

## PROBLEM FACING EFFECTIVE TEACHING OF CIVIC EDUCATION IN SOME SELECTED SECONDARY SCHOOLS IN EKITI STATE

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### Abstract

*Civic education in school is recognized as an effective way for increasing political awareness and effective participation in the society. The significance of civic education cannot be underestimated. However, the teaching of civic education seems not to have been properly done because most of the teachers handling the subject have little or no interest in the subject and it seems those teachers who show positive interest in the subject lack sound knowledge concerning the subject thus pose big problems in terms of learning the subject. The study employed the descriptive research design of the survey type. The population of the study comprises of all the civic education teachers in all the secondary schools in Ado-Ekiti. The sample comprised of twenty secondary schools and 120 teachers selected using the simple random sampling technique. A self-designed questionnaire was used for data collection. The questionnaire was face and content validated. The reliability of the instrument was determined using test-retest method and a reliability coefficient of 0.82 was obtained. Data collected was analysed using the statistical package for Social Science (SPSS). The descriptive and inferential statistics was employed. Research questions were answered using frequency and percentage while Hypotheses 1 and 2 was analysed using Pearson Product Moment Statistics while hypothesis 3 was analysed using t-test. The study revealed that there is significant relationship between teachers' area of specialization and effective teaching of civic education; significant relationship exist between teachers' interest and effective teaching of civic education; and that there is significant difference between lack of qualified teachers in civic education and the problems of teaching civic education. The study therefore recommended that Teachers should be encouraged to inculcate the right kind of values through effective teaching of civic education; National Orientation Agency working in collaboration with other members of the technical committee should undertake a capacity building programme for teachers at all levels for the sustainability of civic education in the Nigerian school curriculum; and government should make adequate provision for instructional materials on civic education as this will inform the interest of civic education teachers towards effective teaching and learning process.*

**Keywords:** Civic education, interest, area of specialization, teacher, effective teaching

### Introduction

Recent changes in the Secondary School curriculum in Nigeria particularly, the introduction of civic education as a core subject to be taught in Secondary Schools demand that specialist teachers be trained and provided with suitable resource materials including textbooks so that they can deliver their lessons effectively. According to Agu (2009), the drive towards re-engineering the process of teaching and learning civic education in our primary and secondary schools has become very imperative especially in the face of dwindling levels of national consciousness, social harmony and patriotic zeal.

Lack of trained civic education teachers' couple with teachers' lack interest in civic education and other similar problems serves as barriers to the achievement of numerous objectives in civic education. In view of this situation, the teaching and learning of civic education tends to be ineffective. In the schools, non-specialist teachers are employed to teach civic education and they apply the methods of teaching traditional subjects like social studies, History, Geography, Economic, and Government. This kind of arrangement is like putting the square peg in a round hole. When this

happens the shape will not rhyme but create contours. In the same way, if this situation is allowed to continue the essential points or aims about civic education will not form any reasonable shape.

The quest to improve teaching and learning has become the centre stage issue in education. According to Ogunlade, Adeleye, and Scholastica (2013), there has been more and more interest in recent years in an international perspective on how children achieve and on the factors that promotes their achievement in different societies. In Nigeria, the issue of teaching effectiveness has become crucial, ubiquitous, and recurring in educational discourse which requires a teacher who is characterized by high knowledge of content, context, pedagogy and personal discipline (Clark and Walsh, 2002).

For teaching to be effective the outcome of such schools must tend to be excellent; student must have access to their teachers, the school goal must be defined and achievable. Government policies must be well formulated to guide the focus of the nation's educational development. Parents as representatives of the

community are needed to be involved during the setting and implementation of these policies (Ogunlade, Adeleye, and Scholastica, 2013). Certain factors affect teaching effectiveness in schools. These include; gender, social status, qualification, personal interest, area of specialization, government policy, location, cultural, religious belief (Oghuvbu, 2007; Fan, Usman, and Yaro, 2015).

According to Oesterreich (2003), civic education as a discipline may be understood in at least two ways. In a more narrow sense civic education means the acquisition of knowledge of the basic democratic institutions and regulations, while in a broader sense it means the acquisition of competences that enables participation and democratic action. In its latter use it includes social learning and political socialization.

Civic Education has been widely conceived as a type of education that aids effective democratic process (Ganju, 2011; Wahab 2011 and Ezegbe, Oyeoku, Mezieobi and Okeke 2012). Collaborating with his view, Oyesiku, (2010) described Civic Education as a school subject that prepares people, especially the youths, to carry out their roles as citizens. In the same vein the National Orientation Agency (NOA 2006) was of the view that, the main philosophy behind the teaching and learning of Civic education Curriculum in Nigerian schools is the production of effective citizens and of forging a cohesive society that will support nation building by a way of classroom mediation of curriculum programmes.

Most teachers according to Council of Europe (2004) would agree that teaching children to be active participants in a democratic society is an important goal of education. Basic content or subject-matter and fundamental cognitive processes are interrelated in teaching and learning. Teachers recognize that if learners would think critically and act effectively and virtuously in response to public issues, they must, primarily understand the concepts, its origins, the alternative responses and the likely consequences of these responses.

No wonder, Fan, Ekpe and Ita (2008) in their opinion suggested that teaching democratic values and principles in a classroom is not enough. If children have to learn what it really means to be an active member of a democratic society, these principles must become an integral part of everyday life in the classroom. Whether learning mathematics, creating rules or planning a field trip, students must feel that they are recognised and that their voices are heard and responded to. They must feel respected and experience respect for others. They must feel valued as individuals but they must understand the importance of their contribution to the group.

Fan, Usman and Yaro posited (2015) that more interactive, cooperative and participatory learning activities in the classroom and out-of-school, are needed for students in order to assist them in developing essential skills for democracy, stimulate their civic interests and improve their knowledge and skills, as well as their sense of efficacy.

In the other hand, Piršl, Marušić-Štimac, and Pokrajac-Bulian, (2007) opined that, participatory methods require well-informed and skilled teachers who are able to improve the quality of democracy. Unfortunately, in many cases, teachers are simply assigned to teach civic education for which they have no interest, experience or qualification. Appropriate teacher training is necessary to ensure the development of civic education.

### **Statement of the Problem**

Civic education is one of the core subjects being taught in our secondary schools. The teaching of civic education has not been properly done because most of the teachers handling the subject have little or no interest in the subject. Besides, it seems those teachers who show positive interest in subject lack sound knowledge concerning the subject. This also posed problems for the studies in terms of learning the subject.

This study is therefore designed to find out the problems of teaching and learning civic education in secondary schools in Ekiti State and also find solution to the problems and suggest ways and method of improving upon the situation for the benefit of students, educators, school and society as well. It is against this backdrop that this study was designed to examine problem facing effective teaching of civic education in some selected secondary schools in Ekiti state.

### **Purpose of the Study**

The purpose of this study is to identify and explain the problems of teaching and learning of civic education in some selected Secondary schools in Ekiti state, and how these problems could be eliminated so as to enhance effective teaching and learning of the students.

### **Research Questions**

1. What is the level of teachers' interests in teaching of civic education?
2. How effective is the teaching of civic education?
3. What are the problem facing the teaching of civic education?

### **Research Hypotheses**

1. There is no significant relationship between teachers' area of specialization and effective teaching of civic education.
2. There is no significant relationship between teachers' interest/attitude and effective teaching of civic education.
3. There is no significant difference between lack of qualified teachers in civic education and the problems of teaching civic education?

## Research Method

The study employed the descriptive research design of survey type. The population of the study comprises of all the civic education teachers in all the secondary schools in Ado-Ekiti. The sample comprised of twenty secondary schools (two single sex male, two single sex female and sixteen co-educational). 120 teachers (6 from each school) were selected using the simple random sampling technique. A self-designed questionnaire was used for data collection. The questionnaire was face and content validated. A pilot study was carried out in three co-education school in Ekiti state using 18 respondents (6 teachers from each school). Within an interval of two weeks, the instrument was re-administered on the same set of respondents. The reliability of the instrument was determined using the Pearson Product Moment Correlation (PPMC) and a reliability coefficient of 0.82 was obtained. This was regarded high and reliable enough to be used. Data collected was analysed using the statistical package for Social Science (SPSS). The descriptive and inferential statistics was employed. Research questions were answered using frequency and percentage. Hypotheses 1 and 2 was analysed using PPMC while hypothesis 3 was analysed using t-test.

## Results

**Table 1:** Demographic distribution of respondents

| Categories                    | Variable   | Frequency  | %          |
|-------------------------------|--|------------|------------|
| <b>Sex</b>                    | Male   | 51         | 42.5       |
|                               | Female   | 69         | 57.5       |
|                               | <b>Total</b>   | <b>120</b> | <b>100</b> |
| <b>Age</b>                    | ≤30 years  | 36         | 30         |
|                               | ≥31 years  | 84         | 70         |
|                               | <b>Total</b>   | <b>120</b> | <b>100</b> |
| <b>Area of specialization</b> | Civic education  | 47         | 39.2       |
|                               | <b>Others:</b>   |            |            |
|                               | Social Studies, Government, Commerce, Economics, History, Home Economics | 73         | 60.8       |
|                               | <b>Total</b>   |            | <b>100</b> |

Table 1 result showed that 42.5% of the respondents were male and 57.5% were female. The result also showed that 70% of the respondents are above thirty years of age while 30% are 30 years below. Also, more than 60% of the respondents were not trained as civic education teachers but other subjects such as Social Studies, Government, Commerce, Economic, Agricultural Science, History, and Home Economics. This implies that most of the teachers teaching civic education in Ekiti state secondary schools are not specialized or qualified in the field.

Question 1: What is the level of teachers' interest in the teaching of civic education?

**Table 2:** Frequency and Percentage of Teachers' Interest in the Teaching of Civic Education

| S/N | Level of teachers' interests in the teaching of civic education                  | Agree     |             | Disagree  |             |
|-----|--|-----------|-------------|-----------|-------------|
|     |  | Freq.     | %           | Freq.     | %           |
| 1   | We have deep interest in teaching civic education                                | 89        | 74.2        | 31        | 25.8        |
| 2   | We know how to teach the subject very well.                                      | 67        | 55.8        | 53        | 44.2        |
| 3   | We are always ready to teach students the subject.                               | 76        | 66.3        | 44        | 33.7        |
| 4   | We always come to the class regularly and punctually                             | 84        | 70          | 36        | 30          |
| 5   | We always strive towards making learning civic education easier for the students | 96        | 80          | 24        | 20          |
| 6   | We usually teach students with the teaching methods that they understand best.   | 85        | 70.8        | 35        | 29.2        |
|     | <b>Mean Total</b>  | <b>83</b> | <b>69.2</b> | <b>37</b> | <b>30.8</b> |

Result in table 2 showed that 74.2% have deep interest in teaching civic education, 55.8% know how to teach the subject very well, 66.3% are always ready to teach the subject, 70% always come to the class regularly and punctually, 80% always strive towards making learning easier for the students, while 70.8% usually teach students with the teaching methods that students will understand best. The mean total showed that teachers' interest in the teaching of civic education is high by 69.2%.

**Question 2:** How effective is the teaching of civic education?

**Table 3:** Frequency and Percentage showing Teachers' Effectiveness in the Teaching of Civic Education

| S/N | Teachers' Effectiveness in the Teaching of Civic Education                      | Agree     |             | Disagree  |             |
|-----|---|-----------|-------------|-----------|-------------|
|     |   | Freq.     | %           | Freq.     | %           |
| 1   | The teaching and learning of civic education is adequately supervised.          | 88        | 73.3        | 32        | 26.7        |
| 2   | Teachers lesson note are up to date.  | 94        | 78.3        | 26        | 21.7        |
| 3   | Adequate preparation for instruction delivery.                                  | 74        | 61.7        | 46        | 38.3        |
| 4   | Students are well disciplined.  | 67        | 55.8        | 53        | 44.2        |
| 5   | There is adequate management of time by teachers in the class                   | 77        | 64.2        | 43        | 35.8        |
| 6   | Civic education teachers covered syllabus within the stipulated period of time. | 85        | 70.8        | 35        | 29.2        |
| 7   | Students are able to answer citizenship education questions                     | 86        | 71.7        | 34        | 28.3        |
|     | <b>Mean Total</b>   | <b>86</b> | <b>71.7</b> | <b>34</b> | <b>28.3</b> |

Table 3 shows teachers' effectiveness in the teaching of civic education. The result showed that 73.3% of the teachers agreed that teaching and learning of civic education is adequately supervised, 78.3% have their lesson note up to date, 55.8% have adequate preparation for instruction delivery, 64.2% students are well disciplined, 64.2% manage class adequately, 70.8% their syllabus within the stipulated period of time while 71.7% students are able to answer citizenship education questions. The mean total indicated that teaching of civic education is effective by 71.7%.

**Question 3:** What are the problems facing the teaching of civic education?

**Table 4:** Frequency and Percentage Showing Problems Facing the Teaching of Civic Education

| S/N               | Problems facing the teaching of civic education   | Agree     |           | Disagree  |           |
|-------------------|---|-----------|-----------|-----------|-----------|
|                   |   | Freq.     | %         | Freq.     | %         |
| 1                 | There are not enough teaching materials in the school to aid learning                     | 76        | 66.3      | 44        | 33.7      |
| 2                 | Students' attitude towards the subject is not encouraging.                                | 96        | 80        | 24        | 20        |
| 3                 | There are limited periods allocated for civic education.                                  | 110       | 91.7      | 10        | 7.3       |
| 4                 | We always experience delayed salary and this discourage going to class.                   | 84        | 70        | 36        | 30        |
| 5                 | Parents do not recognize our efforts as that of other teachers.                           | 101       | 84.2      | 19        | 15.8      |
| 6                 | Poor attitude of government to the subject affects our interest and attitude to teaching. | 85        | 70.8      | 35        | 29.2      |
| 7                 | There are limited numbers of qualified civic education teachers in the school             | 76        | 66.3      | 44        | 33.7      |
| <b>Mean Total</b> |   | <b>90</b> | <b>75</b> | <b>30</b> | <b>25</b> |

Table 4 shows the problems facing the teaching of civic education. The result revealed that 66.3% of the respondents agreed that no enough teaching materials in the school to aid students learning, 80% students' attitude toward the subject are not encouraging, 91.7% have limited periods allocated for civic education, 70% experience delayed salary, 84.2% claim that parents do not recognize their efforts like other teachers, 70.8% judged that government poor attitude affects their interest and attitude to teaching while 66.3% agreed that there are limited numbers of qualified civic education teachers in the school. Also, the mean total showed that problems facing the teaching of civic education are very critical to determine teachers' effectiveness by 75%.

### Hypotheses Testing

**Hypothesis 1:** There is no significant relationship between teachers' area of specialization and effective teaching of civic education.

**Table 5:** Pearson product moment correlation between teachers' area of specialization and effective teaching of civic education

| Variable                              | Mean | Std. D | N   | r-cal | r-tab | Result      |
|---------------------------------------|------|--------|-----|-------|-------|-------------|
| teachers' area of specialization      | 1.61 | .490   | 120 | 0.515 | 0.178 | Significant |
| effective teaching of civic education | 1.29 | .456   |     |       |       |             |

P<0.05

Results in table 8 showed that 'r' calculated value (0.515) > table value (0.178) at 0.05 alpha levels. The null hypothesis was therefore not accepted. This implies that teachers' knowledge of the subject matter will result in high effective teaching of civic education. Therefore, there is significant relationship between teachers' area of specialization and effective teaching of civic education.

**Hypothesis 2:** There is no significant relationship between teachers' interest and effective teaching of civic education.

**Table 6:** Pearson product moment correlation between teachers' interest and effective teaching of civic education

| Variable                              | Mean | Std. D | N   | r-cal | r-tab | Result      |
|---------------------------------------|------|--------|-----|-------|-------|-------------|
| teachers' interest                    | 1.31 | .464   | 120 | 0.961 | 0.178 | Significant |
| effective teaching of civic education | 1.29 | .456   |     |       |       |             |

P<0.05

Results in table 8 showed that 'r' calculated value (0.515) was greater than the table value (0.178) at 0.05 alpha levels. The null hypothesis was therefore not accepted. This implies that increase or decrease in teachers' interest will result in high or low effective teaching of civic education. Therefore, there is significant relationship between teachers' interest and effective teaching of civic education.

**Hypothesis 3:** There is no significant difference between lack of qualified teachers in civic education and the problems of teaching civic education

**Table 7:** T-test showing difference between lack of qualified teachers in civic education and the problems of teaching civic education

| Variable                             | Mean | Std. D | N   | t-cal | Df  | t-tab | Result      |
|--------------------------------------|------|--------|-----|-------|-----|-------|-------------|
| Area of specialization               | 1.61 | .490   | 120 | 8.152 | 119 | 1.96  | Significant |
| problems of teaching civic education | 1.25 | .435   | 120 |       |     |       |             |

P<0.05

Results in table 6 showed that calculate t-test value (33.25) was greater than the table value (1.96) at 0.05 alpha level. The null hypothesis was therefore not accepted. This implies that lack of qualified teachers is not the major problems of teaching civic education. Therefore, there is significant difference between lack of qualified teachers in civic education and the problems of teaching civic education.

### Discussion

Findings from the study revealed that most of the teachers teaching civic education in are not specialized in the field hence there is significant relationship between teachers' area of specialization and effective teaching of civic education. Corroborating this outcome, Clark and Walsh, (2002) in their studies discovered that the issue of teaching effectiveness has become crucial, ubiquitous, and recurring in educational discourse which requires a teacher who is characterized by high knowledge of content, context, pedagogy and personal discipline.

The outcome of the study also showed significant relationship between teachers' interest and effective teaching of civic education. This implies that teachers' interest in the teaching of civic education result in teachers' effectiveness. In favour of this

findings, Fan, Usman and Yaro (2015) posited that more interactive, cooperative and participatory learning activities in the classroom and out-of-school, are needed for students in order to assist them in developing essential skills for democracy, stimulate their civic interests and improve their knowledge and skills, as well as their sense of efficacy.

The findings also revealed that there is significant difference between lack of qualified teachers in civic education and the problems of teaching civic education. The result is in consonance with Oghuvbu (2007) and Fan, Usman, and Yaro (2015) who found that certain factors affect teaching effectiveness in schools. These include; gender, social status, qualification, personal interest, area of specialization, government policy, location, cultural, religious belief.

### Conclusion and Recommendations

Civic education in school is recognized as an effective way for increasing political awareness and effective participation in the society. The significant of civic education cannot be underestimated at informing the understanding of people on how government works and providing students with knowledge about how to influence government as a citizen. The development of education curriculum with emphasis on the importance of promoting education that contributes to social integration, national belonging, civic participation and promoting concepts of national identity and civic responsibility among students is necessary and this can only be achieved through the help of qualified teachers as well as provision of adequate instructional materials on the field of civic education.

Based on the findings of this study, the following recommendations were made:

- ❖ Teachers should be encouraged to inculcate the right kind of values through effective teaching of civic education.
- ❖ National Orientation Agency working in collaboration with other members of the technical committee should undertake a capacity building programme for teachers at all levels for the sustainability of civic education in the Nigerian school curriculum.
- ❖ Government should make adequate provision for instructional materials on civic education as this will inform the interest of civic education teachers towards effective teaching and learning process.

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