so quickly went out of date.

b) Assessment

At Froglands, the lack of exam was thought to lower the importance of the subject in the students' minds.

> …because it doesn't attract a GCSE it is not important in some students' minds, it is put to one side, not through any bad feeling but just because it is not an exam, therefore, and I think that is the problem with an exam not being attached to it so I have looked at some sort of accreditation.

Despite this, Cathedral, Froglands and November, all relatively high-achieving schools, agreed that they would not pursue an examination in the subject.

Cathedral did not rule it out, and cited newness in the role as the reason for not being "au fait" with the examination possibilities. November gave no reason, although the curriculum model would have to change drastically to accommodate an examination. Froglands explained that time constraints for marking the coursework would make it impossible and said that "a broad diet of education was more important than a half GCSE".

Silver High's Citizenship coordinator commented on the difficulty of assessing the subject and the difficulty of reporting how the subject is delivered when it is so intertwined with the corporate life of the school. He spoke about how the subject was part not just of the curriculum but was part of the ethos and mission of the school. He commented that it was difficult to convey to Ofsted everything that was done.

At Silver High, the amount of volunteering the students did 'just because' and not to achieve an examination grade, was highlighted, and again the difficulty in quantifying these contributions was alluded to.

> I mean the students that come here are tremendous citizens anyway, they do lots of voluntary work, they do a tremendous amount, and this school has a tremendous of academic success as well, so to introduce a subject that seems a bit nebulous would be difficult.

The Silver High coordinator also emphasised the difficulty in assessing something which was not necessarily quantifiable, especially if the Active Citizenship element was incorporated.

At Silver High, it was thought that an examination was redundant. The distinction was again drawn between the motivation to do something out of good will, and the motivation to do something to gain from it.

In schools following the integrated model, assessments were disagreed with for both ideological and practical reasons.

Warton, Green Space and Monarch all strongly disagreed with the idea of formal and informal assessment in Citizenship due to the difficulty of grading something essentially unquantifiable. Green Space thought the hardest thing about Citizenship was assessing it. Monarch said "It is hard to correct students, how can you tell them to get better?"

> …what I don't understand is the obsessions with trying to apply a level to it because you don't study it academically, it is more to do with involvement and engagement and to turn it into a number just to satisfy some statistics machine seems rather pointless (T)

Warton went further by saying that assessments and examinations shouldn't be needed. "I would like to engage students so that they become involved because they want to be involved, not because there is an exam."

The Active Citizenship requirement was a practical reason why a public examination would not be possible to adopt. At Green Space they said to adopt accreditation would be impossible due to the requirement to provide an Active Citizenship component to 250 students. Monarch said the same, for them it would be "very, very difficult to provide Active Citizenship to 280 students" and "beyond us".

The most striking consensus was about whether the subject should be examined. Only Newfields took an examination in Citizenship and the rest of the teachers were against it to varying degrees. Many agreed that having an examination would increase the perceived status of the subject with the students and the staff body. But it was thought for two main types of reason, one practical (Crick, 1997 and McLaughlin, 2000) and one philosophical (Garratt and Piper, 2008 and Gillborn 2006) as cited in Chapter 2, it wouldn't be worth

74

introducing a qualification. The practical barrier was the logistics of arranging Active Citizenship opportunities and the philosophical one was the question over whether it is possible to assess.

c) Impact

Cathedral and Froglands both commented on the importance of experiencing cultural diversity as part of an educational programme in order to challenge prejudice and "break down the barriers".

> School leavers are going to go to cities where there is a vibrant ethnic mix and there is a danger that if they are isolated in these communities and don't actually experience anything to do with cultural diversity that they are going to become racist (Froglands)

Cathedral echoed the sentiment that Citizenship was an antidote to the insular nature of the community in which the students lived. At Cathedral the aim was stated clearly: "We try to get them to think for themselves". This discussion or experience-based type of learning had a positive impact on "problem" or "difficult" students according to both Froglands and Cathedral. A visit from some of the inmates from a women's prison provoked thought and discussion at all ability levels at Cathedral. At Cathedral, Citizenship is a way of opening out the curriculum to those who may otherwise have "failed".

> …the criteria for choosing [who would go to Tanzania] in the end was those that they felt it would had the most impact on, so it was given to those who had gone off the rails somehow, in some respects, they wanted them to get back on board somehow.

At Froglands, the positive impact of Citizenship Education on disruptive students' self-esteem was noted.

The active, discursive and creative elements of Citizenship was emphasised as a positive impact on the students at Cathedral. At Cathedral, it was also commented that students enjoyed the variety and the unpredictability. "There are huge benefits really, it just broadens the children's experience."

November agreed that the days were made "special" by the unpredictability and variety of the drop-down days. November said that the evidence for this came from the feedback from the students.

> The feedback we get from students is that they really enjoy the sessions. It gives them a chance for talking – it's a completely different environment and the way that it is delivered is not didactic, you know, we do a lot of circle time, a lot of discussion, a lot of group work.

At Cathedral, the positive feedback was similarly evident although there was no formal feedback system. This positivity was attributed to the relevance of the material covered and discussed. The coordinator at Cathedral explained how getting out into the community made the issues seem much more relevant and interesting to the students. Their interest had surpassed her expectations.

> They were actually identifying issues within their own community and then thinking oh gosh, somebody's actually done that, so they were connecting it all. I didn't even really expect them to do that but they did.

At Froglands, the positive perception of the relevance of the subject was linked to the feeling of empowerment. The students enjoyed feeling like it was possible to "make a difference". An example of this was when in the lesson "the youngsters identified things they really felt passionate about" and during the lesson they composed a class email to their local MP explaining all their concerns.

It is notable that these two inspiring lessons happened as lessons rather than as drop-down days, so this could be an argument in favour of the possibilities of timetabled lessons as opposed to off-timetable days.

The relevance of the lessons seems to have a direct impact on the enjoyment and perceived value of the lessons. At Froglands, the example of preparing targeted resources when Methodrone was in the news was very popular with the students as it was something they were discussing anyway having seen it on the news, and it was a relevant issue to their age-group.

For students at Froglands, PSHE was preferred to Citizenship as it was seen as more relevant and more enjoyable.

76

Yes, the Citizenship days have been good, but it is the PSE lessons, more than the Citizenship lessons actually, that are the best. Because Citizenship lessons involve you know, politics and government and the media and law and things like that, whereas the PSE lessons are sex, drugs and rock 'n' roll.

The impacts of the subject in the two schools following the discrete model were markedly different. This could be put down to length of time taught in the school and consequent acceptance of the course as part of the curriculum. It was more firmly established at Newfields and seemed to be more accepted by staff and students.

The positive reception of the course was evident at Newfields and seemed to be related to the active element. " I had a girl come up to me in the corridor and say that she is loving the voluntary work to me today".

At Newfields its success was measured more in terms of the output for the girls (grades, enjoyment) than the input into society, which was more prevalent in the Silver High ideology.

At Silver High, the emphasis was on 'making a difference', although this came from the general ethos of the school and general volunteering or fundraising as opposed to curricular Citizenship.

I mean they're the children having a cake sale in their own time to raise awareness of rainforest issues, that's not because they're doing it for an exam, that's because they find it a relevant topic and they want to make a difference.

A tension between volunteering for its own sake and 'volunteering' as a curricular requirement was drawn by Silver High which seemed to preclude the possibility of entering students for the examined course. This tension within the ideology was mentioned by four of the schools visited: Silver High, Monarch, Warton and Rich.

At Monarch, it was commented that PSHE was the preferred course as it was "more relevant and enjoyable" and this was echoed at Convent ("The kids love Sex Ed") This was also the case at Green Space where it was felt that PSHE was more relevant ("The personal well-being is very much the most popular area. It seems to be the most relevant and they want

to know about sex." Warton also commented upon this, saying that the Citizenship material lacked relevance and "reality".

The coordinator at Monarch felt that much of the curriculum material was boring and pointless it was felt that the remit was too large.

> Some of it is totally boring – looking at authorities, and trying to get across that they need to know it, you know, I mean some of it is organised into county councils and so on, I am thinking 'Why? What's the point of it?' Some of it is really so dull and uninteresting, some of it is irrelevant but its part of the curriculum. It's rubbish. (Monarch)

The feeling that the curriculum was beyond the reach of some students in comprehensive schools was also expressed again in the same interview.

At Green Space, the difficulty of innovating was commented upon due to the students negative perception of change, although it was observed that they liked and responded well to structure which would give the subject a much more "fighting chance".

At Warton, the amount that "the kids get out of the impact days" was commented upon. A conflict between impact and continuity was mentioned at Warton, November and Froglands. November went so far as to say the drop-down days were chosen as "familiarity breeds contempt".

There is a clear distinction in the impact that the classroom-based learning has and the more experiential learning in every model. The subject content was sometimes deemed to be dry and difficult, but the discussions that were had, (which often overlapped with PSHE content) were a positive aspect of the student experience of Citizenship. However the teachers all cited examples of lessons that were perceived as very enjoyable by the students, and without fail, these were aspects of Active Citizenship.

4.4. Improvements

a) Resources

(i)   Human

The main problems which were cited across every school and model emerged as 'getting staff on board', investment of time and energy and the Sisyphusian task of keeping resources up-to-date and relevant. Time constraint was mentioned strongly by Cathedral and Froglands as a lack of which was a major factor in hampering the success of the subject.

Getting staff "on board"

Cathedral, Froglands and November all highlighted the importance of training teachers and getting them "on board". Whilst this is not surprising considering that their models require a large number of the staff body to deliver the syllabus, this concern was echoed by most schools regardless of delivery model. This is unlike the factor of external speakers which was only cited by the 'combined' model schools.

The schools following the combined model, Cathedral, Froglands and November, were the only schools of the ten who insisted that external input in the form of speakers, consultants, trainers or specialist students was what was needed to enhance the subject. This is unsurprising considering their chosen delivery model.

At Silver High, it was thought that subject specialists would increase its profile.

> I think its position as a core subject would be enhanced if it were taught by
> a specialist team but that just doesn't fit in with the curriculum framework.

Silver High also thought one of the biggest problems was going to be getting staff "on board". He spoke of the battle to 'win hearts and minds'. He spoke in the present continuous and there was a sense that this battle was ongoing and long-term. He thought an investment in staff training and planning together could have a very positive impact on the subject. A need for staff to make an investment of their time was pointed out. He considered that an investment of time could lead to a more positive approach to the subject and less resentment within the staff body.

79

Apathy or disenfranchisement of staff were cited at all schools as a major barrier. The coordinators were often frustrated about lack of support, and in the combined and integrated models found in hard when colleagues who were asked to deliver it were resistant. Warton cited INSED as a way of getting staff "on board" but he didn't think this was targeted enough at "specific, in-class delivery". The coordinator at Green Space did a consultation, asking staff which aspect they would prefer to deliver in order to minimise resistance.

Green Space, Priest's and Monarch highlighted the need for staff training. Green Space would ideally have liked one team delivering the whole thing. Priest's thought it needed "its own timetable, its own resources and its own teachers". Staff who had been on short training courses thought they were useful "up to a point" but at every school in the integrated category the need for specialists was mentioned.

Surprisingly, many of the coordinators were vociferous in their frustrations; about the statutory status of the subject, the course content and the delivery methods. There was a great deal of resentment at some schools about who and who was not asked to teach it and the impingement on various subjects' curriculum time.

Time and Energy

The most common theme of all was the demands the subject made of staff time and energy. Of the ten schools visited, only one teacher was solely a 'Citizenship' (LIFE) teacher. All other teachers had Citizenship as a secondary subject, even if they were in promoted posts to coordinate the subject.

At Cathedral, the coordinator said that time was the main stumbling block, and specifically the time to plan, referring to normal lessons and the risk assessments for the Active Citizenship element. She said she felt she could be doing a lot more, but "it's just having that idea, that energy an getting all team behind it as well". At Warton, it was also commented that "the key resource is time" not only to prepare but to teach. Preparation was seen as the bigger issue. He commented that just finding the "relevant Panorama or newspaper article" was very time-consuming. At Richmond, the coordinator spoke about how time-consuming developing all the resources was, especially in order to get the materials as relevant as possible to what was going on in the news. At Monarch, it was commented that it was only enjoyable to teach if lessons were well-planned and creative, so again, time was the

main resource. At Silver High he emphasised the importance of time and the consequent conflict between vision and pragmatism.

> The philosophy behind it is great – go out there, do a project, feed back – but they haven't got time to do it.

There was consensus amongst staff interviewed that teachers need top-down support in terms of time and training if the subject's perception and success are to be increased. Investment in the discrete model, or very carefully-planned integrated models led to the better levels of staff support for the subject, which is crucial to success. Planning was only possible for non SMT staff in the discrete and integrated models as the combined models demanded too much time commitment in terms of logistical arrangements.

(ii)   Material

At Froglands, it was felt that the lack of resources gave the subject a low status on the hidden curriculum, however most other schools felt that in terms of availability of information, the subject was well-resourced. At Silver High, it was seen that more time would allow better planning of resources amongst other benefits.

> If you are going to delivery it cross-curricular, it's time to be able to do that, it's time to train staff, it's time to raise awareness, it's time to plan resources together, it's time to evaluate, and that just doesn't happen in a busy secondary school.

The importance of material being contemporary and up-to-date was an important factor in the success of the subject. At Green Space, the coordinator was primarily concerned with the material being relevant and up-to-date and commented on changing the resources to include the Methodrone issue as soon as the news broke. Although the time required to keep the resources updated and relevant was a limitation often referred to by her, she used many of the half terms and holidays to update material.

Warton and Monarch thought that the centralisation of resources in order to get them completely up-to-date would have a very positive impact. This was the strategy that Green Space had employed. Monarch went the furthest, saying that the subject needed to be fully contextualised and embedded into every subject to have the greatest impact.

This issue is inextricably linked with the time factor mentioned in the last section. There were two ways mentioned of increasing the contemporary nature and relevance of materials, either giving teachers more time "off-timetable" to plan or as Monarch suggested, to have a centralised governmental body to resource this highly political, current affairs related subject.

b) Status

(i)   Curricular

There was uncharacteristic lack of consensus between the three 'combined' model schools on this point. Froglands wanted more clarity on the curriculum, November wanted to get rid of the subject from the curriculum and Cathedral was waiting to see curriculum developments. This divergence does however highlight an unhappiness with the status quo in all three schools.

At Froglands, it was felt that more clarity and delineation was needed to show management, parents, staff and students what was PSHE and what was Citizenship.

> I just think that we need some clarification really. Citizenship needs to be taught separately, and I think that by amalgamating Citizenship into that PSHCEE, it just chips away at the validity of Citizenship as a subject, and PSE as a subject.

It was also felt that there wasn't enough support from the government on how to actually implement the curriculum. McLaughlin (2000) highlights how it is unfair to ask teachers to interpret and assimilate the National Curriculum documents. Centralisation would give confidence to the schools. Froglands, for example, felt that schools were guessing how the curriculum was to be implemented.

> I think a nationally-known structure would help so that schools didn't have to think I will have an hour in this year, and then I'll have drop-down days, I mean, I don't know, from one school to another, what they are doing.

This hope for more guidance was the polar opposite of the view at November, where it was felt that the subject should be taken away from the curriculum.

> I'm concerned about the state of the messages we are getting from the great and the good who tell us what to do. I actually think [Citizenship] should be taken away from the curriculum.

November was the only school to express a wish to remove Citizenship from the curriculum completely. It may be that as the only SMT member interviewed that November had more freedom to express such opinions. This was expressed several times throughout the interview, despite many merits of the intervention days being mentioned as well.

At Cathedral, there was an element of waiting for the new curriculum. Much was planned but was 'on hold' until the new curriculum was set down. A wish for governmental support or guidance was expressed, as well as a lack of certainty about what the future held for the subject.

> But so far this year we have just concentrated on Y7 and the rest we are going to pick up next year as I think next year it comes in a bit more rigorously with the new curriculum, I think.

November felt strongly that the proper context for Citizenship Education was not school, but home.

> I am quite distressed at the fact that schools are responsible for teaching Citizenship. When we are in such a state in society that we have to make it a subject, I am concerned about the state of society, I am concerned about the state of parenting.

The question of whether it was a school's responsibility to 'create good citizens' was raised again at Silver High. It was thought that it fell within the remit of a school, although more by default than design.

Newfields agreed that it had a place in school, but argued that it must come from home as well.

> You can't just do it at school, if they don't get it outside school it doesn't mean anything to them.

Warton spoke about a curricular entitlement to this sort of education, although he was referring to sexual education, which is not within Citizenship's remit. At Warton, they did not

think it was important to delineate between the two subjects, as long as the subject matter was covered.

At Silver High there was a great emphasis on waiting to see how the government guidelines would be changed before any permanent decision were made about curricular delivery. This was mentioned three times within the interview.

> There's also the uncertainty ... why would you invest so much in the curriculum, the National Curriculum document when it's not going to be there for a while?

The need for support from the government and from home was emphasised if the schools felt they could be successful in the delivery of the subject.

(ii)   On the 'hidden curriculum'

Froglands argued there was "not a standard picture across the country because … they leave it up to schools, you are going to get each school adapting to the model which is best for them, which I think is detracting from what we are trying to do, which is to make it a valid subject." At Froglands, it was also felt that there could be more support from the SMT.

At Silver High, it was thought that the status of the subject needed to be equalised to minimise resentment amongst teachers and students.

This equality of status was already seen to be the case at Newfields

> I think more so now it is a GCSE – they see it like any other subject – I think that's been quite an eye-opener.

This could be a result both of the longer establishment of the course as a discrete subject at the school and the status of the subject as an examined course.

At Silver High, there was much enthusiasm about embedding and contextualising the subject so that staff could be enthusiastic about how their subjects related to Citizenship. This was inconsistent with the delivery model. It can be inferred that the discrete model was chosen due to lack of enthusiasm from the staff body, although in an ideal world this coordinator would have liked all departments to deliver the subject.

If you do it, as we've done it, in two subject areas, you've then got the barriers that it is taking away from their curriculum time and it not being something they want to do and it is also seen as an imposition on them, why should it just be History and Geography which deliver the subject? Do they not matter?

Silver High thought that the whole school should be involved in its delivery. He repeated twice "it's got to be delivered by the whole school".

The coordinator at Newfields agreed that this aspect of the 'hidden curriculum' was problematic for Citizenship Education.

Monarch and Green Space both referred to the subject's low status in the hidden curriculum. Faulks (2006, p.133) explained how this poor provision enforced the perception of the subject as irrelevant. At Monarch, the coordinator didn't think teachers or parents rated the subject. At Green Space, the coordinator said the subject had a low status within the school due to its delivery model. She felt that parents would be more supportive if they had had better information about it and that it had statutory status.

At Monarch and Green Space it was felt that more government support and centralisation was needed. In many schools, it was felt that more communication about its status as a statutory subject, its place on the curriculum and how to deliver it would be of great benefit. At Monarch, it was said that it had been imposed for "political and not educational benefit" therefore it should be supported governmentally rather than leaving schools and teachers to "get on with it". At Green Space, it was felt that "everything is changing so quickly, and its hard to stay abreast of it". At Priest's, it was felt that it is society in general that needs to more supportive of a subject which ultimately exists for society's sake.

In every interview conducted there was an element of tension expressed between what was being asked of the teachers, and what it was possible to deliver. The majority of teachers questioned felt unsupported at various levels. "The philosophy behind it is great – go out there, do a project, feed back- but they haven't got the time to do it". (Silver High) "There is a huge amount of value in this, in theory, but it is absolutely impractical in reality." (Monarch)

There was consensus amongst nine of the ten coordinators interviewed that the subject had value and a wish for the perception of the subject to be improved. On the hidden curriculum, this meant, again, that time had to be invested to train, to resource, to inform, thereby equalising the status of the subject with others in secondary schools. The coordinators all alluded to the idealistic nature of the subject, and agreed with it in principle, but needed practical resources in order to be able to deliver.

5. Presentation and analysis of results – quantitative and triangulation

5.1. Introduction

The quantitative data are used to contribute towards the second research question. The research instrument was a questionnaire using the Likert Scale. The results show responses from 8 of the 10 schools to whom questionnaires were administered. The data is organised according to the questions on the student questionnaire. (See Appendix 1)

Cronbach's Alpha Test of Reliability was used to measure the internal consistency of the psychometric (Likert) scale used.

The questionnaire results are presented firstly in percentage tables to show the perceptions across all schools and it is then broken down to examine the responses on a school-by-school basis.

Cross tabulations are used in the form of clustered bar charts to compare student perception across schools, and then to compare student perception across Citizenship Education by delivery model.

The hypotheses that there is any correlation across school and then across delivery model is tested using the Kruskal Wallis k-test.

5.2. Results of Cronbach's Alpha test of reliability

Case Processing Summary

		N	%
Cases	Valid	227	89.0
	Excluded[a]	28	11.0
	Total	255	100.0

a. Listwise deletion based on all variables in the
procedure.

Table 4 Results of Cronbach's Alpha in table form showing 89% validity

255 respondents were used in the calculations of Cronbach's Alpha although 28 respondents were excluded due to nil responses.

Reliability Statistics

Cronbach's Alpha	N of Items
.833	11

Table 5 Reliability statistics showing high internal consistency

The obtained Alpha score is 0.833 which indicates that the scale has high internal consistency.

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Student enjoys Citizenship	29.91	50.886	.642	.809
Student finds Citizenship a refreshing change	29.92	48.449	.691	.802
Student thinks there should be exams in Citizenship	28.94	54.957	.277	.839
Student believes the best place to be taught values is in school	29.97	52.065	.460	.823
Student believes Citizenship lessons are thought-provoking	30.03	51.769	.589	.813
Student takes subjects more seriously when they know there will be an exam on it.	30.38	54.971	.262	.841
Student believes Citizenship focuses on subjects which are relevant to his/her life	30.26	49.771	.615	.809
Student learns a lot from Citizenship lessons	30.05	51.581	.541	.816
Student finds understanding the Citizenship topics easy	30.43	53.759	.390	.829
Student understands the point of Citizenship lessons	30.23	49.638	.550	.815
Student finds the Citizenship topics more interesting than other lessons	29.62	49.326	.621	.808

Table 6 Cronbach's Alpha shows which questionnaire items could be removed in order to improve internal consistency

Under the 'Cronbach's Alpha if item deleted' a higher reliability than Cronbach's Alpha for the 11 items (0.833) is shown if some items are deleted. Cronbach's Alpha is 0.841 if

'Students take subjects more seriously if they know there will be an exam based on it' is deleted and 0.839 if 'Students think there should be exams in citizenship' is deleted.

Although, as predicted, the items which refer to examinations decrease the reliability of the scale due to the anomalous results, the reliability is still within tolerance and the interest generated by these items outweighs the potential increase in reliability if deleted.

5.3. Presentation and analysis of results

Quantitative data was not received from November or Convent. This may be illuminating in that the questionnaires were asked for via email and a phone call before deciding to withdraw communication. It was felt that the student perception at these schools could potentially be quite poor as at November, the provision for Citizenship Education was very limited and at Convent, it seemed to focus on PSHE.

5.3.1. Student perceptions of Citizenship Education

Student finds Citizenship Education thought-provoking				
		Frequency	Percent	Valid Percent
Valid	Strongly Agree	22	8.6	8.8
	Agree	50	19.5	20.1
	Don't Know/Unsure	119	46.5	47.8
	Disagree	40	15.6	16.1
	Strongly Disagree	18	7.0	7.2
	Total	249	97.3	100.0
Missing	System	7	2.7	
Total		256	100.0	

Table 7 Frequency of Likert scale responses to the statement 'I find Citizenship Education thought-provoking'

More students found citizenship thought-provoking or were unsure than disagreed with the statement. Some confusion over the term 'thought-provoking' emerged which may have

skewed the results. The largest category is 'unsure' which highlights a potential apathy, or the previously mentioned tendency (Cohen, 2007) towards the mid-point with the Likert scale.
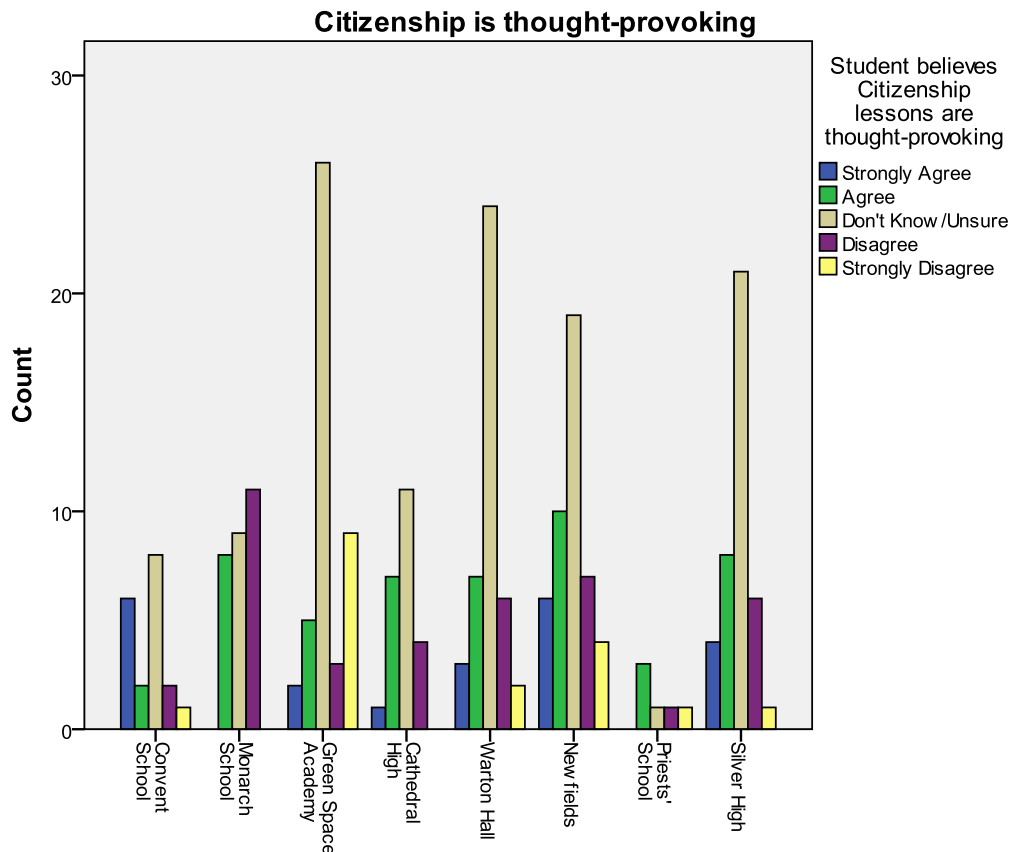
Figure 9 Bar chart to show Likert scale responses to the statement 'I find Citizenship Education thought-provoking'

Newfields, Convent School and Silver High were the schools which most agreed with the statement, whereas Monarch School and Green Space Academy had the most negative responses in this category. This is corroborated in the qualitative data where the coordinators perceived a particularly unenthusiastic response in Monarch, Green Space and Warton Hall. This would explain the high apathy ratings in these schools. It is hardest to understand in Green Space where the time invested in the Citizenship curriculum has been very significant (a five month consultation process), however, the new syllabus is its infancy and therefore the students may need a period of time to assimilate and evaluate the changes.

Student believes Citizenship focuses on subjects which are relevant to his/her life

		Frequency	Percent	Valid Percent	
Valid	Strongly Agree	40	15.6	16.0	
	Agree	82	32.0	32.8	
	Don't Know/Unsure	71	27.7	28.4	
	Disagree	35	13.7	14.0	
	Strongly Disagree	22	8.6	8.8	
	Total	250	97.7	100.0	
Missing	System	6	2.3		
Total		256	100.0		

Table 8 Frequency of Likert scale responses to the statement 'I find Citizenship Education relevant to my life'

The perceived relevance of Citizenship was high with 48.8% of students saying that they agreed or strongly agreed that the subject was relevant. This is a positive outcome, especially taking into account the tendency towards the mid-point. The largest category is 'agree'.
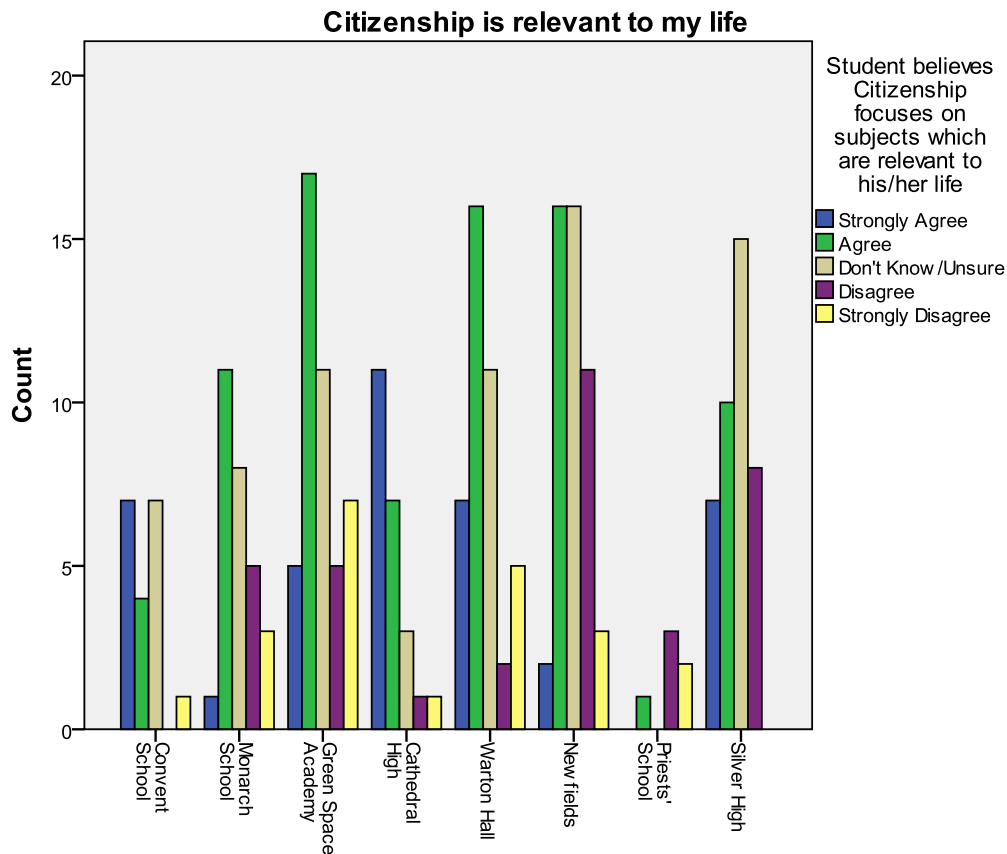
Figure 10 Bar chart to show Likert scale responses to the statement 'I find Citizenship Education relevant to my life'

The distribution in perception is quite similar across the different schools here. However Convent School and Cathedral High have a very high proportion of 'strongly agree' showing reflecting the time put into resource preparation at these schools. In Convent School, this is consistent with the coordinator's comment that the students found it relevant as, although discrete, the topics would be directly related to their History and Geography curricula. In York High School, the drop-down days particularly focused on "real issues" and they were surveyed on a drop-down day, so they would have a good understanding of the relevance in that context.

Student finds the Citizenship topics more interesting than other lessons

		Frequency	Percent	Valid Percent	
Valid	Strongly Agree	15	5.9	5.9	
	Agree	56	21.9	22.1	
	Don't Know/Unsure	66	25.8	26.1	
	Disagree	60	23.4	23.7	
	Strongly Disagree	56	21.9	22.1	
	Total	253	98.8	100.0	
Missing	System	3	1.2		
Total		256	100.0		

Table 9 Frequency of Likert scale responses to the statement 'I find Citizenship Education more interesting than other lessons'

Again, here the largest category is 'unsure'. Only 6% said that they found Citizenship the most interesting lesson, which is informative, considering the attempts made to keep materials current and activities kinaesthetic. There is quite strong disagreement with this topic which could point towards a preference for PSHE, with which the subject is often juxtaposed.

I find Citizenship more interesting than my other lessons
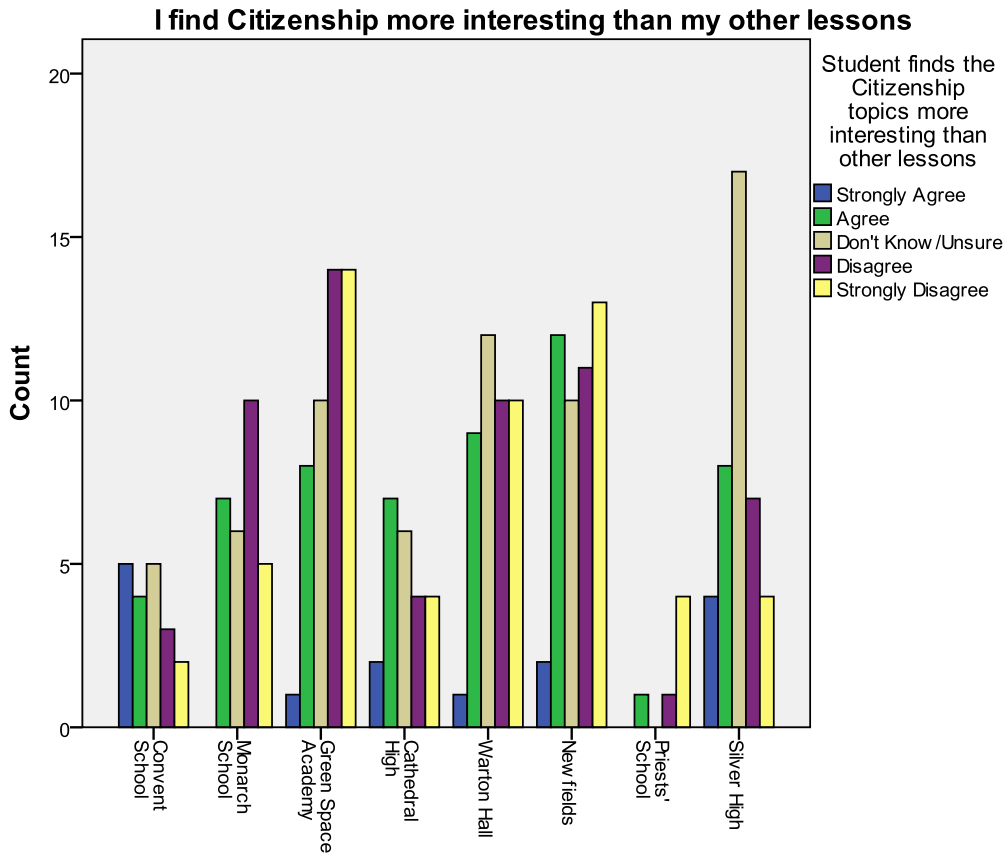
Figure 11 Bar chart to show Likert scale responses to the statement 'I find Citizenship more interesting than my other subjects'.

The strongest agreement with this statement is from Convent School and Silver High, both of which invested more than average time on resource planning and preparation. It is believed that good planning is the key to enjoyable and successful Citizenship lessons.

Student finds Citizenship a refreshing change

		Frequency	Percent	Valid Percent	
Valid	Strongly Agree	26	10.2	10.2	
	Agree	58	22.7	22.8	
	Don't Know/Unsure	77	30.1	30.3	
	Disagree	60	23.4	23.6	
	Strongly Disagree	33	12.9	13.0	
	Total	254	99.2	100.0	
Missing	System	2	.8		
Total		256	100.0		

Table 10 Frequency of Likert scale responses to the statement 'I find Citizenship Education a refreshing change from other subjects'

This question is similar to the last, but this time does not ask for positive interest, just a weaker acceptance of the subject as a 'different' subject. The results largely echo those of the last question, but there is a slight increase at 'strongly agree'. Again the results are very triangular, peaking at 'unsure'. The frequency of this category could point towards an apathetic attitude towards the subject, as the 'extreme' categories are low as well.

I find Citizenship a good change from other lessons at school
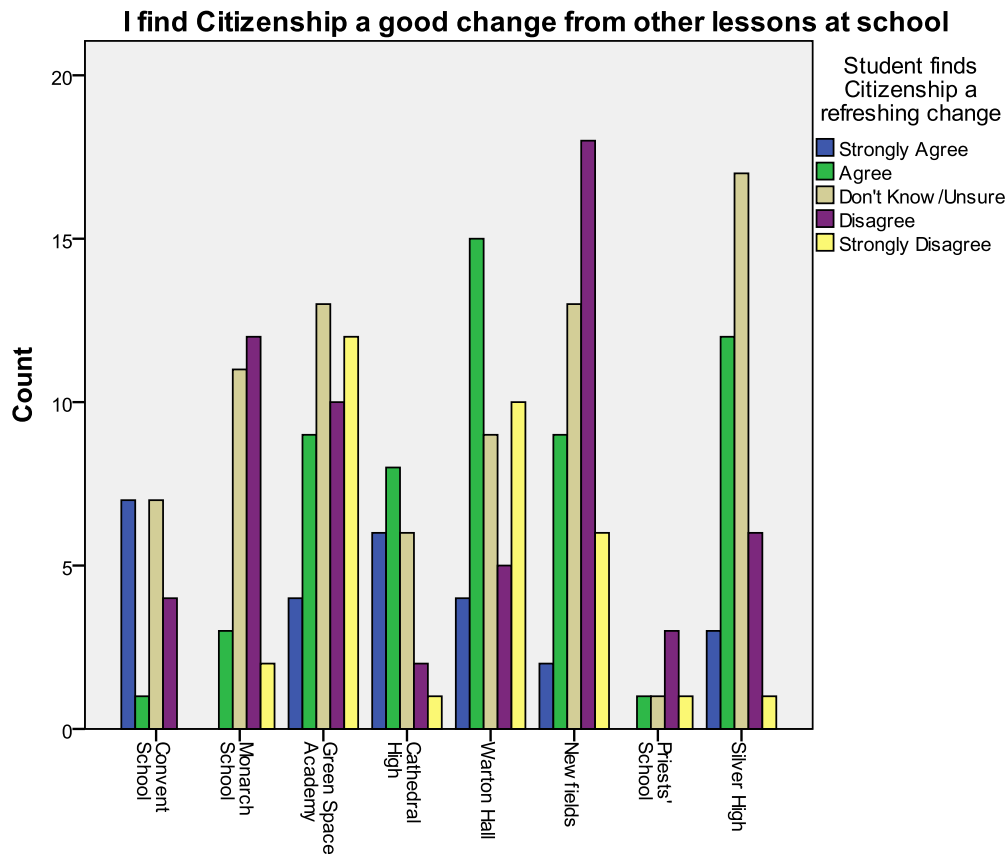
Figure 12 Bar chart to show Likert scale responses to the statement 'I find Citizenship a good change from my other subjects'.

Monarch, Newfields, Priests' School and Green Space all had a higher proportion of disagreement than agreement, showing a preference for other subjects and a lack of enjoyment. This is unsurprising at Monarch, as the coordinator was explicit about his views on the subject and his feeling that the subject should be fully embedded to move towards a more holistic approach (Pring, 1999, Osler and Starkey, 2000)

Student enjoys Citizenship

		Frequency	Percent	Valid Percent	
Valid	Strongly Agree	11	4.3	4.4	
	Agree	66	25.8	26.6	
	Don't Know/Unsure	94	36.7	37.9	
	Disagree	52	20.3	21.0	
	Strongly Disagree	25	9.8	10.1	
	Total	248	96.9	100.0	
Missing	System	8	3.1		
Total		256	100.0		

Table 11 Frequency of Likert scale responses to the statement 'I enjoy Citizenship'.

The largest category here is 'agree', and although still triangular peaking at 'unsure' it is less steep. Strong opinions about enjoyment are lacking.

I enjoy Citizenship
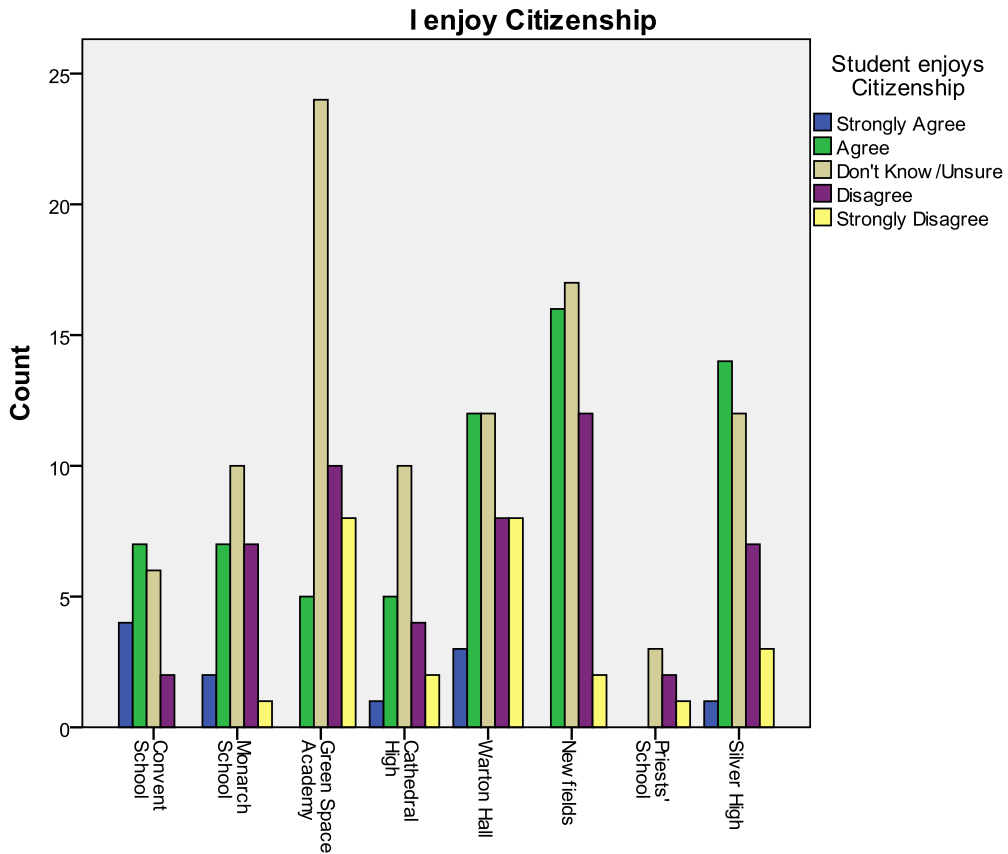
Figure 13 Bar chart to show Likert scale responses to the statement 'I enjoy Citizenship'.

Convent School, Newfields and Silver High have the most positive perception in terms of enjoyment of Citizenship, these three are amongst the highest achieving schools and all deliver the subject discretely or quasi-discretely (Silver). Warton Hall and Green Space are predominantly negative, again this is corroborated by the low status of the subject perceived by the coordinator in both schools.

Student learns a lot from Citizenship lessons

		Frequency	Percent	Valid Percent	
Valid	Strongly Agree	20	7.8	7.9	
	Agree	79	30.9	31.2	
	Don't Know/Unsure	77	30.1	30.4	
	Disagree	54	21.1	21.3	
	Strongly Disagree	23	9.0	9.1	
	Total	253	98.8	100.0	
Missing	System	3	1.2		
Total		256	100.0		

Table 12 Frequency of Likert scale responses to the statement 'I learn a lot from Citizenship lessons.'

A positive rating in terms of amount learnt is shown here, with 39.1% agreeing and only 9.1% disagreeing with the statement.

I learn a lot from Citizenship
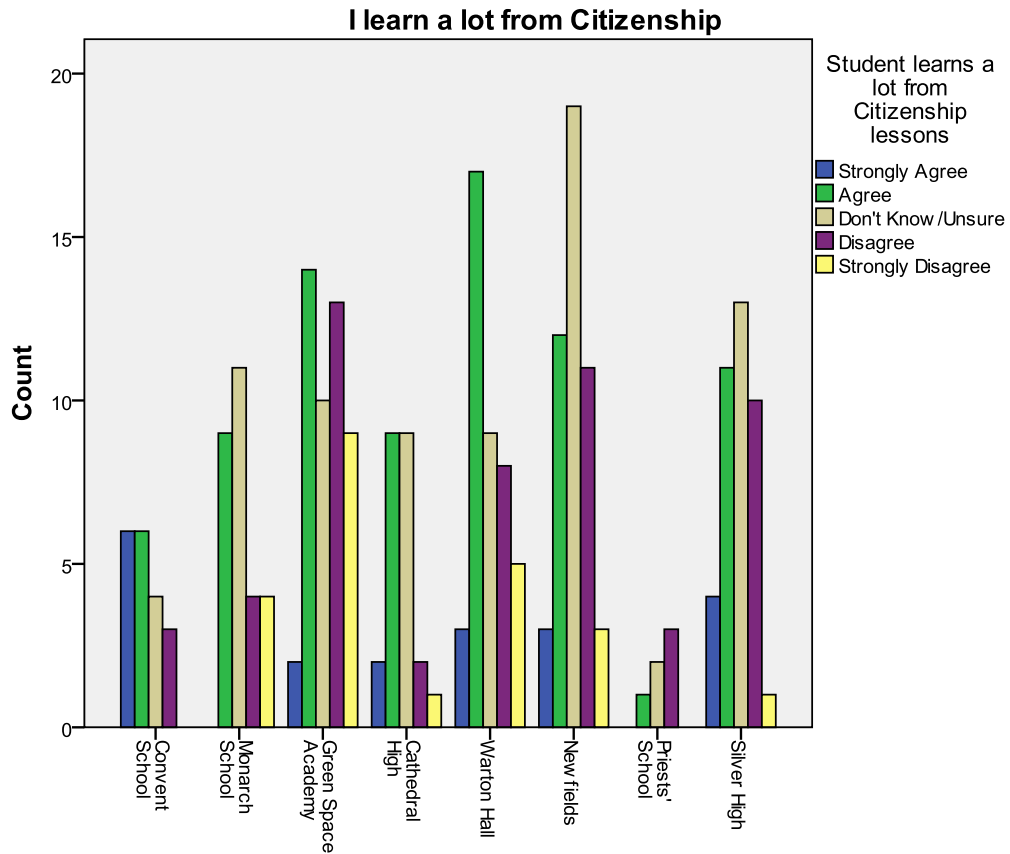
Figure 14 Bar chart to show Likert scale responses to the statement 'I learn a lot from Citizenship'.

Convent School, Monarch School, Cathedral High, Newfields and Silver High show that more people agree that they learn a lot than disagree. It is surprising that nearly a tenth strongly agree given that the statement says 'a lot' and that in other questions students avoid the extreme points on the scale.

Student finds understanding the Citizenship topics easy

		Frequency	Percent	Valid Percent	
Valid	Strongly Agree	42	16.4	17.2	
	Agree	95	37.1	38.9	
	Don't Know/Unsure	57	22.3	23.4	
	Disagree	34	13.3	13.9	
	Strongly Disagree	16	6.3	6.6	
	Total	244	95.3	100.0	
Missing	System	12	4.7		
Total		256	100.0		

Table 13 Frequency of Likert scale responses to the statement 'I find Citizenship Education easy'.

This is the first question when there has been a clear majority agreeing with the subject. Only 21% of students disagree with the statement and there is not the mid-point bias so much in evidence here.
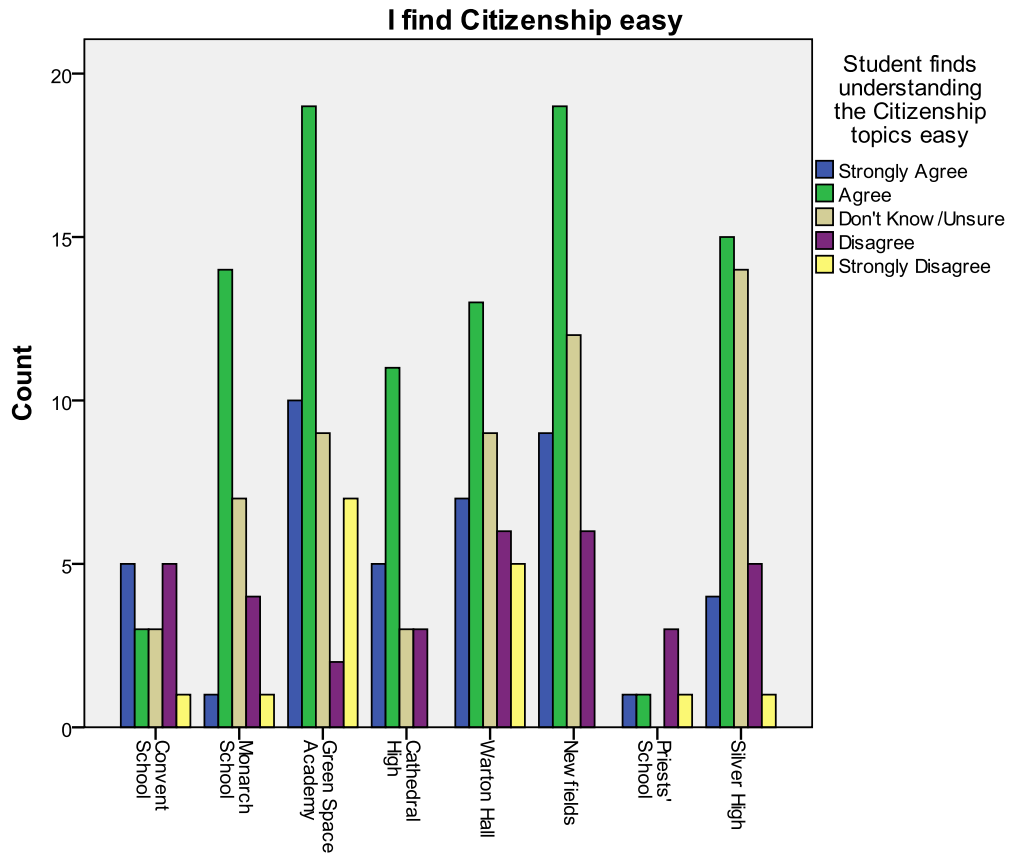
Figure 15 Bar chart to show Likert scale responses to the statement 'I find Citizenship easy'

The strength of the agreement with the statement is particularly in evidence in Green Space Academy, Newfields, Silver High and Warton Hall. The proportion of disagreement with the statement is highest at Priests' School.
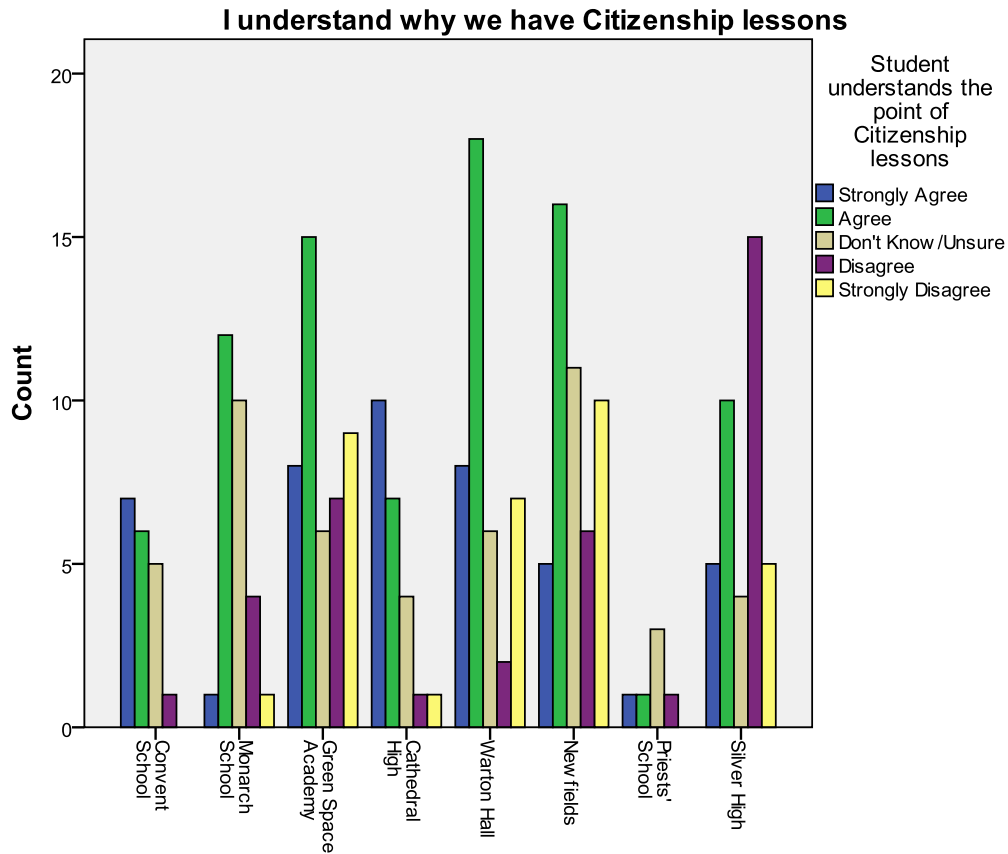
Student understands the point of Citizenship lessons

		Frequency	Percent	Valid Percent	
Valid	Strongly Agree	45	17.6	18.1	
	Agree	85	33.2	34.1	
	Don't Know/Unsure	49	19.1	19.7	
	Disagree	37	14.5	14.9	
	Strongly Disagree	33	12.9	13.3	
	Total	249	97.3	100.0	
Missing	System	7	2.7		
Total		256	100.0		

Table 14 Frequency of Likert scale responses to the statement 'I understand the point of Citizenship'.

Again, here there is a majority agreeing with the statement and a lower than average tendency towards the midpoint.

I understand why we have Citizenship lessons

Figure 16 Bar chart to show Likert scale responses to the statement 'I understand the point of Citizenship'.

This is the first question where the proportion of students agreeing is higher than 'unsure' across every school. Silver High shows the highest proportion of disenfranchised students.

General Opinions

Student thinks there should be exams in Citizenship

		Frequency	Percent	Valid Percent	
Valid	Strongly Agree	13	5.1	5.3	
	Agree	21	8.2	8.5	
	Don't Know/Unsure	37	14.5	15.0	
	Disagree	57	22.3	23.1	
	Strongly Disagree	119	46.5	48.2	
	Total	247	96.5	100.0	
Missing	System	9	3.5		
Total		256	100.0		

Table 15 Frequency of Likert scale responses to the statement 'I think there should be exams in Citizenship'.

Here, the figures show a very clear response. With 48.2% strongly disagreeing and 23.1% disagreeing, the majority very clearly do not want an exam in the subject. It would have been interesting to juxtapose this with another, more 'mainstream' subject.
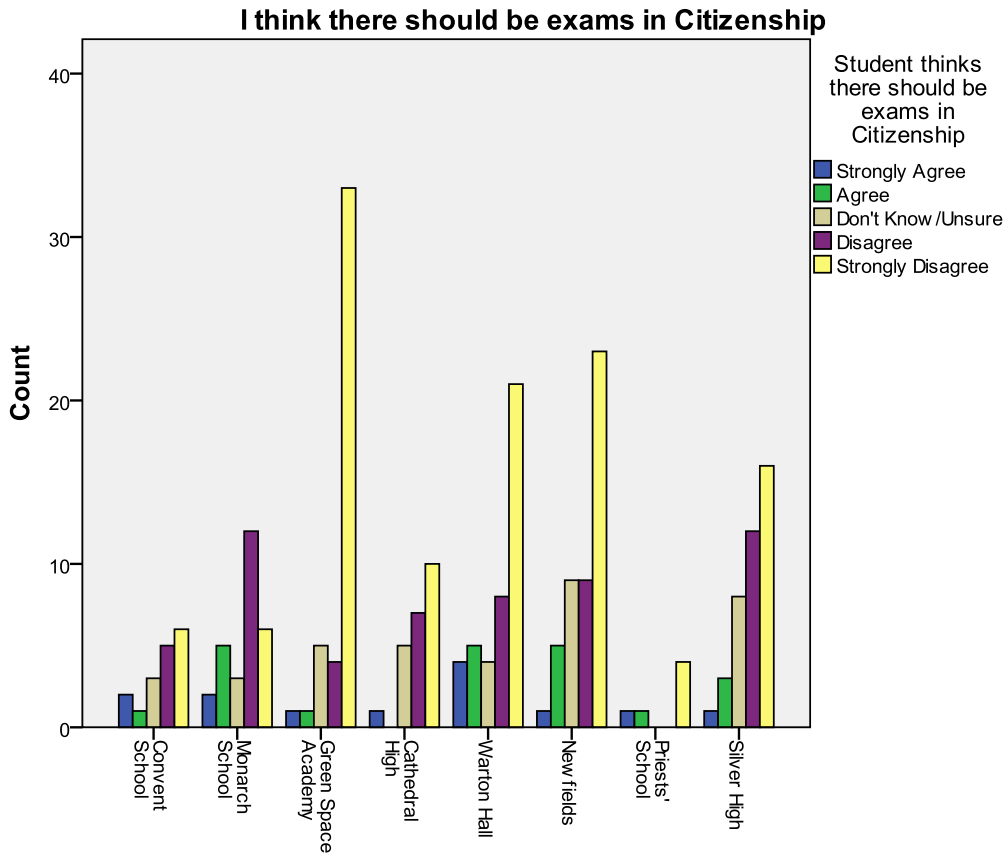
Figure 17 Bar chart to show Likert scale responses to the statement 'I think there should be exams in Citizenship'.

Green Space Academy has the highest proportion of students who 'strongly disagree'. Newfields School also has a high percentage – students there take the exam in Citizenship compulsorily.

Student takes subjects more seriously when they know there will be an exam on it.

		Frequency	Percent	Valid Percent	
Valid	Strongly Agree	59	23.0	23.7	
	Agree	70	27.3	28.1	
	Don't Know/Unsure	63	24.6	25.3	
	Disagree	32	12.5	12.9	
	Strongly Disagree	25	9.8	10.0	
	Total	249	97.3	100.0	
Missing	System	7	2.7		
Total		256	100.0		

Table 16 Frequency of Likert scale responses to the statement 'I take subjects more seriously when there are exams in them'.

This shows that a majority agree with the statement. This is interesting when seen in the light of the last question. Students know an exam would raise their perception of its seriousness, but do not want to take an exam in it. One could infer from this that this shows they do not wish to take it as seriously as their other subjects, or at least have a different perception of its status to their other subjects.

I take exams more seriously when I know there will be an exam based on it.
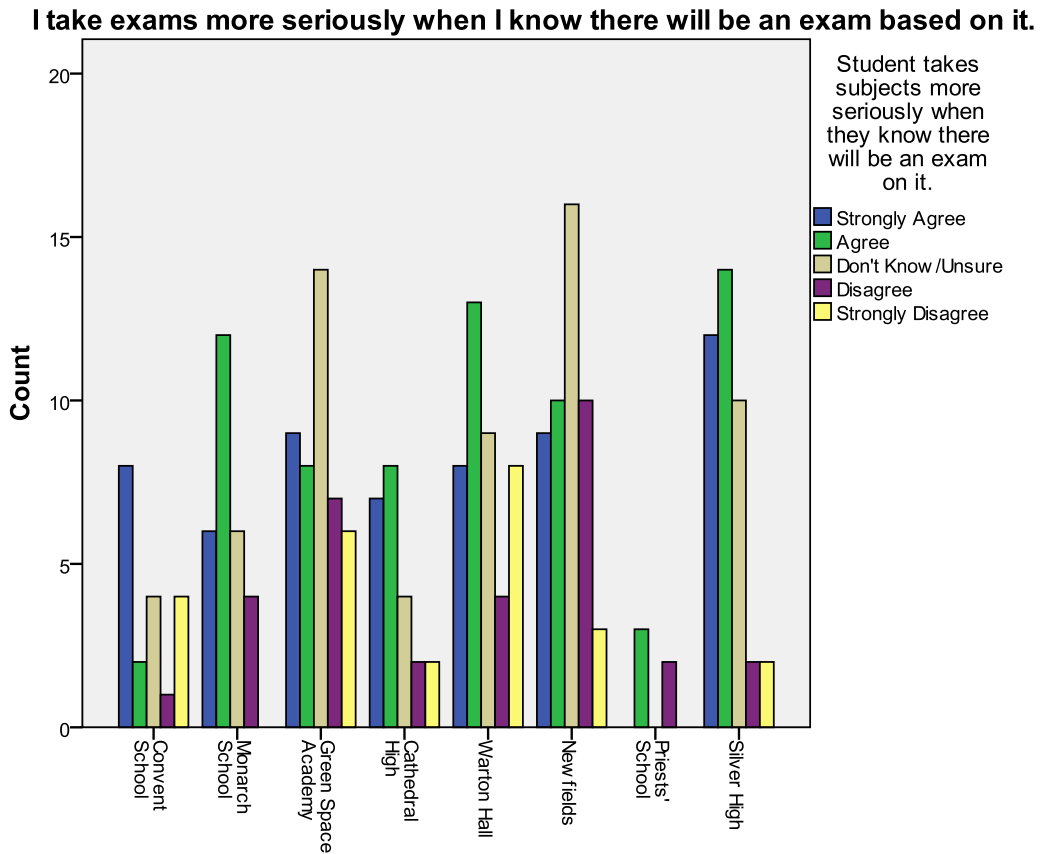
Figure 18 Bar chart to show Likert scale responses to the statement 'I take subjects more seriously when there are exams in them'.

Predictably, some of the highest achieving schools agreed most strongly to this statement. The most ambivalent response came from Newfields, again raising interesting questions about how the student perception of the status of the subject as an examined course compares to that of the teachers.

Student believes the best place to be taught values is in school

		Frequency	Percent	Valid Percent	
Valid	Strongly Agree	26	10.2	10.4	
	Agree	69	27.0	27.7	
	Don't Know/Unsure	77	30.1	30.9	
	Disagree	43	16.8	17.3	
	Strongly Disagree	34	13.3	13.7	
	Total	249	97.3	100.0	
Missing	System	7	2.7		
Total		256	100.0		

Table 17 Frequency of Likert scale responses to the statement 'The best place to be taught values is in school'.

The largest category here was 'unsure', but with slightly more students agreeing than disagreeing. Unlike with the other questions, the distribution of opinion is very diverse.
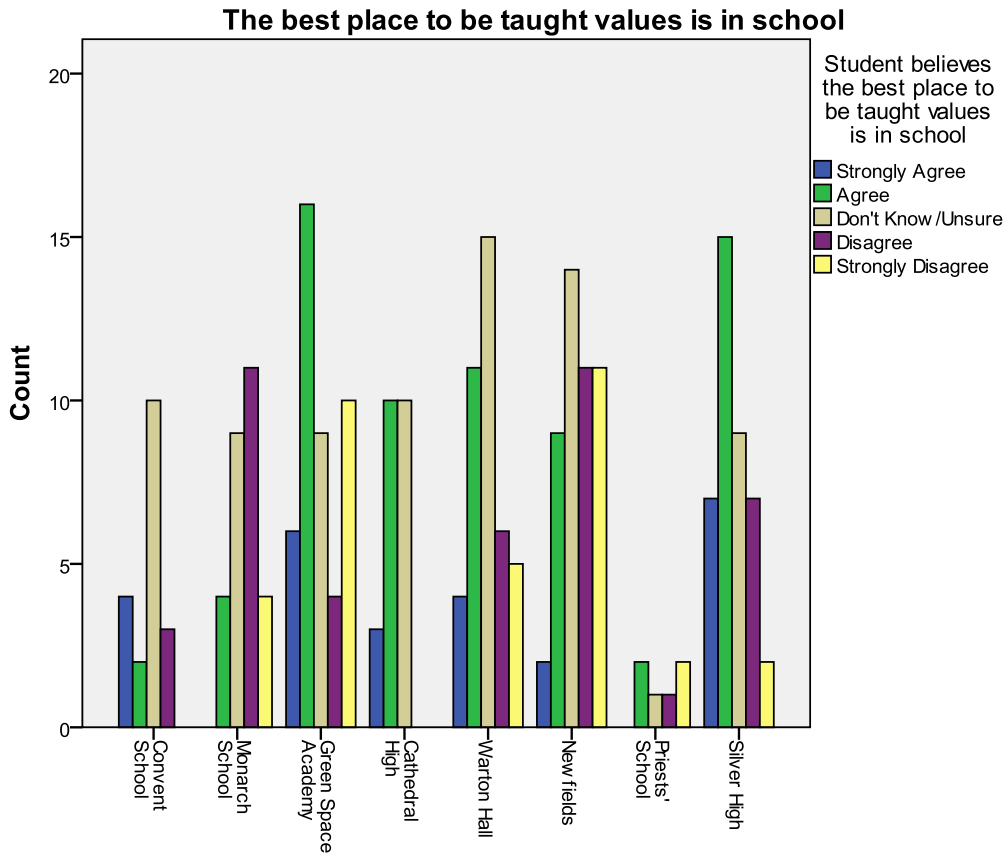
Figure 19 Bar chart to show Likert scale responses to the statement 'The best place to be taught values is in school'.

The strongest disagreement comes from Green Space Academy and Newfields. The strongest agreement is from Cathedral High and Silver High.

Table 18 Kruskal-Wallis with distribution across schools

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of Student believes Citizenship focuses on subjects which are relevant to his/her life is the same across categories of School.	Independent-Samples Kruskal-Wallis Test	.000	Reject the null hypothesis.
2	The distribution of Student believes Citizenship lessons are thought-provoking is the same across categories of School.	Independent-Samples Kruskal-Wallis Test	.252	Retain the null hypothesis.
3	The distribution of Student finds the Citizenship topics more interesting than other lessons is the same across categories of School.	Independent-Samples Kruskal-Wallis Test	.009	Reject the null hypothesis.
4	The distribution of Student finds Citizenship a refreshing change is the same across categories of School.	Independent-Samples Kruskal-Wallis Test	.000	Reject the null hypothesis.
5	The distribution of Student enjoys Citizenship is the same across categories of School.	Independent-Samples Kruskal-Wallis Test	.007	Reject the null hypothesis.
6	The distribution of Student learns a lot from Citizenship lessons is the same across categories of School.	Independent-Samples Kruskal-Wallis Test	.031	Reject the null hypothesis.
7	The distribution of Student finds understanding the Citizenship topics easy is the same across categories of School.	Independent-Samples Kruskal-Wallis Test	.391	Retain the null hypothesis.
8	The distribution of Student understands the point of Citizenship lessons is the same across categories of School.	Independent-Samples Kruskal-Wallis Test	.003	Reject the null hypothesis.
9	The distribution of Student thinks there should be exams in Citizenship is the same across categories of School.	Independent-Samples Kruskal-Wallis Test	.012	Reject the null hypothesis.
10	The distribution of Student takes subjects more seriously when they know there will be an exam on it. is the same across categories of School.	Independent-Samples Kruskal-Wallis Test	.165	Retain the null hypothesis.
11	The distribution of Student believes the best place to be taught values is in school is the same across categories of School.	Independent-Samples Kruskal-Wallis Test	.000	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

Table 19 Kruskal-Wallis with distribution across delivery models

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of Student believes Citizenship focuses on subjects which are relevant to his/her life is the same across categories of Delivery Model.	Independent-Samples Kruskal-Wallis Test	.001	Reject the null hypothesis.
2	The distribution of Student believes Citizenship lessons are thought-provoking is the same across categories of Delivery Model.	Independent-Samples Kruskal-Wallis Test	.326	Retain the null hypothesis.
3	The distribution of Student finds the Citizenship topics more interesting than other lessons is the same across categories of Delivery Model.	Independent-Samples Kruskal-Wallis Test	.172	Retain the null hypothesis.
4	The distribution of Student finds Citizenship a refreshing change is the same across categories of Delivery Model.	Independent-Samples Kruskal-Wallis Test	.005	Reject the null hypothesis.
5	The distribution of Student enjoys Citizenship is the same across categories of Delivery Model.	Independent-Samples Kruskal-Wallis Test	.514	Retain the null hypothesis.
6	The distribution of Student learns a lot from Citizenship lessons is the same across categories of Delivery Model.	Independent-Samples Kruskal-Wallis Test	.339	Retain the null hypothesis.
7	The distribution of Student finds understanding the Citizenship topics easy is the same across categories of Delivery Model.	Independent-Samples Kruskal-Wallis Test	.231	Retain the null hypothesis.
8	The distribution of Student understands the point of Citizenship lessons is the same across categories of Delivery Model.	Independent-Samples Kruskal-Wallis Test	.000	Reject the null hypothesis.
9	The distribution of Student thinks there should be exams in Citizenship is the same across categories of Delivery Model.	Independent-Samples Kruskal-Wallis Test	.877	Retain the null hypothesis.
10	The distribution of Student takes subjects more seriously when they know there will be an exam on it. is the same across categories of Delivery Model.	Independent-Samples Kruskal-Wallis Test	.387	Retain the null hypothesis.
11	The distribution of Student believes the best place to be taught values is in school is the same across categories of Delivery Model.	Independent-Samples Kruskal-Wallis Test	.021	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

Only three hypotheses can be retained under the Kruskal Wallis test when the distribution is across schools, however this is increased to seven when the distribution is compared across delivery model types showing that this is the more interesting and reliable dataset.

	Delivery Model		
	Combined	Discrete	Integrated
	Mean	Mean	Mean
Student finds Citizenship a refreshing change	2	3	3
Student believes Citizenship lessons are thought-provoking	3	3	3
Student finds the Citizenship topics more interesting than other lessons	3	3	3
Student finds Citizenship a refreshing change	2	3	3
Student enjoys Citizenship	3	3	3
Student learns a lot from Citizenship lessons	3	3	3
Student finds understanding the Citizenship topics easy	2	2	3
Student understands the point of Citizenship lessons	2	3	3
Student thinks there should be exams in Citizenship	4	4	4
Student takes subjects more seriously when they know there will be an exam on it.	2	2	3
Student believes the best place to be taught values is in school	2	3	3

Table 20 Mean Likert Scale responses for each statement across delivery models

The mean values, although not ideal for an ordinal scale like the Likert Scale, show the tendency towards the mid range well, which points towards some apathy about the subject. The examination question shows that the results are reliable as this predictable response gives

credibility to the other responses. The more negative responses in the 'combined' model are proportional to the perceived support at the schools in the combined model.

I believe Citizenship focuses on subjects which are relevant to my life
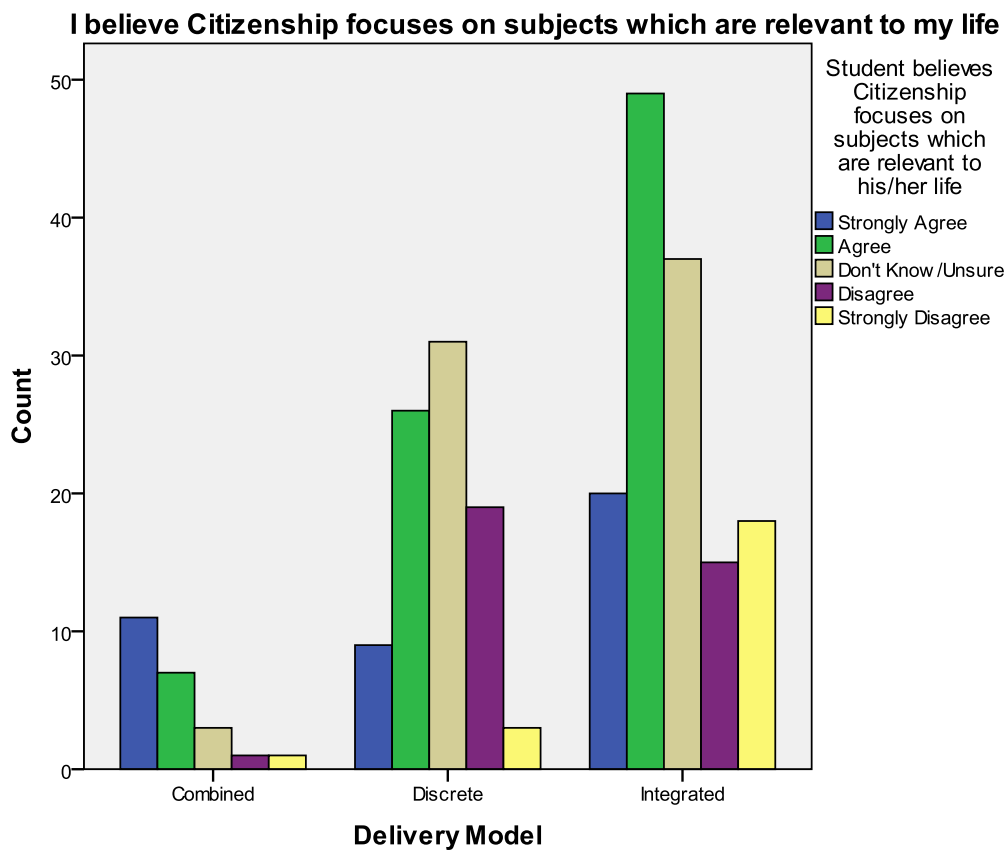
Figure 20 Bar chart to compare Likert scale responses to the statement 'I believe Citizenship focuses on subjects relevant to my life' across delivery models

The combined model schools have the highest proportion of agreement with this statement. Interestingly, the discrete models have the highest proportion of disagreement.

Perhaps the more class-room based approach and less emphasis on Active Citizenship encourages a lower perception of the subject's relevance.

I believe Citizenship lessons are thought-provoking
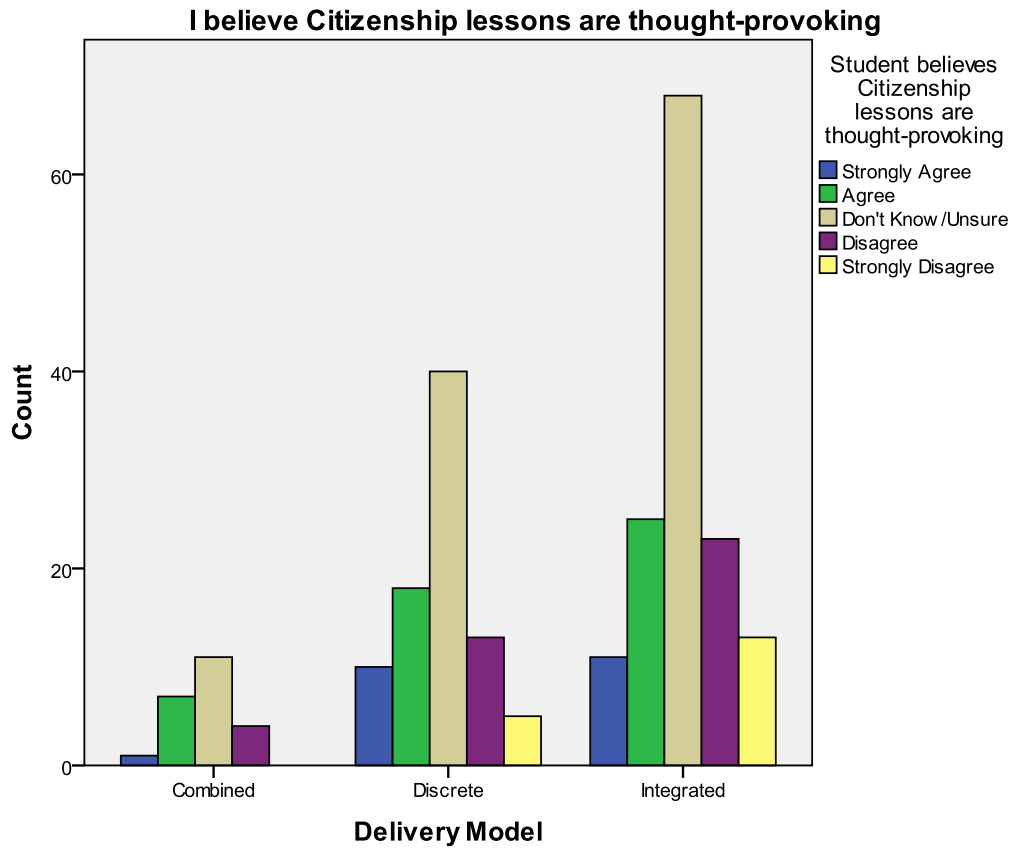
Figure 21 Bar chart to compare Likert scale responses to the statement 'I believe Citizenship lessons are thought-provoking' across delivery models

All delivery models present an apathetic response to this question. This data hints towards the combined model students having a lack of understanding of the drop-down days being a part of the Citizenship curriculum. This is because the outside speakers, according to the combined model coordinators had been very popular and raised lots of questions. Guests from a women's' prison were particularly well-received yet this is not reflected in the data.

I find the Citizenship topics more interesting than other lessons
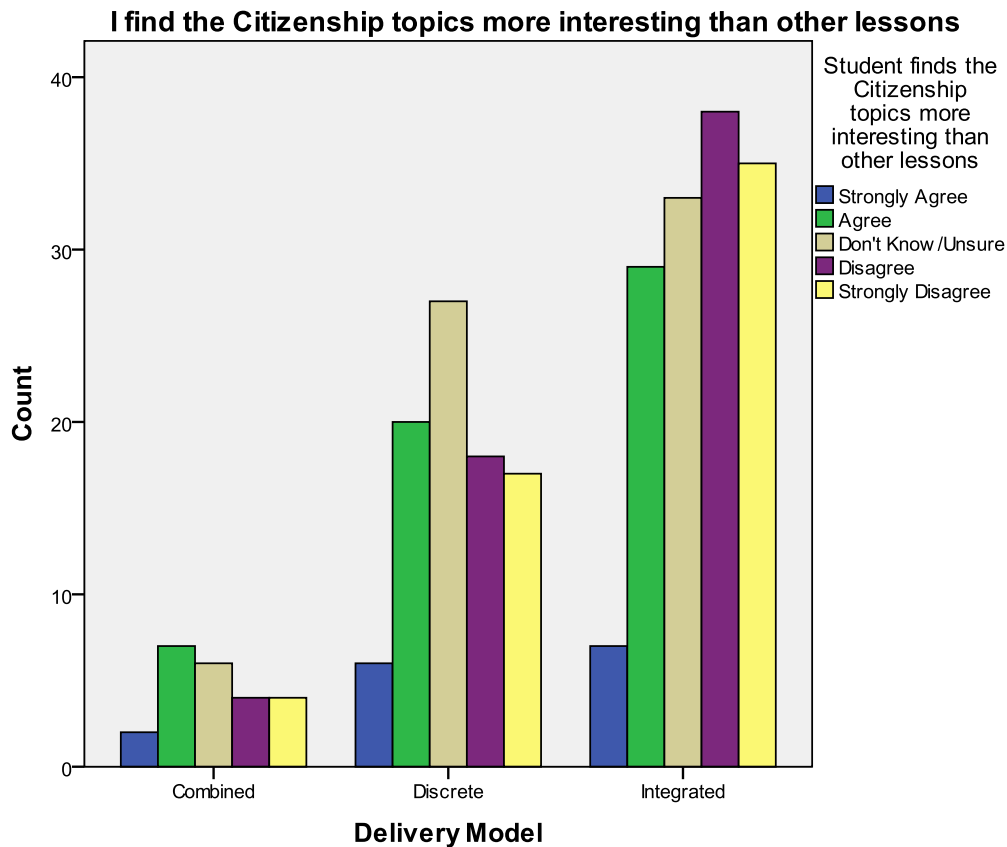
Figure 22 Bar chart to compare Likert scale responses to statement 'I find Citizenship topics more interesting than other lessons' across delivery models

The integrated approach statistics show that a large proportion of students disagree with this statement. This correlates well with the perceptions of the teachers in this model who said that the students tended to prefer PSHE as it was placed with or very near to Citizenship on the curriculum.

117

I find Citizenship a refreshing change
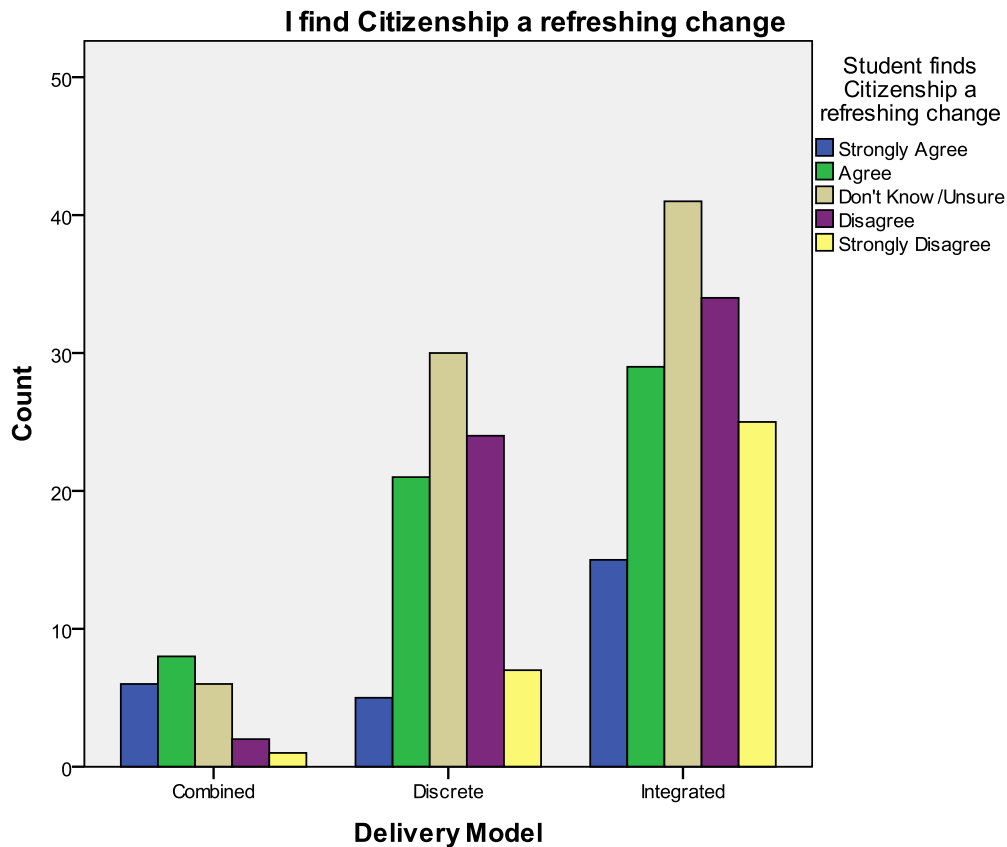
Figure 23 Bar chart to compare Likert scale responses to the statement 'I find Citizenship a refreshing change' across delivery models

Again, the highest frequency of disagreement came from the integrated approach, and the same reasons could be cited. There was also slightly more disagreement than agreement with schools that had discrete lessons, perhaps as the format of the lessons is moving into line with other curricular subjects. Predictably, the combined model, which takes a more varied approach, was seen to be more of a welcome change from normal lessons.
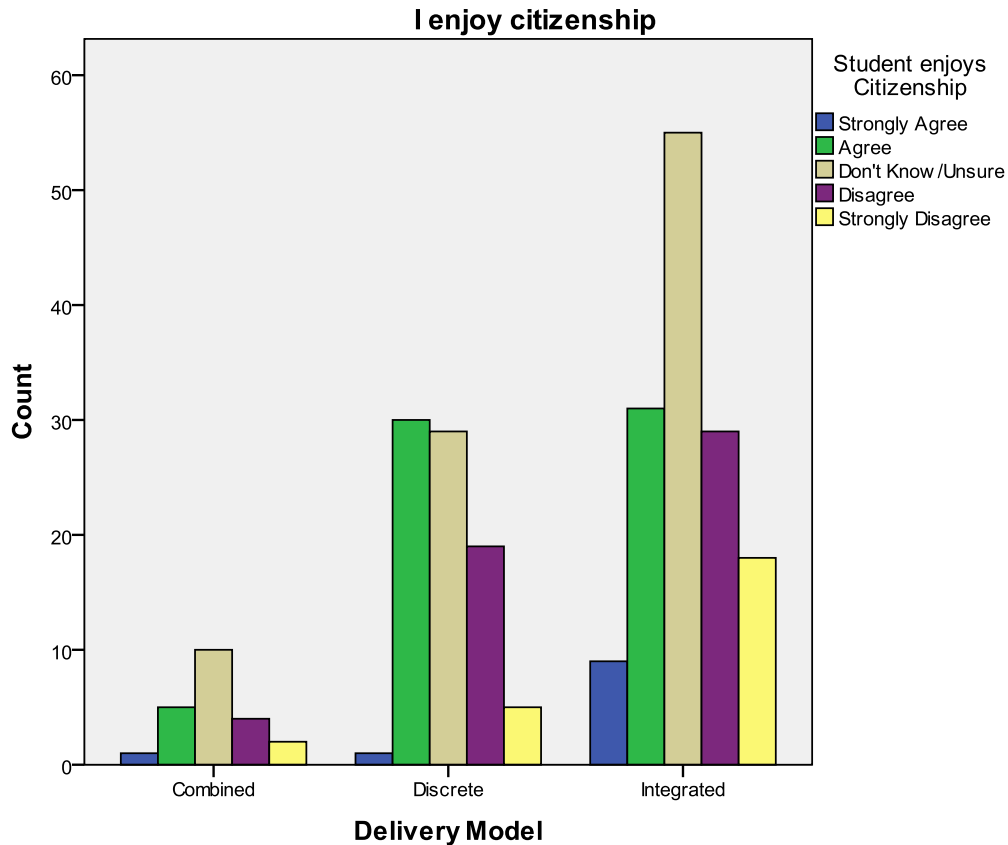
Figure 24 Bar chart to compare Likert scale responses to the statement 'I enjoy Citizenship' across delivery models

The discrete model was the most enjoyed perhaps corroborating the idea that the status in the hidden curriculum has an impact on the teachers' perception which in turn affects the perceptions of the students. It is surprising that the combined model is not more universally enjoyed, but again, this may be a labelling issue and students might not realise that the 'drop-down days' are part of the Citizenship curriculum.

I learn a lot from Citizenship lessons
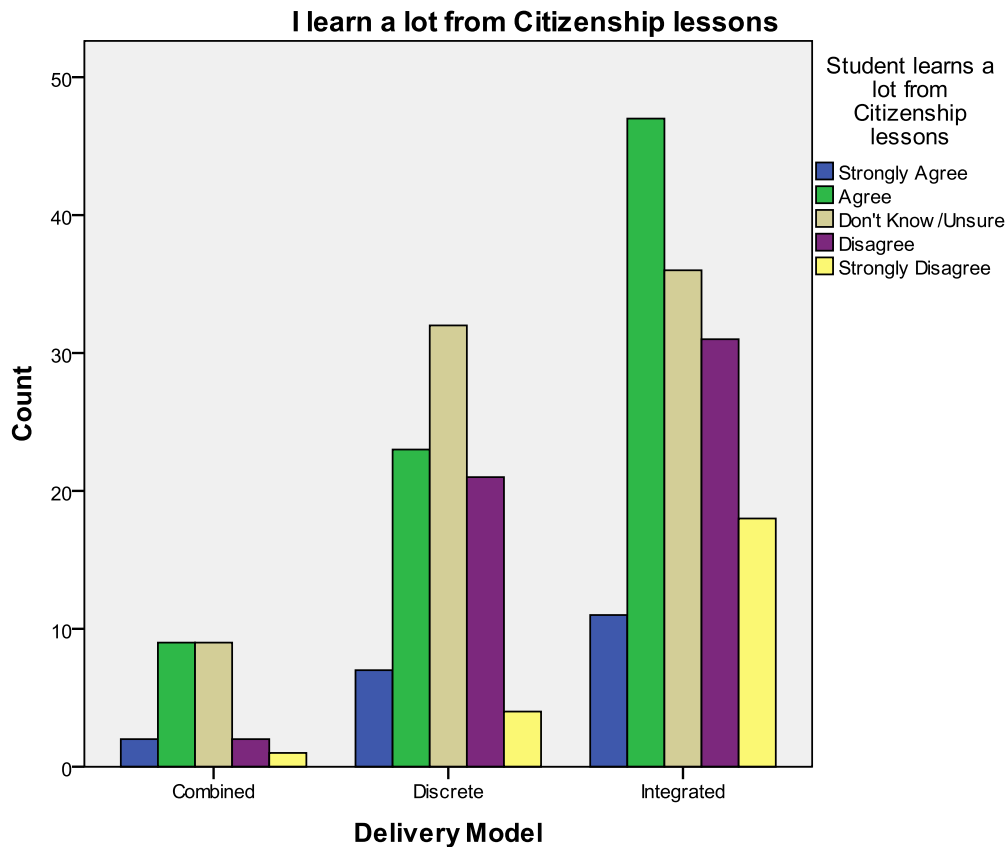
**Figure 25 Bar chart to compare Likert scale responses to the statement 'I learn a lot from Citizenship'
across delivery models**

The integrated model has the highest proportion of students saying that they are learning a lot
from their Citizenship lessons, which goes contrary to the research as according to CELS it
should be the least effective. However it also has the highest proportion of students strongly
disagreeing with the statement, so students within this model are rather polarised. The
blurring of Citizenship and PSHE is a major factor here. In the combined and discrete models
there are very low proportions of students strongly disagreeing.

I find understanding the Citizenship topics easy
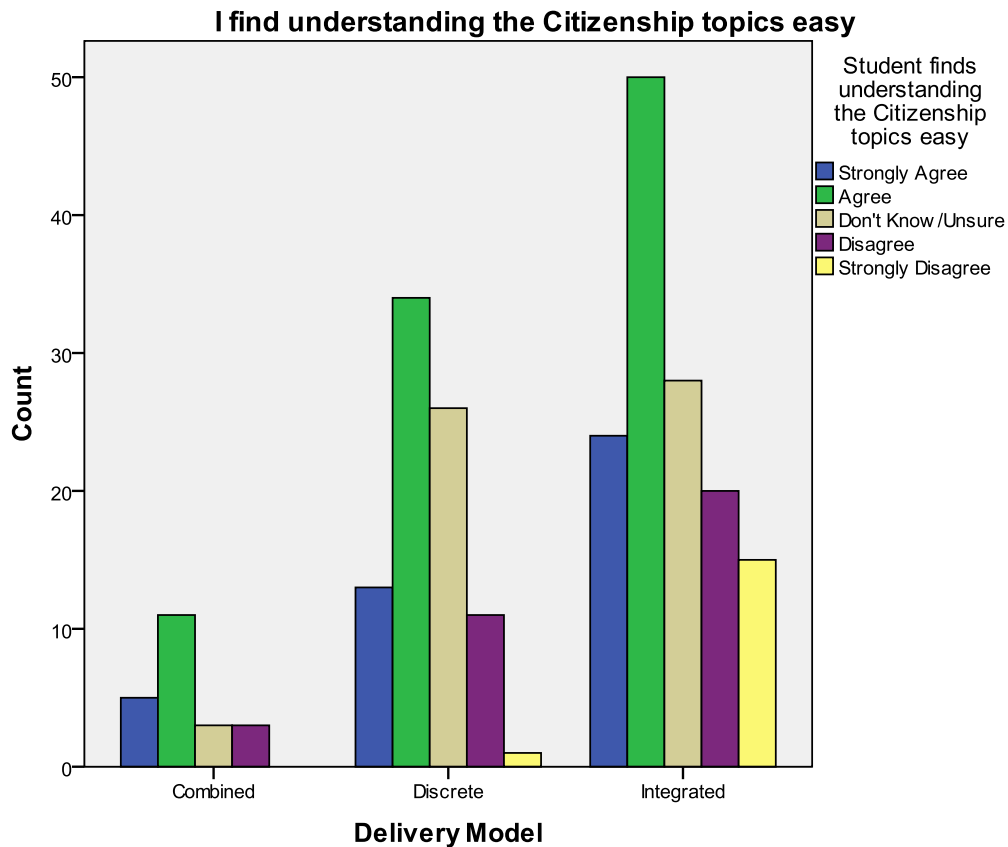
Figure 26 Bar chart to compare Likert scale responses to the statement 'I find understanding Citizenship topics easy' across delivery models

The integrated model has the highest proportion of students saying that they strongly disagree with the statement, which is the most interesting aspect of this chart as otherwise the proportions of responses are quite similar. The combined approach has the lowest proportion of students disagreeing, possibly showing that the pitching of the external speakers and form tutors who are the main deliverers of this approach perhaps do not go into as much depth as the more academically rigorous approaches.

I understand the point of Citizenship lessons
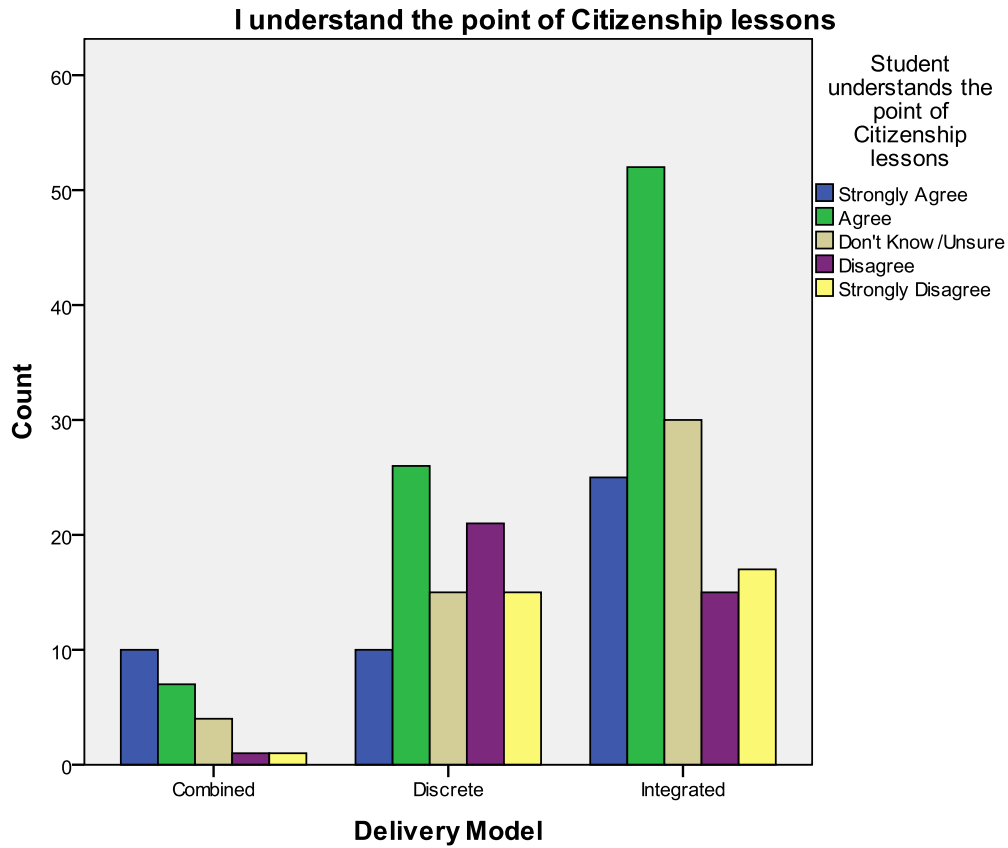
Figure 27 Bar chart to compare Likert scale responses to the statement 'I understand the point of Citizenship lessons' across delivery models

Discrete and integrated models showed agreement with this statement more so than with the combined approach. It is likely that the 'buy in' from teachers may not be as high with the combined model due to the perceived sacrifice of curriculum or tutorial time as non-specialist or non-trained teachers were more likely to deliver the subject with this delivery model.

I think there should be exams in Citizenship
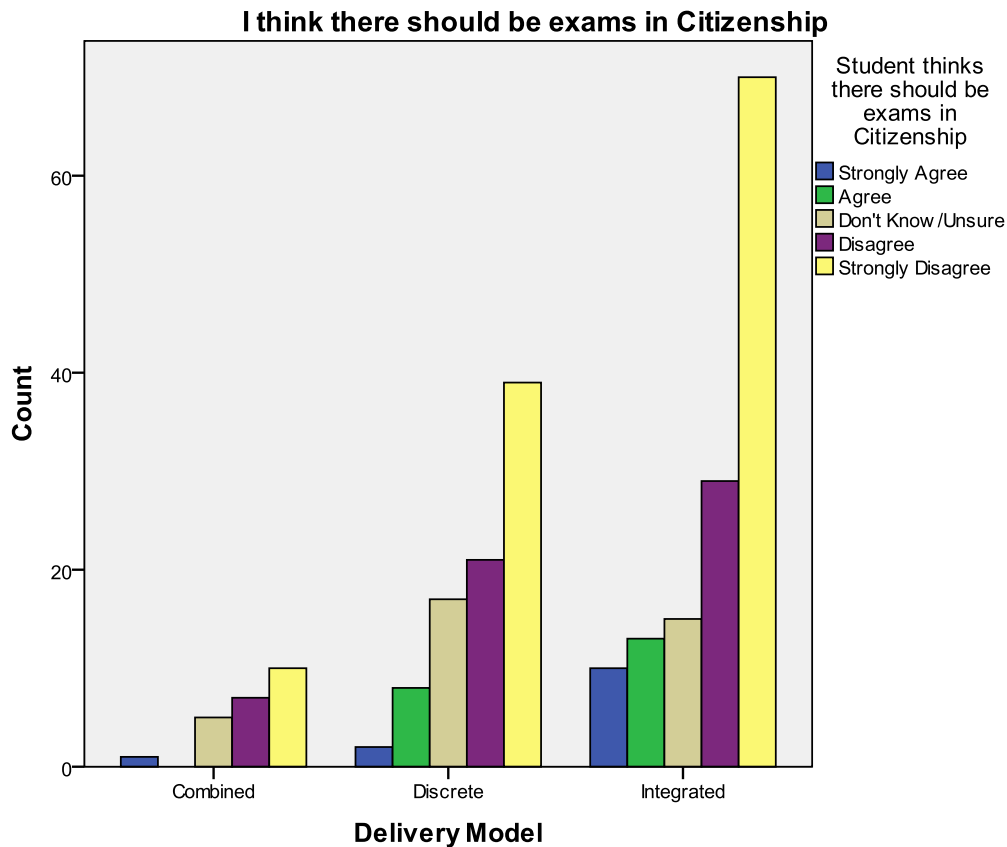
Figure 28 Bar chart to compare Likert scale responses to the statement 'I think there should be exams in Citizenship' across delivery models

Proportions here are very similar to indicate strong disagreement with exams in Citizenship. This is the subject on which there is widespread consensus, from Crick, to McLaughlin, Garratt and Piper, Gillborn and most of the teachers interviewed. It is interesting that the discrete category, of which MCE is a member shows no significant difference from the other categories as they take a compulsory GCSE in the subject. This means that the opinion of the coordinator that the exam was popular may not tell the whole story, however, one must remember Leighton's (2006) observation that students often want to give the 'right answer'. Perhaps they feel unable to go against the expectation that they dislike exams.

I take subjects more seriously when I know there will be an exam on it
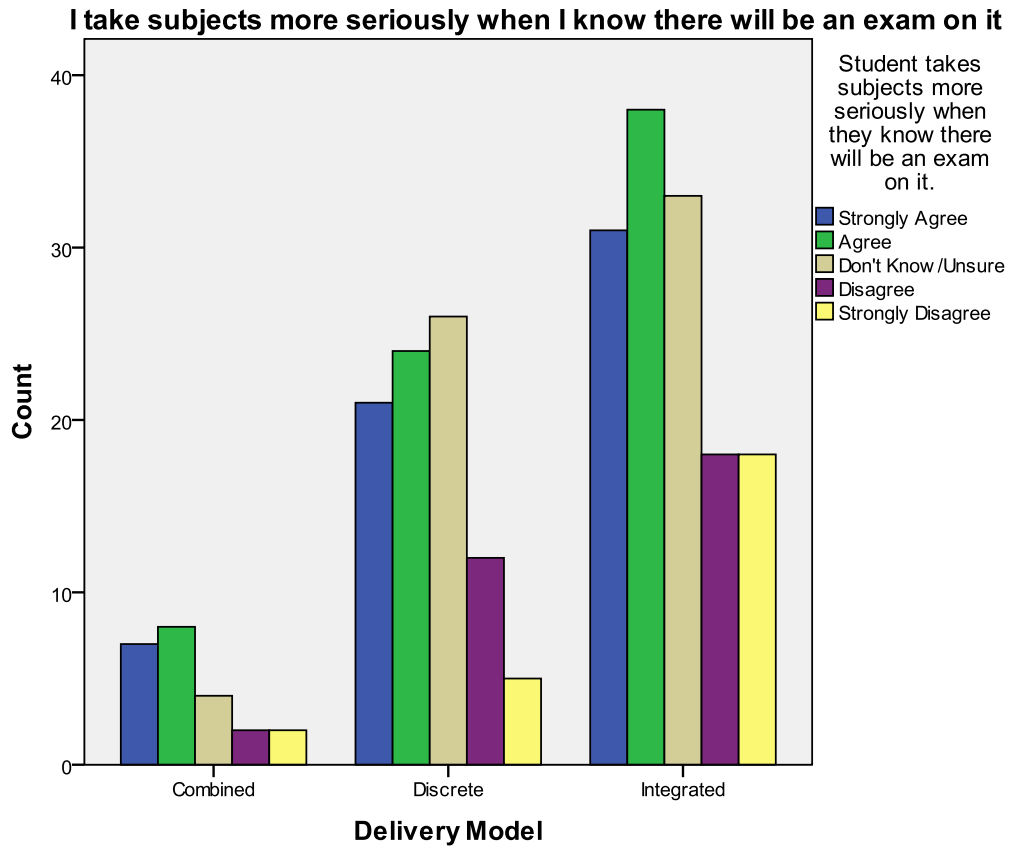
Figure 29 Bar chart to compare Likert scale responses to the statement 'I take subjects more seriously when I know there will be an exam on it' across delivery models

Again, the expected model is shown here. The schools with a higher A* - C at GCSE who tend to fall into the discrete category have a higher proportion of agreement whereas the less 'academic' schools are more ambivalent or in disagreement.

I believe the best place to be taught values is in school
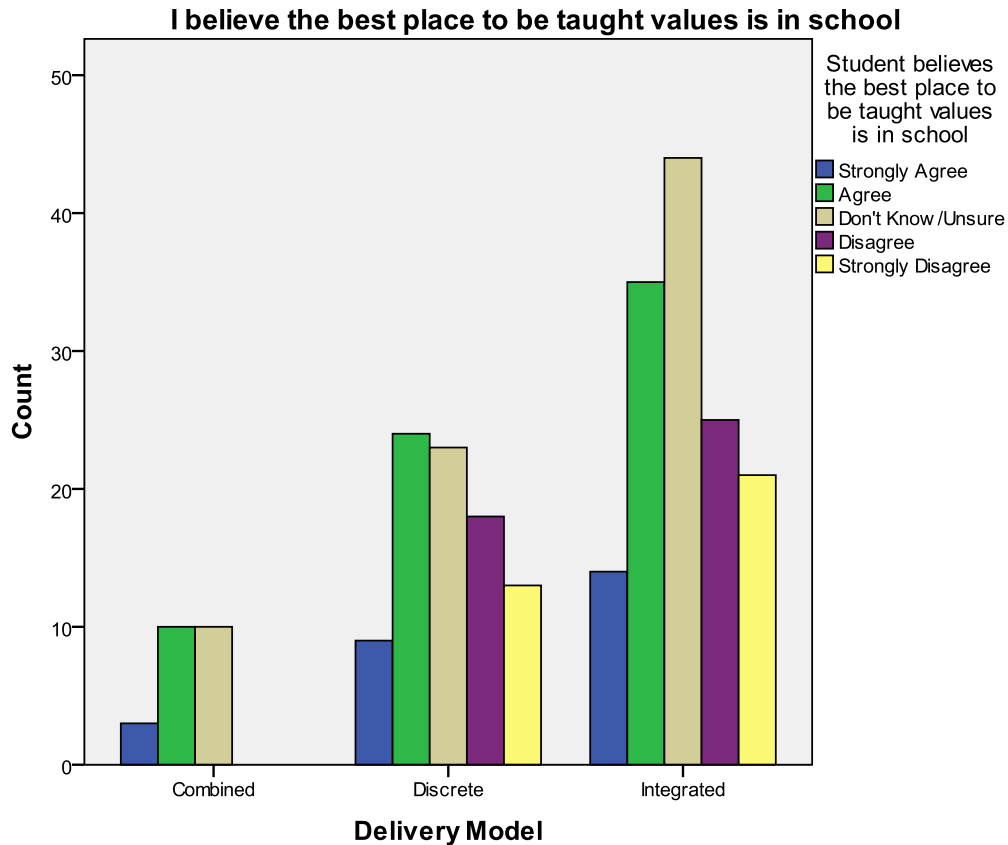
Figure 30 Bar chart to compare Likert scale responses to the statement 'I believe the best place to be taught values is in school' across delivery models

A higher proportion of agreement across every model indicates illuminates the earlier results about students understanding the purpose of Citizenship. This indicates that students have a good understanding of the subject, and whilst not perhaps the most popular subject, it is generally understood and accepted. This corroborates McLaughlin's (2000) that schools are the most promising environments in which to deliver Citizenship Education.

6. Conclusions

- What methods of delivery of Citizenship Education are school management and/or teachers choosing in secondary state maintained schools in Yorkshire and why?

The methods of delivery which are being chosen in secondary schools still fall into the categories that Leighton (2004) defined. The researched collapsed 'delivered as part of PSHE' and 'delivered with other subjects' into a one category which was called 'integrated'. Although some schools claimed to teach the subject discretely, their approach was closer to an integrated model. For example, the school which taught LIFE called the school's approach discrete when in fact the course material was mainly PSHE. There is still widespread overlapping between PSHE and Citizenship which causes confusion amongst students and inexperienced staff, as Keddie predicted (2008).

The most popular model of delivery in this study was the integrated approach, and the study corroborates in some ways that it is not the most effective, in that students responses showed that they preferred other subjects and did not find it a welcome addition to their timetables, they did understand the purpose of the subject and find it thought-provoking. However, the results here must be tempered by the caveat that students were not always aware of the difference between PSHE and Citizenship, according to their teachers.

Discrete models were rarest in the sample. The models were not well-established at the point of research. In one school it was under a year old and in the other it was quite well-established as a subject, although very new as a subject with an examination. This model tended to be chosen by the more 'academic' schools and this model, according to CELS (2007) was the best model for a positive status with staff and students. Although the subject coordinators held the subject in high esteem, a positive perception was not echoed by the student bodies,

Combined models were chosen where staff were disenfranchised and delivering the curriculum in order to meet government requirements. This was reflected in the student data which portrayed a very negative perception.

All but one school chose not to assess the subject in the form of a public examination, and this was in line with the literature which is largely against examinations being taken in Citizenship for philosophical and practical reasons.

All schools acknowledged the worthwhile ideal of Active Citizenship, but all but one, (the same school as above) commented on the logistical difficulties of implementing this aspect of the curriculum.

- How is Citizenship Education perceived in terms of enjoyment, relevance and value by lead teachers and KS3 - KS4 students and what affects these perceptions?

In general, teachers did not enjoy teaching Citizenship Education. There was a very significant time demand for the preparation of resources which were constantly going out of date. Teachers occasionally enjoyed teaching the subject if the subject matter is close to their original specialism. Teachers felt unsupported by the government, the senior management teams and parents. Students are quite ambivalent about Citizenship. Whilst there is no wild enthusiasm, neither is there complete dislike. Students who are particularly kinaesthetic learners seem to benefit from the more active content. Teachers cited examples of lessons enjoyed which nearly always had an active element. Students enjoy the empowerment of "making a difference". Some teachers found that Citizenship was especially enjoyed by "difficult" students due to the lower academic demands of the subject.

Teachers found that the subject had a great deal of relevance and gave excellent rationales for the subject. Teachers struggled to keep resources as relevant as they would like to due to time constraints. Students largely agreed that the subject had relevance, although again, it is unclear to what extent the subject was confused with PSHE and this did not always translate into enthusiasm for the subject.

Teachers thought the subject a valuable ideal, although less so in reality. With one exception, they all thought it worthwhile, especially because all but one of the schools (same school as mentioned before) involved in the research were situated in quite monocultural areas. Some questioned the remit of the subject, was it trying to do too much? Was the course content too difficult? Would it have any impact on the students' lives? On this point, students and teachers disagreed to a greater extent. Students were unconvinced by the subjects value although the teachers say that any "out of class" opportunities are highly valued.

127

- How could subject delivery, perception and success be improved according to those who teach it?

Teachers were divided about whether they favoured a fully integrated, holistic approach to the subject or a discrete approach. With the discrete approach, there was a degree of complaint that the "hidden curriculum" would determine which subjects could "lose curriculum time" thereby lowering the status of the primary subject at the same time as that of Citizenship. Some teachers felt that the only way to ensure a raised status was for all teachers to deliver the curriculum. The problem of academic rigour is then raised however, and this would rule out an exam. The central conflict of impact versus continuity defines the relative merits of both paradigms.

Teachers felt that they needed more training in order to do the subject justice. They also felt that they needed up-to-date information from the government about the future of the subject to allow them to plan ahead. They needed time off-timetable to create up-to-date and relevant resources. Some teachers mooted the possibility of centralised resources coming from the government in order to 'follow up' pragmatically the enforced ideal. However, Heater's hypothesis that this would be improbable due to the fear of being accused of indoctrination seems probable. Teachers appreciated that they were free to interpret the curriculum to some extent, but felt the guidance was too minimal. Crick (2002) said that the teachers should have 'freedom and discretion' to implement the curriculum, however, teachers are very used to prescription in every other subject and do not always have the time or the inclination to invest in planning every aspect of the schemes of work.

Heater (2001, p. 123) accurately predicted the problems of curricular implementation and the four problems initially identified from his six were in evidence when the research was carried out. the difficulties that schools will have in devising and establishing new programmes were particularly in evidence in schools following the discrete and integrated models. Schools with a combined method tended to be more relaxed and were not teaching Citizenship in the same way as other subjects. The inability at government level to provide anything more than very circumspect guidance is also in evidence, however it is unclear what the motivation behind this is. Attention seems to have been withdrawn from the subject at stage 1 of McCowan's 'curricular transposition' where momentum is decreasing at governmental level it seems to be increasing at school level. Problems concerning resources

in terms of teachers, funding and knowledge were cited by all teachers, Although funding was never explicitly mentioned, the other aspects were mentioned and better resources, specialist teachers and time "off timetable" to plan all require financial input. Another major tension which Heater identified was difficulty in achieving a central enough status given the lack of formal examination, and a concern as to the extent to which achievement in the subject can be examined, given the emphasis on 'practical work and attitude formation' were present in every school. The last point manifested itself in the requirement to prove involvement in Active Citizenship.

In conclusion, much more attention needs to be given to curricular transposition as per McCowan's model. The literature review includes a great deal of pessimism about Citizenship Education, however the enthusiasm and willingness "on the ground" to implement good curricula and deliver the subject effectively was present in most schools visited. It is agreed by staff and students that as McLaughlin (2000) stipulates, schools are the most promising contexts for this type of education to take place. Teachers believe support must be top down, definitive and robust in order to give the teachers the confidence to deliver this very worthwhile and valuable (if not always valued) subject.

Definitions

'Combined' Citizenship Education: incorporates at least two of the following: embedded Citizenship in the curriculum, 'drop down'/intervention/off-timetable days, 'skills-based' Citizenship and Citizenship delivered through tutorial periods.

Discrete Citizenship Education: stand-alone lessons with a separate syllabus and timetabled period in which the students when questioned would be aware that they were following a Citizenship course. The timetabled slot would be labelled 'Citizenship'.

'Integrated' Citizenship Education: combines Citizenship Education with CD, PD, PSHE, RE, LIFE, Life Skills or another humanities subject. It will be timetabled under a different name and students may not be aware that they are studying Citizenship although the content will be Citizenship-based for a proportion of the lessons.

Glossary of Abbreviations

AQA	Assessment and Qualification Alliance: examinations board
CD	Career Development
CE	Citizenship Education
CELS	Citizenship Education Longitudinal Study
DCFS	Department for Children, Schools and Families (2007-2010)
DfE	Department for Education (1992-5 and 2010-current)
DfEE	Department for Education and Employment (1995-2001)
DfES	Department of Education and Skills (2001-2007)
Edexcel	An examinations board
HEI	Higher Education Institution
ITT	Initial Teacher Training
KS	Key Stage
LIFE	Learning Individuated for Everyone
NFER	National Foundation for Educational Research
OCR	Oxford, Cambridge and RSA: examinations board
Ofsted	Office for Standards in Education, Children's Services and Skills
PD	Personal Development
PSD	Personal and Social Development
PSHCE	Personal, Social, Health and Citizenship Education
PSHE	Personal, Social and Health Education
QCA	Qualifications and Curriculum Authority
QCDA	Qualifications and Curriculum Development Agency
RE	Religious Education
SCAAT	School and College Achievement and Attainment Table
SMSC	Social, Moral, Spiritual and Cultural
SMT	Senior Management Team

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132

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Appendices

Appendix 1: Citizenship Questionnaire – Students

Read each statement

      Circle the number that shows best whether you agree or disagree with the statement.

1- strongly agree

2- agree

3- unsure/don't know

4- disagree

5- strongly disagree

I enjoy Citizenship lessons					
I find Citizenship lessons a good change from other lessons					
I learn a lot from Citizenship lessons					
I find understanding the topics on Citizenship easy					
I find the Citizenship topics more interesting than my normal lessons					
I understand why we have Citizenship Lessons					
I think there should be exams in Citizenship					
I take subjects most seriously when I know there will be an exam based on it					
Citizenship focuses on topics which are relevant to my life.					
Citizenship Lessons are thought-provoking					
The best place to be taught values is in a school environment					

If you would like to add any further opinions or thoughts on Citizenship, please do so in the space below.

Very many thanks for taking the time to fill in this questionnaire.

Appendix 2: Interview Schedule - Teachers

Thank you so much for taking the time to talk to me. I'd like to discuss Citizenship both at _____ and your perceptions of its success as a subject. The questions I am going to ask will fall into three categories: first, some general questions about how it is delivered at _____, secondly, your perceptions of the subject and finally how you view the success of the subject.

Firstly, how long have you been teaching Citizenship?

> (If at more than one school – what differences are there between the two and the relative importance/success)

How is Citizenship taught at School X?

(which years, examined/non-examined, embedded/discrete, how many teachers)

Is Citizenship the main subject that you teach?

If yes: How important do you think it is to have specialists teaching the subject?

If no:　What else do you teach?

> How do you balance your time between teaching citizenship and your other subject(s)?

Perceptions of Citizenship

Is teaching the subject enjoyable?

Why? Why not? What would make it better?

What is your understanding of the purpose of Citizenship?

> How realistic is this aim/these aims?

Do you think it is a popular subject with the students? Why? Why not?

How does it compare to PSHE? (for you/for students/for colleagues)

How do students respond to the subject as an examined/non-examined course?

How do students compare the subject to their other subjects?

How do parents perceive the subject? (Feedback/Parents' Days)

Success of Citizenship

How do you decide whether or not the subject is successful at School X?

What would you say are the main barriers to effective citizenship education? Does anything stop it from being as successful as it could?

How would you teach the subject if you had unlimited resources?

Do you think there is much value in taking Citizenship outside of the class room?   Have there been any opportunities for active citizenship at School X? Were they successful?

Appendix 3: Example of an interview transcription

All transcripts available on request

Interview with 'Convent' School Teacher in charge of Citizenship

Thank you so much for taking the time to talk to me. I'd like to discuss Citizenship both at Convent and your perceptions of its success as a subject. The questions I am going to ask will fall into three categories: first, some general questions about how it is delivered at Convent, secondly, your perceptions of the subject and finally how you view the success of the subject. Firstly, how long have you been teaching Citizenship?

All of my teaching career, I suppose, in one form or another but I've been responsible for it for the last eight years.

Fantastic, so is that just at Convent?

No, I've taught at four schools, Convent' being the last one, my present school.

What would you view as the differences in teaching Citizenship between the four?

I think that this is the only school where we don't teach a distinct Citizenship lesson, we have more of an intervention curriculum timetabled to do that, whereas the other schools actually dedicated times during the week for the teaching of PSHE/Citizenship.

So, do you feel it is more successful to deliver the subject as intervention rather than as discrete lessons?

To be honest, I think I do. We recently had inspections by an HMI and he was quite pleased with the way we are dealing with Citizenship at school. He actually gave us an 'excellent' for our Citizenship, which he said was quite strange as we don't actually teach it – in terms of it being a curricular subject, just by intervention and the fact that we feed it through all our subject areas. He's sees that as being more embedded in a child's education.

Fantastic, so, did he visit on an intervention day?

No, he didn't. What he did was that he looked at the resources that we used, he spent a lot of time talking to children about their understanding of what it was to be a citizen and citizenship as a subject, so he actually went to the source.

143

So could you just explain a bit more about how the intervention works?

Absolutely. We run three days a year where we suspend the timetable completely. They are, if you like, our prompting sessions. Teachers will teach aspects of PSHE and Citizenship during those days, and they will teach it to their normal classes. Work is prepared by a number of people in school, so for example we'll have careers work prepared by a careers teacher, I tend to do a lot of work on the law and on criminality, but every teacher delivers it, and what we have found from the children is that they like the fact that their normal teachers are delivering something different. They don't feel that they're being 'done' if you like, in terms of their lessons. So that prompts the major part of the work, and then it's fed through the tutorial system. So through our tutorial system, the children have twenty minutes every morning, we work on aspects of citizenship through that, particularly in terms of Citizenship in a Catholic world, in a Christian world and what it means to actually interact with other people, what your responsibility is towards other people etc. and that feeds all the way through. In addition to that, there are various aspects within people's schemes of work where they will touch on, as we curriculum map this, aspects of Citizenship so that we are covering all aspects, which the HMI thought we were, which was quite pleasing.

That sounds great, so I assume this is non-examined – one wouldn't take it at AS or A2?

There are no plans to at the moment and it has not been mooted.

So you say that all teachers are involved in delivering the Citizenship curriculum, what is their attitude towards this?

They enjoy it, to be perfectly honest it is a change for them to teach those areas. We do a lot of preparation, there are a lot of resources for them and they are able to come and talk to us about how we want it delivering and how they might want to… what we tend to find is that teachers take the resources quite early and then they work on them and adapt them to their teaching style, as that's one of the difficulties with picking up someone else's resources. I think it's also, as I said, as far as they're concerned, a change and they find that they're able to be free from the restraints of their normal curriculum material. They're able to discuss with the children something else. They say that the children respond to that because they see them as a different person, not just as a language teacher, you know 'Miss Jones teaches me French.' But 'Miss Jones teaches me French and also talks to me about the law or civil voting rights'

Do they tend to be at the end of term?

144

No. We do have one in the ultimate week of term on the Monday. We have one in term 1 and one in term 2. No, apart from the last one, we tend to pitch them right in the middle of term – not as an add-on.

Is Citizenship the main subject that you teach?

No, myself and the other deputy are responsible for the delivery of citizenship. We pull upon a team of other people – careers officers, pastoral guidance officers etc to help us deliver that and they'll contribute information and resources to us and direct us the way forward. No, I think in line with the way we deliver it, it's not our main, it's certainly not my main, responsibility. From this year, we are appointing a PSHE/Citizenship coordinator who will oversee that. That has been the capacity of the deputy heads, but now we need someone else to do that, but we won't be changing our model of curriculum delivery.

Especially after receiving an 'excellent' – why change it?

I have to say, I was very pleased, because I think we were fortunate that the HMI was very perceptive, and we would have suffered if someone had come in and said, show me your paperwork, show me your lessons, no, this guy came in and said 'I'd like to talk to some children' and then he started to ask them questions so he then saw that their understanding is superb. He thought you are doing this job very well. We were very pleased about that.

So from what you've said, it seems that you don't think having subject specialists is the most important thing?

Not at all. You see, up until 5 years ago, we did teach a discrete lesson. We had a 40 period timetable and they had 50 minutes on Citizenship/PSHE delivered by a specialist group of people, who were all subject teachers, but who all wanted to do that. When we reviewed that, and we looked at lesson observations, the kids didn't like it and they told us they didn't like it, they really did. People didn't like delivering it, they realised the kids weren't interested etc. It was more an imposition than it was anything exciting. Whereas, how we deliver it as we do now, it is a complete change for everybody, so it comes as a change so they are much more willing to take it on board. They say 'Ah, we're doing that for a day'. Also, we always bring in outside speakers. So, this year, all year nines and year tens are being spoken to about sex education, it's about peer-group pressure. Recently, in March, we had the Police came in to do two sessions with year nine and year ten on gun crime and knife crime, and by brining those kinds of things in, it does make the days rather special, it kind of focuses the minds of the children and we get a great response. I think they kind of look forward to it to be honest with you.

145

Is teaching the subject enjoyable?

Yes, I think so. Some teachers will find it takes them out of their comfort zone, but that's not necessarily from younger teachers, it's from very established teachers as well. I'm sorry, but so be it, if it does take them out of their comfort zone.

What is your understanding of the purpose of Citizenship?

Ah, this is interesting this, because I have a particular view on this. I am quite distressed at the fact that schools are responsible for teaching Citizenship. When we are in such a state in society that we have to make it a subject, I am concerned about the state of society, I am concerned about the state of parenting, I'm concerned about the state of the messages we are getting from the great and the good who tell us what to do. I actually think it should be taken away from the curriculum. To be perfectly honest, Citizenship should be taken away from the curriculum. PSHE should stay in the curriculum but there are other ways of delivering Citizenship at this moment in time. I would suggest even that it was a knee-jerk reaction by ministers at the time to accusations that the country was becoming a multi-cultural society which was losing its 'Britishness' etc. I think it was a political move in order to pull this back in again, however, I am just a servant of the state, so that's what I do, that's how I like it.

So when you said there were other ways of doing it, what did you mean/ Would the concepts be delivered through PSHE, RS, the general ethos of the school or by some other way?

As I said, I think PSHE is very important, the parents might not have the most up-to-date information etc, but with Citizenship, I think it should fall very much to the parents in order to educate their children about how to be a member of a multi-cultural society. I actually disagree very strongly with the idea that we will conform to a certain view of what it means to be a citizen in this country because that is contrary to some people's cultural and religious beliefs.

Do you think it is a popular subject with the students?

Some students see it as 'Oh no – we've got another guidance day' but on the whole they see it as something quite different. The feedback we get from students is that they really enjoy the sessions. It gives them a chance for talking – it's a completely different environment and the way that it is delivered is not didactic, you know, we do a lot of circle time, a lot of discussion, a lot of group work.

146

Is the feedback from the students informal?

No, we formalise it. We tend to use online questionnaires quite regularly to check on our understanding of how things are going.

How do parents perceive the subject, have you had any feedback from them?

No, to be perfectly honest, but we have had no negative comments.

How do you decide whether or not the subject is successful at Convent'?

Online questionnaires, and the recent inspection.

What would you say are the main barriers to effective citizenship education? Does anything stop it from being as successful as it could?

Well I think if it is taught in a didactic manner, it is dull to children, that could set up barriers. You see, lots of the material, to a 12 year old, is a) outside their understanding and b) outside their interest levels at the moment. So, it is another subject where you might deliver something which they don't see the relevance of. That could be a problem, so if you are doing that on a regular basis, then you know, familiarity breeds contempt. The model that we do, the curriculum interruption model has a far greater impact because it's a one-off in many respects.

How would you teach the subject if you had unlimited resources?

Yeah, get rid of it, I think I have already said that, take it out of the curriculum, completely and utterly. If our political masters want it delivering, then deliver it somewhere else. No, I would take it out. Sounds good, coming from a Citizenship Coordinator, but I would take it out of the curriculum.

Do you see much value in taking Citizenship outside of the classroom?

Yes, definitely, it has a much greater impact when outside speakers come in. Professional, external speakers are informative as well as entertaining, it has a fantastic impact on students – absolutely brilliant.

Appendix 4: Email from Department of Education 9/9/10

Dear Ms McNeill

Thank you for your email dated 20 July about citizenship education.

We believe that it is important to give schools greater freedom over the curriculum. We therefore intend to restore the National Curriculum to its original purpose - a core national entitlement organised around subject disciplines. A slimmed down National Curriculum will allow schools more time to build on the core entitlement to provide a rich learning experience for all their pupils and to continue to use their professional judgement to organise learning as they see fit.

We will be announcing our detailed plans for reviewing the National Curriculum in the autumn and will ensure that schools have time to prepare fully for the resulting changes.

At present, schools should continue to use the existing National Curriculum:

http://curriculum.qcda.gov.uk/key-stages-3-and-4/subjects/key-stage-3/citizenship/index.aspx

Once again thank you for writing.

Yours sincerely

Val Shiels
Public Communications Unit
www.education.gov.uk

 Your correspondence has been allocated the reference number 2010/0057900. To contact the Department for Education, please visit www.education.gov.uk/contactus