A PHENOMENOLOGICAL ANALYSIS OF SOCIAL STUDIES STUDENTS' LIVED EXPERIENCES TEACHERS: BUILDING CONCEPTS OF DEMOCRATIC CITIZENSHIP AND EDUCATION

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ABSTRACT

The purpose of the study was to explore how social studies teachers conceptualized democracy, developed ideas about democratic citizenship, and implemented their perspectives and experiences into teaching. The study used phenomenological approach of qualitative research design. 528 students and 50 teachers were selected using a convenient sampling method with data analyzed by Moustakas's transcendental approach. The participants conceptualized democracy as a political system, civic participation, and influence of government decision making. They developed ideas about democratic citizenship from multiple sources, such as family members, networking, citizenship projects, professional development training, political engagement, travel, and involvement in community services. Teachers implemented their perspectives utilizing experiential learning, incorporating student's ideas into teaching methods, and employing technology. This emphasized the need to learn continuously, to reflect on their teaching practices, to use multiple resources, and to participate in professional networking. Other findings that emerged included the educator's inadequate preparation of instructional strategies and student's apathetic responses to learn about the democratic process. This study reveals the need for educators, teachers, and policy makers to collaborate to develop instructional practices, incorporate experiential learning experiences, and improve social studies curricula to promote student engagement.

Keywords: Phenomenology, conceptualized democracy, Democratic Citizenship.

1. Introduction

Teaching about democracy and perspectives on democratic citizenship, teachers are on the front lines of society (Goodlad, Solder, & McDaniel, 2008, p. 17). When performing a key responsibility like teaching social studies. it is important to comprehend how instructors conceptualise democracy and establish viewpoints on democratic citizenship. It combines their thoughts and experiences into their teaching methods and strategies. The primary objective of social studies instruction should always be to prepare students for citizenship in a democratic society.

The main objective of social studies instruction has also been citizenship across the three social studies divisions. Fundamentally, the objectives of social studies curricula are to promote democratic citizenry. The main goal of social studies education is to assist young people in making informed decisions for the greater good as citizens of a democratic society with a diverse population. In a society that is dependent on the entire globe democratic citizens exhibit the traits of informed citizens.

The main objective of social studies education is to prepare students to think critically and solve problems in a democratic society. Standards for Social Studies emphasise the following, notwithstanding the fact that there are inconsistencies between theory and practise, notably when teaching contentious topics like civic ideals and practises. Teachers of social studies should instill in their students the subject knowledge cognitive skills and civic ideals necessary to fulfil their civic obligations in a participatory democracy. Experiences that allow for the study of the ideas, tenets, and customs of citizenship in a democratic republic should be incorporated into social studies courses. The development of capable individuals who can participate in the democratic process is the proclaimed aim of social studies education. Citizenship is emphasized in social studies. Democracy is not merely an administrative system. It is basically a way of living in community and sharing experiences with others. The family is second in importance to the classroom as a shared communicative experience of connected life. Given that democracy is taught in both the classroom and at home. it is everyone's job to provide pupils with the information they need to engage in a democratic society.

These fundamental ideas emphasize the critical relationship between human experiences that enhance civic participation and the promotion of democratic values in students. They are implemented in the classroom to successfully train democratic citizens.

1.1 Statement of the problem

Teachers of social studies play a critical role in educating pupils for citizenship in a democratic society. The importance of schools in fostering and advancing democracy in society was discussed by Dinkelman in 1999. Additionally, he highlighted the role that educators have in fostering democratic citizens: A recurring subject in educational and social theory has been the connection between democracy and public education. The obligation to prepare the youth of the country for their duty as citizens in a democratic society has possibly had the longest-lasting rhetorical appeal of any of the various mandates placed before schools in this nation. (p.4). Public education's importance in promoting democracy has been a topic of debate. The main purpose of education, however, has been to prepare pupils for the world. The emphasis on educating young people to be democratic citizens gives rise to the idea of democratic inheritance in schooling.

1.2 Significance of the Study

The study will be significant of grade 9–12 educators in producing responsible citizens for democratic society. However, different people defined democracy in accordance with various conditions. As a result, knowing how instructors view democracy will help them in their efforts to help students become prosperous democratic citizens. Professional and in-service teachers might position themselves to be a democratizing force by comprehending their own views on democracy and how concepts about democratic citizenship have changed. Additionally, they will be better able to examine their theoretical claims reflect more on their own teaching and internalize the steps involved in learning to deal with differences. They would also become more conscious of their own need for accountability and teamwork. which they would then be able to enforce encourage and call on students to be active participants both inside and outside of the classroom.

1.3 Theoretical Framework

Understanding how teachers include students in the development of information is key to learning. according to Grey (1997). A method of comprehending the contingent nature of knowledge in order to prompt more critical thought on diverse educational institutions and practises. In this respect, constructivism's theories continue to be a workable method for educating students about democratic society's norms and practises. Knowledge is formed and reconstructed depending on prior experiences and comprehension, according to Dewey (1916) and Piaget (1977). It is an ongoing process that improves over time. Thus, a knowledge of how teachers conceptualised democracy, formed concepts about democratic citizenship and incorporated these ideas and experiences into teaching supports the constructivist theoretical framework.

1.4 Research Objectives:

1. To identify the Social Studies' Lived Experiences Teachers for Developing Democratic Citizenship Ideas and Teaching

2. To evaluate Social Studies' Lived Experiences Teachers developing student ideas on democratic citizenship.

3. To investigate at the real-world difficulties and opportunities that social studies instructors face when attempting to teach democratic citizenship.

4. To Identify the factors that influence social studies teachers' perceptions, beliefs, and values related to democratic citizenship education.

1.5 Research Questions

The following questions were the focus of this study:

1. How do social studies instructors who work with students in grades 9 to 12 define democracy?

2. How do they form their notions of democratic citizenship?

3. How do they include their viewpoints and experiences into their instruction?

1.6 Limitations of the Study

This study has some restrictions. The study is only limited to the schools of tehsil Rawalpindi. The portrayal of a modest population size was the first constraint. The study's findings will not be generalizable due to the study's limited sample size. A greater sample size can result in different findings. As a result, the findings of this study could not accurately reflect the phenomenon as a whole. The second restriction concerned the follow-up. Due to the hectic academic year, the follow-up could not be done. Each participant was occupied with getting their kids ready for the 12 upcoming assessments. Since standardized tests were coming up the participants were not available. The results of the study may not be generalizable because they are of a primitive nature.

2. The Review of Literature

This survey of the literature includes information on the historical background of social studies, definitions, objectives, and the field's relationship to democracy and democratic citizenship. The purpose of social studies education is to prepare people by fostering the knowledge and moral principles needed for civic engagement (Adler & Sim, 2008; Engle & Ochoa, 1988; Hahn, 2001; Ross, 2006). As a result, the connections between social studies, citizenship education, and democracy show us how important they are to democratic education and how capable citizens are of carrying out their civic duties (Parker & Jarolimek, 1984). Therefore, it is crucial to comprehend how social studies teachers view democracy the evolution of ideas and the integration of their views and experiences into their teaching methods. It is believed that democratic education produces highly capable active citizens. Democratic education aims to prepare students who are

committed to the ideas and values of democracy to use their knowledge within their communities, countries, and the world.

The goal of democratic education is to develop good citizens who are engaging in social activities and are willing to work for the common good of all. Similar to this, Ochoa-Becker (2007) emphasized that social studies education should aim to improve people's lives as widely as feasible. Additionally, Ajiboye (2009) described social studies as citizenship education, imparting to pupils the knowledge, abilities, beliefs, dispositions, and attitudes that are traits of good citizens. The area of social studies has continually used civic participation, democratic principles, and knowledge for citizenship education, positioning democracy in the objectives for social studies education:

2.1 Historical Background of Social Studies Education

Saxe (1991) pointed out that the 1820 s saw the conceptual birth of social studies education in Great Britain, which aimed to enhance social welfare. The United States quickly adopted the promotion of social welfare through social studies education, as Saxe (1991) states in addition. he fundamental concepts of social studies. The original goal of education was to use it to enhance social welfare.

The purpose of social studies education was to safeguard individuals against all forms of exploitation. The main objectives of the topic were to solve social issues, educate the populace, and protect citizens from socio-political exploitation in the industrial environment of the country. Saxe (1991) also outlined additional justifications for the adoption of social studies education. Following the Civil War and the sudden influx of immigrants into the United States, social reconstruction began. These two elements influenced the development of social studies as an important discipline. Scholars of social studies have emphasised the need of including any content that focuses on social utility and helps students better grasp today's social issues.

2.2 An institutional strategy for teaching social studies

According to Warring and Thomas (2006) (p. 38), "teaching for democracy" is a phrase frequently used in literature on American education and frequently taken for granted in a nation founded on democratic ideals. The debate prompted educators who are committed to studying and implementing theories about teaching democracy into practise to examine what democracy really entails. Teaching for democracy necessitates a deeper understanding of democratic ideals, because understanding a democracy depends heavily on experiences. Little, Wilson, and Wilson (1993) stressed the significance of emphasising the development of human values and life experiences while considering how social studies educators should approach teaching for democracy. They observed that many individuals would regard values

acquired via experiences as things to be hammered out on the anvil of all of humankind's experiences rather than things to be passed down or justified. The matured and tallied experiences were the values learnt via experience.

3. Methodology

Using the phenomenological approach of qualitative research methodology. I looked into the actual lives of social studies professors in Govt higher secondary schools of tehsil Rawalpindi. who taught grades 9 to 12. I choose this methodology because I was interested in recording how a person or a group of people interprets an event they encounter through their lived experiences. The sections that follow provide descriptions of the methodological approaches that will be used in this inquiry.

In the first part of this chapter, I provide a general explanation for qualitative research investigation. Section 2 emphasizes the phenomenological methodology that will be used in the investigation. The recruitment procedures, including sample size, participant access, and participant selection criteria, are described in the third section. The data collection process is described simply in the

3.1 Research Approach

The study looked at a phenomenon that participants had in common with regard to their conception of democracy and the formation of their views about democratic citizenship. Van Manen (1990) defined phenomenology as the portrayal of the lived-through character of events. The term used is phenomenology. On the one hand, there is the direct depiction of life, and on the other, there is the mediated, symbolically stated account of the life-world. They continued by saying that those who have encountered a phenomenon can share their impressions with others and, as a result, respond to inquiries on its significance from others who have not.

According to Rossman (2006) and Creswell (2007), the phenomenological approach is one of the most effective ways to understand an individual's or a group's lived experiences in order to fully comprehend the phenomena and to articulate participants' individual narratives. Additionally, in accordance with Patton's (2000) description of phenomenology.

3.2 Research Design

The investigation has employed a qualitative research design. For researching phenomena that haven't been previously described, qualitative inquiry works best. According to Glesne, qualitative research has extensively discussed the value of using qualitative research methods as the best tool for comprehending social phenomena from a variety of participants' points of view in order to improve the social environment. As the research topic is dealing with the phenomena of social studies teachers.

3.3 Population

The population of the study was based on 528 students' and 50 teachers of the Govt higher secondary schools of Tehsil Table 1.1

Rawalpindi who they are teaching the social studies subject in their respect institutions.

Population of the study

Sr. No	Population (Students)	n
1	Male	178
2	Female	350
	Total	528

The table 1.1 explains number of students enrolled at Govt higher secondary schools of tehsil Rawalpindi that is total 580 (Male students are = 172 and Female students are = 198).

Table 1.1

Population of the study teachers

Sr. No	Population (Teachers)	n
1	Male	25
2	Female	25
	Total	50

The table 1.2 explains number of teachers teaching social studies subject at Govt higher secondary schools of tehsil Rawalpindi that is total 50 (Male teachers are = 25 and Female teachers are = 25).

3.4 Sampling Technique

The sample of the study will be selected by using purposive sampling technique. The purposive sampling technique will use to choose the participants. The purposive sampling looked specifically

for participants who shared their viewpoints. Participants who indicated an interest in citizens of democracies. Therefore, selecting individuals with comparable interests was undoubtedly helpful in gathering rich data, but it did not help in gaining insight into the perspectives of the possible participants outside of this constraint.

3.5 Sampling Size

10% of population was selected as sample for conducting the research that was consisted of 52 students. All 52 students were given the interview questions and interview was recorded.

3.6 Data Collection Tool

The interviews were semi-structured in order to gather the data. These interviews were informal the research may ask the participant to give the in-depth answers and share his/her experiences regarding questions and add the real-life examples as well. The research was dialogue with the respondents and create further questions from one question.

3.7 Data Collection

Data was collecedt using the purposeful sampling method. An intentional sampling, as defined by Painkas, Horwitz, Green, Wisdom, Duan, and Hoagwood (as referenced in Creswell & Clark, 2011), is useful for identifying individuals or a group of participants who have particular expertise in and familiarity with a phenomenon of interests. Therefore, in order to gather data for my study, I will utilise purposeful sampling.

In data collection process, building trust is vital. Glesne (2006) stated, building a rapport with a subject is a distance-reducing, anxiety-quieting, and trust-building method that, at its core, promotes the researcher's interests. Despite the participants' criticism of the research ethics, I kept their trust.

3.8 Data Analysis

In order to analyse the data, Moustakas' transcendental phenomenological model was used. This includes literary description and analysis, as well as phenomenological reduction. I was appled the phenomenological reduction method to manage large chunk of raw data. I used the phenomenological data reduction process developed by Moustakas. Miles and Huberman (1994) explained a method of how a large chunk of data is sorted into a manageable data and themes are identified. In addition, identifying the key words and themes from a large chunk of data is a difficult process. A large chunk of data was managed for analysis. I was reducing a large chunk of data into smaller units to easily understand the phenomena of experiences of participants and identify patterns of themes.

3.9 Conclusion

The study's conclusion was drawn on the basis of findings which centred on participants' perceptions of democracy and the evolution of concepts about democratic citizenship.

findings of the study that focused on the participants' conception of democracy and the development of ideas about democratic citizenship. When describing the conception of democracy, the majority of participants provided their perceptions and understanding of the fundamental principles of democracy and stressed the purpose of the general welfare of people. In other words, focus on the 578 participants' about having the conception of democracy ideas developing about democratic citizenship and the teaching practices seemed primarily embedded with their own experiences and standardized tests oriented. Lori, Childers Wood expressed having limited time to cover contents rather than going in depth over contents about democracy. Besides covering the contents and preparing students for tests participants expressed their challenges in teaching. One of the big challenges was indifferent of students in learning and critically engaged in the learning process. The participants focused on the importance of enhancing instructional practices. Those emphases on the instructional practices as given examples were the ways of looking wider perspectives of ideas thinking outside of the box using direct instruction integrating technology having mastery over the subject matter understanding bigger ideas

of democracy and utilizing available resources in proper manner etc. The participants anticipated that enabling young people to participate fully in civic life would be possible through teaching. (Darling-Hammond, 2006, p.303). Although participants highlighted various characteristics of democracy some participants expressed negative perceptions of democracy but without offering any alternative system. The conception of democracy was perceived as a complex body and a system for establishing rules, values and the individuals' decision making for their own fate. The participants also were engaged in sharing their experiences as a citizen and as a professional teaching. Those two mindsets of the participants seemed very useful in recapping experiences and engaging in a discourse during the interviews. The skills that all the participants demonstrated were critically engaged in finding the answer from the perspectives of a teacher first and as a general standpoint of citizens. In addition, I also 188 observed of the participants having two mindsets at the time of expressing their views and experiences as well. One aspect of the mindset was that the participants engaged answering the researcher as a casual conversation and on the other hand they were processing information in a professional manner. The participant's views on democracy described that democracy is a set of abstract principles and it is the perception of individuals to achieve experience accordingly. The participating teachers

conceptualized democracy and democratic citizenship as personal identity active participation collective responsibility and self-reliance and fortune for making the decision for their better lives. The findings presented have also shown that the participating teachers' lived experiences and the acquisition of democratic ideas to be developed involving in community involvement and influenced by their parents. This study reveals the need for educators, teachers, and policy makers to collaborate to develop instructional practices, incorporate experiential learning experiences, and improve social studies curricula to promote student engagement.

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