

**Exploring the effects of Civic Education among the learners in
selected secondary schools in Siavonga district in Southern
Province, Zambia**

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**A dissertation submitted to the University of Zambia in partial
fulfilment of the requirement for the award of the degree of
Master of Education in Civic Education**

**The University of Zambia,
Lusaka.**

2024

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DECLARATION

I, Hamainza Chabota, declare that this dissertation represents my own work. This dissertation has not been submitted for a degree or any award at the University of Zambia or indeed at any other institution. All the quotations and material used from other sources in this dissertation have been acknowledged and references thereby given.

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CERTIFICATE OF APPROVAL

This dissertation of **Hamainza Chabota** has been approved as partial fulfilment of the requirement for the award of the degree of Master of Civic Education in Civic Education.

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ABSTRACT

The aim of the study was to explore the effects of Civic Education among the learners in selected secondary schools in Siavonga District. Qualitative approach was used. Case study design was used. Purposive sampling was used to select 37 participants categorized as 24 teachers of Civic Education, 4 Heads of Department from social sciences department in the four (4), 4 Heads of Department from non-Civic Education, 4 Deputy Headteachers and one Education Standards Officer-General Inspection. Semi-structured interview schedule was used collect data.

Findings revealed that Civic Education has positive effects among the learners. The study further revealed that Civic Education improved and regulated behavior among the learners. It acts as mirror to the learners and on what is right and wrong. The study also revealed that some learners practiced what they learnt in class. For instance, cases of crime, corruption between learners and their leaders (prefects) to escape punishment in most schools had reduced. The study also revealed that learners were motivated to understand, tolerate, question and defend what is right and wrong for a better society. However, amidst the positive effects Civic Education among the learners, there were challenges regarding the effects of the subject among learners. The study revealed that some learners did apply what they learnt in class. Their primary goal was to pass the subject. The study also revealed that teachers compete to cover the syllabi is one of the reasons why some learners were unable to practice what was taught in class. To add on, the study also revealed that learners embraced wrong doing. Wrong doing has become a way of life (culture). Corrupt elements are order of the day among most learners in school. The importance of Civic Education addresses the challenges highlighted if well implemented and managed bearing in mind why it was introduced in schools. The study revealed that Civic Education creates a sense of belonging to a nation in that the knowledge and skills acquired from the learning of Civic Education makes understand their roles and responsibilities to a country. The study also revealed that Civic Education creates civic engagement in a functional democracy. A functional democracy flourishes if citizens are informed and willingly take part in the affairs of the nation. The study also revealed that Civic Education makes society habitable in a democracy. If society has ignorant and inactive citizens, that is recipe for anarchy. Application and use of the right strategies as need demand can have a greater positive effect among the learners. The study revealed that the positive effect of Civic Education among learners is centered on the methods used to teach the subject. The study brought out the following methods: Group discussion, role play, lecture, method and debate method as remedies to some of the challenges. The study recommends that teachers of Civic Education should be resourceful by guiding learners on literature as laws change with time. What is stated in the learners' books could not to the new laws that come after the pupils' book was long written. The teachers of Civic Education should practice education for (knowledge and skill acquisition) and not education about (passing examinations). The use and application of workable teaching methods should be based on what a given topic requires. The other recommendation was that the Ministry of Education should monitor the implementation of Civic Education in schools. The study concluded that Civic Education provides a vital role in the lives of the learners as it equips them with knowledge and skills for them to be responsible citizens.

Key words: *Civic Education; Effects; Learner; Teachers of Civic Education*

DEDICATION

This work is dedicated to my family. Special thanks go to my dear wife Ndambila Hamainza and my children Munalula, Chabota, Michelo, and Mainza who supported me socially and morally. I equally appreciate my mother and father Michelo Hamilimo Hamainza, and Lee Elijah Hamainza respectively as well as my brothers and sisters for their timely advice.

ACKNOWLEDGEMENT

I would like to thank and acknowledge the people who sacrificed their time and effort to contribute to the successful completion of this work. My heartfelt gratitude goes to my supervisor Prof G. Muleya who from time to time has been there to provide counsel and guidance on how I needed to proceed with my study and to ensure that I do the right and collect thing in as far as my study was concerned. His advice and counsel have been instrumental to the fruition of this study.

I would also like to thank my brothers and sisters; Hasys, Fortune, Welcome, Nchimunya, Patience, Mutinta and Maureen, for their contribution and assistance to me financially so that my work finished and got published.

Lastly but not the least, I would like to extend my gratitude and thanks to the office of the District Education Board Secretary's office, Siavonga District for the permission granted to me to conduct the study in schools under her Supervision. This gratitude and thanks also go to the Headteachers of respective selected schools for allowing me to interview their teachers. I would also like to acknowledge and thank the Education Standard Officer General Inspection (ESO -GI), Deputy Headteachers, Heads of Department (H.O. Ds) from Civic Education and non-Civic Education departments, all the teachers of Civic Education, and non-Civic Education teachers for taking part in my research. Their participation made this study a success.

ABBREVIATIONS

CVE	Civic Education
DEBS	District Education Board Secretary
ESO-GI	Education Standards Officer General Inspection
HOD	Head of Department
MOE	Ministry of Education
MOU	Memorandum of Understanding
PTC	Parents Teachers Committee
RCL	Representatives Council of Learners
SASA	South Africa Schools Act
SGBs	School Governance Bodies
UNZA	University of Zambia

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CHAPTER ONE

INTRODUCTION

1.1. Overview

The purpose of this chapter is to give the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, the theoretical framework, delimitation, limitation of the study, and definition of key terms. Chapter one will end with a summary.

1.2. Background to the study

The role of Civic Education among learners in schools cannot be underestimated. It can have positive effects among the learners. Civic Education shapes and help learners grow into responsible citizens. Evidence shows that for citizens to play an active role in democracy, they need to be active and well informed (Matole, Muleya and Simui, 2023). It provides a platform for learners to effectively participate in national governance. Zambia is a democratic country. In a democracy, citizens must be free to express themselves for the benefit of the nation. Citizens must be able to hold government accountable. Their participation is dependent on the knowledge and skills they acquire through Civic Education. However, acquiring knowledge and skill is not an easy thing. That calls for concentration, effort, willingness, hard work and understanding. These traits can help learners or citizens to participate from an informed point of view. In order to achieve all this, teachers and learners play an important role. Teachers give guidance and knowledge to learners through formal instruction. Effective teaching of Civic Education among learners in schools is vital for society transformation (Muleya, 2015). For instance, if learners are not given the opportunity to practice what they have learned, it will be difficult for them to relate what they have learned with real situations outside the classroom set up. This becomes a hindrance to the subject's effect among learners in schools. Zambia is a democratic country. Civic Education in a democracy unlocks the inadequacies among the learners and that motivates them to willingly and actively participate in national development. To achieve the desired results among the learners, teachers ought to understand and appreciate the existence of Civic Education in schools as a tool for the holistic growth of the learners. Teachers being the implementers of the subject must advocate for the teaching of Civic Education in all the classes to enhance the effect of the subject among the learners. For the state to function in more organised manner, it requires citizens who are active and well informed. Civic Education bridges the gap between the state and its citizens. The learners with the influence

of Civic Education through knowledge and skills acquire will promotes participation. The citizens and the state become equal partners to actualize the potential of a given nation. With civic knowledge, citizens will not be afraid to speak out on national matters. This resonates well with Robert and McCormick (2013) civic learning could prove to be an important strategy for helping schools fill the civic desert vacuum and renew the social norms that underpin the democratic form of government.

Civic Education arms the citizenry with weapons to thrive in a democracy. The knowledge and skills acquired through Civic Education make it easy for them take part in the national affairs of their respective countries. It must be noted that for citizens to be active, they must have the ability to exercise and defend their democratic rights and responsibilities in society, value diversity and play an active part in democratic life (Deth, 2013). It has been observed that learning Civic Education in classroom, among the locals and national context promotes awareness and motivates/encourages the citizenry to participate in national affairs. Hence, it becomes a platform for navigating other cultures both locally and globally.

It can be argued that to achieve the aims and objectives of why Civic Education was introduced in schools, it requires well-coordinated efforts that will give birth to intended results. The teaching methods/strategies should be considered to enhance willingness by the learners to accept the subject and understand that the subject is not all about memorizing and passing the examinations but natures their well-being and way of doing things. With the advent of democracy in the world, all spheres of life have been affected. Zambia is not an exception to the dictates of what it means to be democratic. Thus, Civic Education must be a prime concern to promote and enhance participation. The most important thing is to develop an informed, effective, and responsible citizenry (Mapuva, 2013). To sustain democracy, the citizenry needs to be informed and engaged. The teaching of Civic Education in schools is inevitable for the production of learners who would continue to be actively involved for the promotion of good governance. However, little has been done to give insights on the effects that Civic Education has among the learners in Siavonga hence this study.

1.3. Statement of the problem

In a democratic country like Zambia, Civic Education is an important tool to enhancing democratic tenets. The learners ought to be aware of their roles and responsibilities in a country. They also need to understand the importance of the subject learnt for them to apply the knowledge in their lives. This awareness gives them an opportunity to contribute to

development in their various communities through their active participation. The school set up is a bridge between the citizenry and government. Governance is a holistic system. It requires the participation of every citizen to actualize the goals of given nation. The effective implementation of Civic Education guarantees the achievement of the desires of any given nation. The learners in schools will be equipped with the necessary knowledge and skills to participate in democracy (Matole, Muleya and Simui, 2023). Democracy flourishes in a country with informed or enlightened citizens. However, Pingul (2015)'s study observed deviant behavior patterns among learners such as drug abuse, crime, violence, and vandalism. This is in contradiction with the teaching and learning of Civic Education in schools. Therefore, this study attempted to appreciate the effects of the Civic Education among the learners in selected secondary schools in Siavonga district.

1.4. Purpose of the study

The purpose of this study was to explore the effects of Civic Education among the learners in selected secondary schools in Siavonga District.

1.5. Objectives of the study

The Research intended to achieve the following objectives:

1. To establish the effects of Civic Education among the learners in selected secondary schools in Siavonga district.
2. To explore the challenges that compromises the positive effects of Civic Education among the learners in selected secondary schools Siavonga district.
3. To establish why Civic Education is important among the learners in selected secondary schools in Siavonga district.
4. Explore the teaching approaches that teachers of Civic Education apply when teaching Civic Education to make sure it has desired effects among the learners in selected secondary schools in Siavonga district.

1.6. Research questions

The research addressed the following questions:

1. What are the effects of Civic Education among the learners in secondary schools in Siavonga district?
2. What are the challenges that compromise the effects of Civic Education among the learners in secondary schools in Siavonga district?

3. Why is Civic Education important among the learners in secondary schools in Siavonga district?
4. What are the teaching approaches that teachers of Civic Education apply when teaching Civic Education to make sure that it has desired effects among the learners in Siavonga district?

1.7. Significance of the study

The findings of this study might be useful to the Ministry of Education and other Policy makers as it may help to improve the effects of Civic Education among learners in schools. In addition, the findings may give insights of how and what teachers of Civic Education teachers can do to improve the effects of the subject among learners. The study may also provide useful information and knowledge to policy makers, stakeholders and Communities on the influence of Civic Education among learners in schools for the benefit of the country.

1.8. Delimitation

To ensure that the generated data to be collected is manageable, and probably to the number of potential participants, the study population only focused on participants within four (4) selected secondary schools in Siavonga District.

1.9. Limitation

The sample size was small. The use of interview limited the capture of large sample that would have provided large information. Despite the sample being small, the study capitalized on the rich responses from the participants as there was enough time for in-depth questioning.

1.10. Theoretical framework

This study was guided by the model of social-cultural theory. This theory was established by Lev Vygotsky in 1978. He stressed that learning is a social process of acquiring knowledge, beliefs, and problem-solving strategies through interactions with what he termed as, “more knowledgeable others”. Learning is influenced by social interactions. People make sense of the information they acquire through interactions with others. The interaction social process is mutual in that people depend on each other to understand the world. To see and understand the effects of this theory on the learning environment, educators must have depth understanding of the role of culture to influence and deepen learner understanding. When learners are in the proximal development, their mental processes are crucial to their progress.

They can grasp new concepts through interaction by getting the help of guidance from someone more knowledgeable. However, learners must also be motivated to learn and put forth on their own. They must practice the knowledge acquired. Social cultural theory deals with the importance of culture and society in developing and shaping individual. Culture dictates how society is organised. The organisation of a given society determines the fate and life style of people living in it. Teachers usually interact with learners to give them guidance during the learning process.

Building on the Vygotskian framework, all mental functions are first experienced socially, mutually built, and constructed through social interactions with others. In this way, experiences in social context provide an important mechanism for the development of learners' critical thinking, creativity, interactions, communication and understanding (Moran and John-Steiner, 2003). Social cultural theory is that learning is fundamentally a social phenomenon that takes place within the communities we belong to (including classroom communities). This belief leads to the idea that knowledge and learning exists in the interaction between individuals and the contexts in which they live, in the activities we participate in.

Social cultural theory emphasizes the impact of social interaction on individuals' mental development. Its proposition is that human learning is predominantly a social process and that people's cognitive functions depend upon their interactions with others around them, particularly those who are "more skilled than others". Conceptualizing the above theory is that it is within those communities that standards lie. The norms for testing the quality of a performance are determined by groups, not individuals, and one's performance is assessed through genuine participation. In all areas of knowledge, groups of mathematics and scientists, historians and writers together determine through criticism debate, proof, validation, and so on their shared standards. Social cultural theory also emphasizes the profound impact of social interaction, cultural tools, and collaboration in the learning process.

Social cultural theory can be applied in the classroom to help learners understand and learn from each other through:

Collaboration: this is where group work is encouraged. It creates teamwork or collaboration among learners. This enhances individual understanding.

Incorporating cultural tool: this is where cultural artifacts and tools relevant to the learners' cultural development can make learning more engaging and reliable.

Apprenticeship in thinking: this is where teachers act as guides, facilitating learning through direct instruction, and gradually releasing responsibility to learners.

Promoting private speech: this where learners are encouraged to talk to themselves during problem solving, supports their mental functions and self-regulation.

Integrating social environment: this where a teacher creates a classroom environment that reflects the social environment of the community enhances the connection between school learning and real-world application.

Differentiating instructing based on ability: this is where teachers tailor instruction to meet student's current levels ensures that learning is within their zone of proximal development.

Utilizing verbal instruction: this is where verbal instruction and dialogue is emphasized to foster critical thinking and deeper understanding.

Incorporating social cultural approaches in assessment: this is where learners are assessed within a social context rather than purely at an individual level provides a more holistic view of their learning progress.

Fostering social responsibility: this is where encouraging social responsibility through community projects integrates social learning with civic education is done.

Emphasis on the theory, another scholar Branford and cocking (2000) states that time spent on learning for understanding has different consequences for transfer than time spent simply memorizing facts or procedures from text books or lectures. In order for learners to gain insight into their learning and actively evaluate their strategies and their current level of understanding, frequent feedback is critical: students need to monitor their learning and actively evaluate their strategies and their current levels of understanding.

In support of this perspective is that learners must be able to apply the concepts learnt in their day-to-day activities or the good of the community and the nation at large. Social-cultural theory helps the learners actualize their potential. This theory resonates very well with my study in that the information brought forward underpin the study itself through its interactive (social) nature and the acquisition of values and virtues that becomes a way of life of the people (culture).

The study was an attempt to explore the effects of Civic Education among learners in schools through the perspectives of teachers of Civic Education. Therefore, the selection of this

theory was based on the understanding Civic Education is a social subject that requires people to interact and share knowledge, experiences, and solutions that helps grow and sustain their responsibility as good citizens. The theory was most valuable for conceptualizing the optimal influence of Civic Education among learners in schools.

1.11. Operational Definition of key terms

The following were some of the terminologies were used in this study

Civic Education: Civic Education can be broadly defined as the provision of information and learning experience to equip and empower citizens to participate in democratic processes.

Effect: result, outcome

Explore: to look into closely

Learners: recipients of the knowledge in classroom environment.

Teacher of Civic Education: the specialized official who transmit knowledge and skills on the learners.

1.12. Chapter summary

This chapter has presented an overview of the background of the study, statement of the problem, purpose of the study, objectives of the study, and research questions. It has also covered significance of the study, delimitation of the research, limitation of the research study, theoretical framework and definition of key terms.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Overview

This chapter presents an overview of review of related literature to the ‘the effects of Civic Education among the learners in selected secondary schools in Siavonga district’ under the following sub-topics: the goals of Civic Education, Civic Education to promote active citizenship, Civic Education to enhance political participation, impact of Civic Education to building leadership skills, teaching Civic Education to foster critical thinking, impact of Civic Education in decision making, and developing awareness for participation in school and national governance.

2.2. The goals of Civic Education

Civic Education nurtures the learners for future engagements in that they are given opportunities to explore the dos and don’ts in a democracy. This bridges the gap between citizens and government. Bridging the gap will allow effective coordination between the state and its citizens to enhance development. As Parker (2013) stresses, the school should create such conditions for the formation of future citizens which would take them beyond the school and provide with opportunities to compare the ideas with realities, and then consciously and actively involve the learners in the transformation of the world which is not ideal. Civic Education creates the basis for knowledge acquisition essential in a democracy. It creates a character in citizens that is needed in a democracy. It is worth noting that Civic Education inclines the learners to public affairs. It changes the learners’ mindset on how they perceive the world around them in their country and determines the good course of action to take from their knowledge acquisition.

Classroom discussions of common problems can be recognition of shared values and a sense of community. Civic Education helps citizens develop a more realistic understanding of today’s world and why the manner in which complex and main global problems are addressed affects them. It assists the citizenry to collaborate with others to enhance constitutional democracy. It has been observed that schools just like any other institutions are meant to develop the valuable skills and characters that will, in turn, positively influence the society. Civic Education as a subject empowers the citizens to be well informed and act based on this to prompt changes in society (Muleya, 2015). The essence of a democratic state is to have citizens equipped with knowledge about the constitution and democracy to foster

development. In a representative democracy, the form of government gets its power from the participation of its citizens in the political decision-making process. Civic Education, in this context, gives insight to its citizens on the laws governing a state. Civic Education aims to achieve involvement of citizens in the decision-making process of the country to actualize sustainable development (Obi and Ojaide, 2017)

The absence mentorship opportunities limit their exposure to political knowledge and involvement. Civic Education is a complex subject if not properly handled. Without a good strategy, it is difficult to realize the aims and objectives of its existence. Teaching Civic Education requires that the teachers of Civic Education use strategies that should place the learner at the center of learning. This promotes in depth understanding of the concept learnt by learners. Teachers were relevant to supplement that Civic Education curriculum with activities that would teach learners to ask questions, think critically and develop problem solving skills or conduct independent inquiries on issues (Okeke-Joseph, 2020). Not doing so entails that learner will only learn the subject for purpose of passing the examinations through memorization of concept instead of proper and clearer understanding of the concepts and its goals to nurture of humanity and the world around him.

For teachers to become reflective in their teaching practice, they must be motivated to change their teaching strategies when called to do so. It must be noted that teaching strategies in essence helps both the teacher and the learners to actualize the goals of Civic Education. Strategies are important when teaching Civic Education. However, emphasis must be on its application to achieve the desired results. A teacher can have good strategy, but if not well implemented, it is as good as not having a strategy. Recent research in the last twenty years suggests that Civic Education is a field of vibrant research and practice that is producing significant pedagogical innovations (Carretero al, 2016). This development reflects the observation by Likando (2019) that reflective practice strategies have become one of the most sorts for classroom instrumental strategies in many countries around the world. Reflective practice strategies as practices that involve adopting thinking process to learning. This implies that teaching of Civic Education should expose the learners to real life situations so that they learn from their experiences of life. It must be noted that exposing learners to real life situations will help trigger reflection and thinking, and eventually makes education relevant to society. Muleya (2015) adds that teaching and learning methods that encourage learners to reflect upon their own situation and the circumstances and power structures they live in help stimulate critical reflections that may lead to transformation and social change.

Learners are to be taught knowledge about democracy and democratic institutions so that they are provided with the platform/opportunities for them to effectively practice democracy. This simply implies that the learners were to start practicing democracy at school level.

2.3. Civic Education to promote active citizenship in a democracy

Civic Education in Zambia is taught based on the books recommended by the Ministry of Education. However, teachers should not be limited to materials provided for by the government if they are to enhance learner understanding, performance and effects of the subject. Teachers' instructional materials provide one window into Civic Education in schools. It must be noted that there must be meaningful engagement between teachers and learners as they use and apply the materials to aid teaching and learning. The teaching materials should contain images that reinforce the concept being taught. Terhart (2017) explained that active pupil engagement is determined by the teacher's pedagogical content knowledge, provision and use of appropriate teaching and learning resource (materials). This entails that the teacher is key to mobilizing resources that are useful and beneficial to the learners. This is only possible if the teacher is knowledgeable of the subject matter in that it provides the basis or platform for him/her to know and select materials necessary for learning apart from the ones provided for by the government. According to Okoye (2013) instructional materials can be regarded as things which a teacher uses at appropriate point in time during a lesson, which help the teacher to communicate effectively to the learners.

Lanbourn in Okoye (2013) agrees that making instructional materials available in teaching will convey meaning about knowing and about believing. The prime purpose of using instructional material in teaching is to make teaching more effective. Because it helps to focus attention and to facilitate it, motivate interest in learning and it saves the teacher's preparatory time. However, lack of interest and resourcefulness hinder effective teaching and learning process. That is detrimental to achieving the desired results. The influence the subject is supposed to have becomes greatly affected.

The success of democratic governments depends on active and responsible citizens. In a democratic country, enlightened citizens are essentials to achieving social, cultural, political and economic development. It is important for citizens to be aware of their rights and responsibilities as well as government's duty towards citizens.

Civic Education gives young people an opportunity for them grow and develop into responsible citizens who know and understand their rights, duties and obligations which will make them participate actively in the growth and development of society, nation or country. The exposure of Civic Education to the learners enhances their capacity to deliberate on national matters with confidence, without fear as they are equipped with the necessary tools for participation. The government will be careful and not take advantage of its citizenry because they are aware that they are dealing with citizens who are enlightened. It must be noted that Civic Education centers more on an individual in a holistic perspective. It borders on how the individual will be useful in society, nation or country. Civic Education helps sustain democracy (Ibrahim and Onyejiuwa, 2020). The topics covered in Civic Education lays the foundation on which citizens can build a strong understanding of how things work in a democracy. It nurtures citizens. It (Civic Education) creates a culture among citizens that is beneficial for both the government and its citizens. Civic Education acts as a mirror to both government and citizenry or what is right and wrong. This implies that everyone will endeavor to do that which will uplift the living standards of everyone in the country without intimidation from people they have entrusted power to (government) Pingul's (2015) study in Philippine pinpointed that Civic Education that is a basis for the formation of civic knowledge, skills and disposition for effective democratic participation. It is worth noting that these three strings of education is essential to equip the citizens with the required remedies necessary for participation. Civic knowledge gives citizens an opportunity to take control of their lives. Knowledge grants an individual to rise and shine. It is said that what you don't know can be dangerous (government can take advantage of uninformed citizens).

2.4. Civic Education to enhancing political participation

Civic Education in secondary schools enhances the democratic participation among citizen in a democratic state. Civic education makes the citizens gain the knowledge and confidence to effectively participate in the political process of their country. This can be done through a forum for public voice on education which sought to encourage future civic engagement by learners through encouraging school and classroom shared governance that empowers teachers and learners. The school through Civic Education provides a basis for engagement as they acquire knowledge and skill to do so. A democratic school environment nurture democratic values, depositions, skills and behaviors. This entails that democratic schooling is more than just a philosopher's dream. Civic Education is not only possible but that it is feasible, even within the bureaucratic structure of schools and in the shifting attitudes of

society. Moreover, the five studies add to the evidence, collected in other democratic countries that democratic experiences in the school and the classroom do contribute to the participatory awareness, skills and attitudes fundamental to life in democratic societies” The Center for Multicultural Education at the University of Washington convened with support from the Spencer Foundation, a Diversity, Citizenship, and Global Education Consensus Panel. It was reported that the Panel’s goal was to develop a set of principles, concepts, and guidelines that school practitioners can use to build or renew citizenship education programmes. These programmes would balance diversity and unity. Moreover, learners have been prepared to become effective citizens in a global context. Therefore, the developed principles and concepts were to be reflected in schools (Mapuva, 2013). To promote democratic and multicultural knowledge and practice in schools and nation states of the world, learners were to be taught knowledge about democracy and democratic institutions and provided opportunities to practice democracy.

Participation is very important in a democracy to accelerate national and global development. This meant that pupils were to participate in democracy in schools. This implied the pupil that they would deliberate regularly in decision making about the problems and controversies of school life in school governance and policy making. In both elementary and secondary schools, learners should be involved regularly in meetings in which they deliberate and resolve their concerns and grievances and advise their representatives of the school council. It is reported that Educators in Nigerian, Australia, and England have done much to revitalize learner councils and classroom meetings by involving all the learners. Despite challenges here and there, opportunities should be provided for frequent meeting of learners with their representative for them to discuss matters that affect their school life. Administrators, teachers, pupils and the community at large should learn to co-exist (Falade, 2014). Participation gives room for dialogue to promote unity among the citizenry.

The absence of learner engagement from the knowledge acquired in Civic Education on important issues that affect them is detrimental to their active participation. However, promoting engagement enhances their active participation. Research carried out in Britain which compared two secondary schools, showed that, the one which was traditional and authoritative instilled less civic attitudes among learners while the democratic one scored higher democratic values and attitudes in their learners. It was revealed that a democratic school encouraged pupils to express themselves freely including the promotion of equality as compared to a traditional school. Additionally, collective decision making in schools, in

which teachers, learners, and community members collaborate with administrators, to set school policies and to determine the curriculum, have been a popular democratic reform model in North America since the 1980s. This participation in school decision making empowers and professionalizes teachers which in turn produces better teaching and learning. This type of participation recognizes teachers and learners as key actors in the process of educational change as they are given more freedom, thereby changing the power relationships in schools among stakeholders (Davids, 2018).

The authors conducted a quantitative survey on learners' participation in school governance and their citizenship development in 2013, in Hong Kong. They explored learners' conception of "good citizens"; the level and scope of pupil participation in school governance; and the facilitating and hindering factors influencing learner participation. The findings of the research conducted revealed that the civic mission of schools in nurturing political literature, critical thinking and participatory citizens has always been played down in Hong Kong schools. The idea of teaching civic education has never been ranked high on the education agenda. Besides, because of the conservative nature of schools, pupils are rarely encouraged to participate in school governance for the enhancement of their citizenship development. The paper concluded that the current practice of learner participation in school governance does not facilitate the nurturing of active participation of citizens, hence the urgent need for the democratic development in Hong Kong (Yuen & Leung, 2014)

2.5. Impact of Civic Education to building leadership skills

Civic Education in a democracy nurtures leadership skills among the youths. Participation in school governance builds confidences and produces leadership traits. The learners are made aware of the importance effective leadership. Through social interaction, it encourages them to develop to develop leadership skills, and engage in teamwork. This in turn promotes positive change in their communities. This gives birth to a generation that is politically engaged and responsible citizens (Ajaero, 2014). Effectiveness that democratically organized schools are more successful in terms of conventional indicators of effectiveness than traditional schools. However, democratic practices are viewed differently in different circles. What, therefore, might a democratic school look like, it is important to remember that democracy is not just about participating but, more importantly, about? How participation takes place "Participation rates were high in Nazi Germany and the Soviet Union but this did

not make them democracies. Civic Education determines the how process of participation as it is a body of knowledge to facilitate that process.

There are important procedural values underlying democracy which education must foster and encourage such as tolerance of diversity and mutual respect between individuals and groups, “respect for evidence in forming opinions, a willingness to be open to the possibility of changing one’s mind in the light of such evidence and regarding all people as having equal social and political rights as human beings. However, if schools are to educate for democracy, then they must practice what they preach. They must be organized in such a way as to develop democratic skills and values through experience. The participation in school governance must be meaningful but not only be on paper. Every participant must make a positive contribution in the governance of schools. In addition, according to the research conducted on democracy and pupil participation in schools showed that pupil’s participation was still rare, for example in Sweden, when pupils are supposed to be treated as the democratic agents in school matters, they are instead strongly restricted from school participation. It has been noted that teachers were preoccupied with directing and morally and socially rearing the pupils rather than creating pedagogical conditions that promote pupils’ critical and reflective thinking and that also support communication that involves the pupils’ own perspectives and interests (Allan, 2015). School administrators rarely think of pupils as participants in school governance to improve school management and pupil performance. Civic Education is a pool in which fish (knowledge) is found for the consumption of man to satisfy their livelihood.

2.6. Teaching Civic Education to foster critical thinking

Civic Education by its existence in schools plays a very vital role in enhancing its effects on the citizenry. The introduction of Civic education in secondary schools as a subject, has been idealized and assigned the mission of preparing critical thinking, responsible, participating, multidimensional citizens, who will demand for democratic governance in all areas of lives. Secondary schools are not exceptional. Civic Education equips learners with skills to critically analyze political events, events, and issues. By learning Civic Education pupils will acquire higher levels of civic knowledge and are more likely to expect to participate in political, social and economic activities as adults. Schools have an important role to play in shaping pupils’ future participation by teaching about topics that enhance participation. Schools should promote democratic values and practices, through encouraging learners to

discuss issues in the classroom and take an active role in the life of the school. The teaching strategies will enhance critical thinking on learner (Magasu, 2020). So, in teaching democratic citizenship, schools need to look beyond the content of their curricula to the opportunities they can provide for the experience of democracy in action

Democratic participation should be promoted and this means being involved in the decisions that affect your life, the life of the community and the larger society in which you live. Schools need to interact with different partners and stakeholders in all school activities so that unforeseen problems and challenges can be well attended to. Civic Education must provide a platform to handle problems affecting humanity. Therefore, all members of the school community, that include more importantly the pupils, have an important role to play. Pupils, teachers, and the administrators should interact, negotiate, bargain and make decisions together. No partner must have complete control over the other (Arbues, 2014). That is what leadership is all about. All should experience democratic participation in schools, while schools remain institutions for education. Institutions that endeavor to bring change among the learners through the teaching and learning of Civic Education.

Stakeholder engagement is critical to any education system. Schools should come into daily contact with their stakeholders. To achieve a high-quality, coherent learning and development system, secondary schools must work collaboratively and form and maintain inclusive relationships with its stakeholders. Engaging stakeholders with diverse experience, knowledge and opinions deliver strong outcomes for all secondary schools and education in totality that extends beyond what schools can achieve in isolation. The secondary school management and administration should realize that they cannot single handedly deliver their ambitious programs; therefore, they should work in partnership with parents, local communities, as well as pupils and teachers. In their daily management collaborative relationships with a clear and shared sense of purpose that involve key stakeholders should be considered at all costs (Norris, 2015). An effective partnership provides opportunities to achieve improved teaching and learning process and the wellbeing of learners. This creates learners with leadership skills to participate from an informed point of view. Democratic practices in the management and administration of secondary schools in practice, means developing a ‘whole school’ approach to democratic education, combining formal teaching with opportunities for democratic experience in the classroom, in the school in general, and in the school’s links with its wider community. These kinds of opportunities for active experience of democracy that can be promoted through schools fall, roughly, into three

categories, the community in the classroom, the community in the school as a whole, and the wider community of which the school is a part. The concept is also concerned with enhancing democracy in and around schools by establishing councils and committees that actively involve teachers, parents and pupils, and other members of the community.

To amplify, research on participative democracy seems to show a positive impact on schooling and/or greater effectiveness or efficiency in education. Moreover, administrators, teachers, education support staff in partnership with family and community stakeholders are the decision makers that select the changes in the school, implement them, and adjust them based on evaluation feedback. Therefore, if administrators make unilateral decisions, they will cut themselves off from the teachers, education support professionals, and stakeholders whose efforts and support determine whether the changes will be positive or not. In successful school changes, stakeholders share a clear vision of the improvements to come and become part of the change rather than watching it from a distance. It is extremely important to engage those most impacted by turnaround: families, community members, and teachers in targeted schools. These groups are our biggest assets in improving education. They can help plan and implement turnaround strategies that are tailored to each school and community and they have roots in the community to ensure a reform last overtime (Roeke, 2013).

2.7. The impact of Civic Education in decision making

Civic Education determines how tolerant informed citizenry will react to the type of leadership leading them. It determines the quality of decisions to be made. Democratic involvement of learners in secondary school governance suggests that learners will develop the skill to make better decisions for the good of democracy. Not involving them in the governing of secondary schools denies them their right to contribute in decision making.

Decision making in secondary schools in Nigeria among learners was not encouraging. It was reported that though there were attempts to include views of the learners in school policy, such attempts were mainly tokenistic and did not extend to management issues. The findings further revealed that learners were only allowed to participate in learner welfare issues. It was concluded that learner participation in secondary schools was still wanting and needed to be expanded to include issues beyond learner welfare issues (Ogundele and Ajula, 2018). Learner participation in school decision making leads to better decisions because learners know better what type of education they want. Besides they know better what goes on in the

classrooms during the teaching and learning process than the administrators do. Therefore, it is imperative that they should be involved in decision making.

Another research from Kenya which investigated the hindrances to learner participation in decision making in secondary schools in Kenya, which was prompted by changes in secondary school administration by Ministry of Education that allowed the formation of learner councils in the schools to facilitate the participation of learners in administration reviewed a number of challenges that were faced by learners. It was found out that there was reluctance by adults to allow learners to participate in decision making and when they participated their views were not taken seriously. It further indicated that the school authorities intimidated learners and worse still they delayed in effecting the suggestions of learners. It also indicated that there was lack of forum by learners to express their, meaning that learners were left out from key decision-making bodies (Kiprop, 2012). Society nowadays is becoming a liberal democracy in the modern world. This means that its schools must aim at promoting the cooperation, understanding and inclusion needed by a democracy. This calls for learner participation and other stakeholders in school governance.

In support, research evident in South Africa (Mncube, 2012) in his study of democratization of education in South Africa, issues of social justice and the voice of the learner showed that learners were participating according to the general intentions of the South Africa Schools Act in some school governance issues. However, he indicated that learners were not given full chance to participate in crucial decisions affecting their school life. They were sometimes denied this opportunity because learners were regarded as inexperienced to deal with crucial matters. The South Africa Schools Act number 84 of 1996 mandates that secondary school learner who are members of the Representative Council for Learners should be part of the school governance through participation in school governing bodies, but they are not often accorded the opportunity to participate, especially in key decision-making issues. He argued that Learners and teachers ought to act justly in order to break with the South Africa's Apartheid legacy in which inequalities were the order of the day and learner participation has to be vociferously encouraged if social justice is to prevail. Space should be created for learners to exercise their sense of responsibility, demonstrate their readiness and practice deliberation, which would enable education system to produce responsible, responsive and democratic citizens." This shows that democratic practices in secondary school governance could not be achieved with the exception of teacher and learner participation. School administrators should foster the spirit of stakeholders' participation in education provision.

On the other hand, in Africa there is also evidence that there are more democratically organized schools. The research findings obtained from the interviews carried out by the writer in two schools in Tanzania with active student councils, showed that both learners and teachers indicated their participation in school governance. It was noted that both staff and learners were given an enabling environment in which they participated fully.

Raising standards in secondary schools through the democratization of the structures which had hitherto been authoritarian indicated positive results. The findings were that the programme promoted democratic practices in secondary school governance. It introduced democratic structures, values and principles in secondary schools. Team work builds development of decision making skills. Schools were organised bureaucratically to teach the impersonal, contractual values and relationships. The values reinforced in schools aimed at the functioning of the bureaucracy and the maintenance of social order such as obedience, abiding by the rules, loyalty, respect for authority, punctuality, regular attendance, quietness, orderly work in large groups, response to orders, bells and timetables and tolerance of monotony (Coninck, 2013). In the past it has been argued that bureaucracy serves a vital function in society because it is believed to be the most efficient and rational form for organisations with goals of high productivity and efficiency. Traditionally, in pursuit of efficiency and effectiveness, schools have been, and are still structurally organized along bureaucratic lines; with the common feature of tight control, rigid and inflexible type of management and administration based on authoritarianism. This kind of governance overloads the top management because all decisions drift from top to bottom.

Pupils, teachers and other stakeholders are freed from performing school duties, apart from learning, teaching and taking pupils to school, respectively. School administrators consider learners as potential beneficiaries of change. However, it should be pointed out that there are a number of demerits that come along with authoritarianism type of school governance. For example, school head teachers end up being overworked, and get frustrated. With the advent of democracy in government of the world nations, Education worldwide is increasingly becoming accountable to the public. Parents, teachers and pupil participation in school governance play an important role. The ways and means of incorporating pupils, teachers and other stakeholders in school matters are employed globally. Good decision making determines the progress of any given country (Olibie, 2013). In education, stakeholders want to have their say. In European countries, education councils are platforms for the participation of education stakeholders and consultation. Secondary schools in particular are not

exceptional in creating such structures, that involve the stakeholders desire to have their voices heard. Collaboration to nature making better choices is vital from the benefit of learning Civic Education.

The influence of different social contexts of schooling on the effectiveness of schools, and the study was based on the premise that higher organizational levels influence all that takes place in the levels below them. The paper focused on the influence of the governance structure on the effectiveness of public and private schools in the Netherlands. The research depicted the core levels of administrative and school governance, school community, classroom culture, and their impact on learning. Furthermore, the findings showed that coherence between school governors, school leaders, teachers and the school community (parents) produce a sense of community that, in turn, shapes conditions in schools that have a positive effect on pupil achievement. Where democratic structures exist, there are a number of benefits obtained from the diverse information and knowledge and such structures allow every stakeholder to get involved. Effective stakeholder engagement enables better planned and more informed projects, programs and services. Stakeholder engagement can be mutually beneficial for secondary schools and the education as a whole (Nwokeke, 2019). The benefits of engaging stakeholders include the opportunity to contribute as experts in their field to school program development, have their issues heard and participate in the decision-making process. Additionally, it helps the school to have improved information flows by tapping into pupils, teachers and local knowledge as well as having an opportunity to ‘road-test’ proposals with stakeholders

Participation works enables organizations to effectively involve children and young people in the development, delivery and evaluation of services, which affect their lives. The Participation Works are a series of booklets that provide practical useful information and case studies of good participation practice. The booklet found that Isambard Brunel Junior School has implemented initiatives that create an inclusive and listening culture, situated in a deprived area of Portsmouth. The booklet further reported that the school has become a central point for the community, offering support services and forums for both pupils and parents. The findings were that children and young people have the right to be involved in the governance of their school and involving them can bring positive outcomes for the pupils, school and the wider community. When involving pupils, both teachers and the school need to give their full commitment and support to the participation process (Hamish, 2016). It pointed out that Pupil participation in practice means opening up opportunities for decision-

making with children and young people as partners engaging in dialogue, conflict resolution, negotiation and compromise – all important life skills. Children and young people’s personal development and our democracy will benefit from their learning about sharing power, as well as taking responsibility. Participation in school governance supports children socially and emotionally and it builds their knowledge, personal and social skills as well as a positive attitude towards citizenship and decision-making Participation Works.

2.8. Developing awareness for participation in school and national governance

Civic Education helps learners to acquire knowledge and skills to take part in school governance. In school governance, it is important to consider pupil participation for democracy to thrive. Pupil involvement in school governance offers structured opportunities for learners to get involved actively in the important affairs of school life. Learners’ voices are effective when they are allowed to attend meetings that concern their school life and well-being. It is further said that, their voices are more effective when learners actively participate in these meetings than being figure heads. The formation of pupil representative bodies involved in the critical school discussions, are relevant to pupils’ improved performance. This initiative will build upon accumulated real experiences of growing capacities for learners’ participating in democratic procedures (Anderson, 2019). It is believed that if learners are part of governing bodies, they would be part of decisions made to run the school; hence they would have ownership of such decisions. Involvement in the process of working through elected representatives can teach pupils about the working of democratic or consultative structures. School Councils are means for pupils to express views and make suggestions in the light of their daily experience within the school. First, we need to create and further develop democratic structures and procedures in our political and social institutions – especially schools. If schools are to meet the needs of both their students and their communities in a dynamic, constantly changing environment, they will need to be able to provide opportunities for participation for all their stakeholders – old as well as young. These bodies provide structured opportunities for learners to get involved actively in the important affairs of school life.

The establishment of school councils and formation of pupil representative bodies involved in the critical school discussions, which are relevant to pupils’ positive performance, would build upon accumulated real experiences of growing capacities for learners participating in democratic procedures. When schools work democratically academic achievement is

enhanced and school violence decreases. These findings are evidence that interactive education benefits democracy, which promotes self-governance and peaceful cooperation. Young people who are engaged in civic and voluntary activities within schools remain engaged in civil society even decades later. School councils work well in both primary and secondary schools. If school councils are put in place, greater ownership of norms and values could be achieved in schools as well as harnessing considerable response to antisocial behaviour among learners (Sakala, 2016). Besides, pupils would be fed with expert knowledge which includes learners' welfare in general; speaking out on issues of education concerns and teaches pupils about the workings of democratic and consultative school structure and in life as a whole. Pupils' involvement would give them a chance to express their views and make suggestions in the light of their daily experiences within the school. An educational system that embraces a rights-based approach will be better positioned to fulfill its fundamental mission to secure high-quality and democratic education for all.

In line with the creation of democratic structures, selection of appropriate teaching methods that involve learners enhances this and gives pupils an opportunity to participate actively in the management and administration of the secondary schools. It also helps them to participate in national affairs of their country. Some teaching methods are more effective than others. Therefore, 'there is a direct link between learning based on discussion and debate, critical thinking, group and project work, and the basic skills that go with citizenship of a democratic society. Democracy depends for its existence on people who are articulate, can think critically, and respect and stand up for others regardless of their background. Teaching methods that give young people opportunities to take responsibility – for choosing a project, selecting an issue or evaluating an assignment, for example – are particularly effective at developing these capacities. When it comes to democratic learning, formal teaching is only one half of the story. The other is the opportunities the classroom can provide for the practical experience of democracy, for students to be able to take more responsibility for their learning and behaviour (Walsh, 2013). If democracy in education was to be achieved, people should have sufficient and relevant information to make wise decisions that should be respected. The teaching of Civic Education in secondary schools can be of much help in providing much needed knowledge and information. In achieving democratic governance in secondary schools all stakeholders who include the community and parents, professional workers in education, and the pupils themselves" must be involved. This achievement requires the establishment of democratic structures such as school Boards, Parents Teachers' Associations,

Senior Management Teams, prefect Boards, and many others, as well as full participation of teachers in all school activities. Consultative meetings should be held whenever necessary at all levels by all stakeholders. The interests of all should be taken on board.

South Africa's White Paper on organisation governance and funding of schools of 1996 emanated from the South African Schools Act (SASA), No. 84 of 1996. This Act states that "all public state schools in South Africa must have democratically elected school governing bodies (SGBs) composed of teachers, on-teaching staff, parents and learners (in secondary schools). Parents are supposed to be the majority in the SGBs and the chair of the governing should come from the parent components. This is meant to redress the past exclusion of South African secondary school children in matters of school governance and help in transforming this into the inclusion of all stakeholders. Further, The SASA mandates that "secondary school learners, who are members of the Representative Council for Learners (RCL), should be part of school governance through participation in school governing bodies. This is meant to provide learners with the necessary space for them to articulate school issues, acquire democratic capability and leadership skills. For instance, in South Africa, education law provides for children to participate in school governance in three ways, that is, the Representative Council of Learners, the School Governing Body, and through participation in developing and adopting a school code of conduct. Through these structures learners have realized that the art of decision-making depends on considering multiple perspectives. They have learnt that when decisions are taken, they are made in consideration of other views that are important.

2.9. Knowledge gap

The existing gap in the reviewed literature came to light after careful analysis of the studies done by most researchers on Civic Education for active participation in democratic processes at school, community and national levels. From the reviewed literature, it has been observed that no research has been done on the effects of Civic Education among the learners which gives this study an opportunity to contribute and establish the findings on how Civic Education has effects among the learners in schools.

2.1.0 Chapter summary

This chapter has given an overview of the review of the related literature under review. It reviewed global perspective which constitutes scholars from all over the globe and segments

of African perspective and Zambian perspective respectively. The next chapter which is chapter three looked at the methodology used in data collection and data analysis

CHAPTER THREE

METHODOLOGY

3.1. Overview

The purpose of this chapter is to give an overview of research approach, philosophical assumption, research design, study area, study population, sample size, sample techniques, data collection instrument, trustworthiness of collected data, data collection procedure and time line. The chapter also concerns data analysis instrument, ethics and references.

3.2. Research approach

The researcher employed qualitative methodology to provide insights into the effects of civic education among learners in selected secondary schools in Siavonga district of Southern Province, Zambia. Qualitative research approach was chosen for the study because it enabled the researcher to have in depth information from the teachers of civic education on the influence of Civic Education among learners in schools. Creswell (2014) states that qualitative research methodology is said to be a researcher's strategy that usually emphasizes on words rather than quantifications in the collection and analysis of data.

3.3. Philosophical assumptions

The philosophical assumption that was used in this research is interpretation in that the phenomenon under this study required the interpretation of the data to make meaning out of responses from the participants. Therefore, interpretivism fits well in interpreting qualitative data. Interpretivism as philosophical assumption assisted the researcher to interpret the responses from the participants so as to make meaning out of the responses given and ensures high level of validity of data.

3.4. Research design

In order to have in depth information, the study used case study design. Case study design according to Creswell (2014) brings about deeper insights and better understanding of the problems faced by the participants. This design was preferred among other designs as the researcher wanted to get the in-depth views/opinions from the participants, teachers of civic education on the effects of Civic Education learners in schools in Siavonga district. Thus, in order to have a variety of views from teachers of Civic Education, this research designs were appropriate to the task.

3.5. Study area

This study was done in southern province in four selected secondary schools in Siavonga district. This study targeted both rural and urban schools to ensure a holistic approach to collect data. The findings reflect the views/opinions of teachers in both rural and urban schools.

3.6. Target population

This study targeted the teachers of civic education in that they are the ones with the knowledge (information) needed under this study. Additionally, teachers are the ones who engage in teaching the learners and therefore stand a better chance of providing necessary information (data) on the effects of the subject (Civic Education) among the learners in selected secondary schools. It also targeted Heads of Department from social sciences to insights on the effects of Civic Education since it falls under their department. Heads of Department from non-Civic Education department were also considered to give their views on the effects of Civic Education in the general wellbeing of the learners. The Education standards Officer was also targeted to give the general perception of the effects of Civic Education in the district from a general point of view in promoting responsible citizens.

3.7. Sample technique

Purposive sampling technique was used under this study. The process whereby a sample is selected from the population is referred to as sampling (Kabir, 2016). This type of sampling was used for the study to allow the researcher to have divergent views or responses from the female and male teachers of Civic Education in the selected schools intended for the study.

3.8. Sample size

This study considered 37 participants. 24 teachers of Civic Education from the selected secondary schools in Siavonga district when carrying out the study on the effects of civic education among learners in selected secondary schools in Siavonga district. The study also included HODs (Head of Departments) Social sciences department (4), (HODs) Heads of Departments from non- Civic Education Department (4), Deputy Headteachers of selected schools (4) and the ESO GI (Education standards Officer-General Inspection (1). These participants (teachers of Civic Education) were picked because of the expected quality of responses. The focus was on the quality of the response and not the quantity.

3.9. Data collection instrument

This study used semi structured interview guide to collect data in that it consisted of several key questions to help define areas to be explored. The semi structured interview guide also helped the researcher diverge in order to pursue an idea in a more detailed manner thereby getting in-depth and reliable data.

3.10. Data collection procedure

The data was collected from the participants through interviews. That was possible after successfully getting clearance and permission from the university of Zambia (UNZA) ethical committee and full consent from the participants was encouraged to contribute freely by giving their views on the topic the influence of Civic Education among learners in schools the perspective of teachers of Civic Education in selected schools in Siavonga district.

3.11. Data analysis

This study used a thematic type of data analysis. Kombo and Tromp (2006) asserts that in this type of data analysis, themes are topics or major subjects that come up in discussions. The researcher carefully went through the descriptive responses given by respondents to each question in order to understand the meaning they communicate. Thematic data analysis compelled the researcher to select wording of the theme in a way that accurately represents the meaning of the responses categorized under a theme. Therefore, themes in this study became the basis for analyzing the data.

3.12. Ethical consideration

This study considered ethical issues. Ethical issues are matters which are highly sensitive to the rights of others. Hence, ethical issues in this study were upheld. Assurance was made that the data collected will be strictly confidential and be used for research purposes only. In view of the above, the researcher considered the following to ensure the safety of the participants that were sampled to take part in the research.

(A) Approval and informed consent

Under this study, ethical consideration was done by obtaining permission from the university of Zambia ethical clearance committee. Additionally, there was need for the researcher to get clearance from the district education board secretary and the head teachers of the selected secondary schools. In addition, participants consented to be interviewed.

(B) Research description

The study was purely education research. The researcher is a student at the University of Zambia (UNZA) pursuing a master of education degree in Civic Education. It must be noted that this research is a requirement for the researcher to complete this programme.

(C) Anonymity and confidentiality

In this study considering the significance of ethics in every research, the researcher ensured that the responses from the participants are treated with maximum confidentiality to ensure their safety and the participants were assured that information (data) collected/ provided was purely for academic purpose only. Names of schools and participants are not reviewed. Therefore, codes were used to denote schools and participants.

(D) Voluntary participation

In this study the researcher ensured that participants are treated with outmost respect they deserve as the code of ethics demands. There was no need to influence the participants to respond against their will (Dooley, 2011).

(E) Healthy and safety of the participants

Due to Covid 19 which has claimed a number of lives in our country, Zambia, the researcher ensured that the Ministry of Health guidelines were followed (adhered to) for the safety of both the researcher and the respondents. This helped the researcher conduct the research in a health environment which resulted in the collection of data within the planned time frame. It helped the respondents who play a bigger role in the research process not be left with challenges of dealing with Covid 19 issues (fighting Covid 19 when it is preventable by adhering to the laid down guidelines).

3.13. Trustworthiness

Trustworthiness refers to whether the findings of a research are true and certain (Mulenga, 2015). Credibility allowed the researcher's findings reflect the participants' views/opinions. Trustworthiness is an important part in research as it helps avoid distorting participants' views/opinions.

3.13.1. Credibility

Credibility ensured or addressed the fact that the data is interpreted appropriately and deals with the patterns in their entirety but to take certain actions that take into account the

complexities nature of information. In addition, to ensure credibility purposive sampling was used because it deals with key informant who can be relied upon. Under this study, several measures were used to enhance credibility. For instance, note taking and recording of the proceedings of the interviews conducted during research.

3.13.2. Transferability

Transferability refers to the findings which can be applied to other groups. This researcher took into consideration that social behaviour phenomena are context bound or context relevant. This study demonstrated transferability by typical sampling to expand on the information submitted, collecting rich descriptive data from the field during the interview process.

3.13.3. Dependability

Dependability refers to the constancy of data over similar conditions (Beck, 2012). Dependability of qualitative studies addresses the concern for the data to remain stable over a period of time and in various conditions.

3.13.4. Conformability

Conformability is another criterion, which refers to the researcher's ability to demonstrate that the data represents the participants views/opinions and not the researcher's biasness. This study addressed conformability by establishing an audit trail of all the records such as interview transcripts, notes on planned activities.

3.13. Chapter summary

This chapter has presented an overview of the research approach, philosophical assumption, research design, study area, target population, sample size, sample technique, data collection instrument, data collection procedure, data analysis. In addition, the chapter also covered the issue of ethical consideration with the following subtopics: approval and informed consent, research description, anonymity and confidentiality, voluntary participation, health and safety of the participants, trustworthiness, credibility, transferability, dependability and conformability.

CHAPTER FOUR

PRESENTATION OF RESEARCH FINDINGS

4.1. Overview

This chapter presents the findings of the study on exploring the effects of Civic Education among the learners in selected secondary schools in Siavonga district of Southern Province, Zambia. The findings are presented according to the research questions. The research questions of the study were:

1. What are the effects of Civic Education among the learners in secondary schools in Siavonga District?
2. What are the challenges that compromise the positive effects of Civic Education among the learners in secondary schools in Siavonga District?
3. Why is Civic Education important among the learners in secondary schools in Siavonga district from the teacher's perspective?
4. What are teaching the approaches that teachers of Civic Education apply when teaching Civic Education to make sure that it has desired effects among the learners in Siavonga district?

This chapter, most importantly, is focused on the presentation and analysis of data collected from the participants through interviews. The information collected from the interviews closely analyzed to ensure that only information related to exploration of the effects of Civic Education among learners in schools from the teachers' perspective in Siavonga District was incorporated.

Table 1: Categories of the participants and their rates of responses

Location	Position					Proposed Sample Per School	Actual Responses
School/DEB Office	ESO-GI	D/Headteacher	H.O.D Social Sciences	H.O.D Other Dpts	Teachers Of Civic Education	Number	Number
	1	-	-	-	-	1	1
Secondary A	-	1	1	1	6	9	9
Secondary B	-	1	1	1	6	9	9
Secondary C	-	1	1	1	6	9	9
Secondary D	-	1	1	1	6	9	9
TOTAL	1	4	4	4	24	37	37

Source: Field data 2023

4.2. The effects of Civic Education among learners in secondary schools

The first research question in this study was meant to understand the effects of Civic Education among the learners in schools in Siavonga District. It must be noted that out of 37 participants interviewed; they all acknowledged the effect the subject has on the learners. Despite the acknowledgement, there were disparities when asked to affirm the effect of the subject, Civic Education among the learners from the selected schools they came from. This is evidenced from some response given that Civic Education has positive effects among the learners where as others were of the view that it does not have the desired effect among the learners. The study revealed that development of the holistic growth of a person is anchored on Civic Education knowledge and skills. Teachers must have the necessary qualification to handle the classes they were teaching. The challenge was some teacher's inability to understand the main concepts behind the introduction of the Civic Education in schools rather than making pupils pass the examinations. Out of the 24 teachers of Civic Education, 9 could not state the vision and general outcomes as outlined in the preamble of Civic Education syllabi of the subject to enhancing learner understanding and participation in handling that concern them from an enlightened point of view. The study further revealed the importance of engaging learners during class learning and discussion to respect, tolerance, and collaboration among the learners. The study revealed the effects of Civic Education under the following themes which were recurring throughout the interviews.

- (a) Learning Civic Education for behavioral change
- (b) Competence and imparting of knowledge and skills
- (c) Effects of effective teaching of Civic Education on learner mindset change
- (d) School support in Civic Education program promotes learner participation in a democracy
- (e) Learner participation in decision making

4.2.1. Learning Civic Education for behavioral change

This section presents the importance of learning Civic Education in schools to change learners' behavior as it enhances its effects among the learners during and after the process of knowledge and skills acquisition so that the subject can instill the knowledge and skills necessary for them to contribute and thrive positively in democratic state. The study established that the 'how' and 'why' learning Civic Education determines the types of citizenry a country has and will continue to have. Civic Education has an effect on the

learners' behavior and attitudes. That helps learners contribute to the welfare of the communities they come from. To achieve effective learning, the teachers of Civic Education must be knowledgeable of the subject that they teach by mastering of different teaching skills such as methodology, techniques, strategies and other skills. All the participants submitted that to realize the learning outcomes of Civic Education, teachers of Civic Education need to enhance their teaching techniques.

Teacher X from secondary school A expressed this view:

Civic Education helps learners come out of their comfort zone. There are learners who were shy to express themselves on matters that affected them regarding their human rights. After careful explanation and emphasis on the need for them to speak out when someone infringes on their rights, some opened up on their personal matters having realized that they need to protect themselves through open engagement on what is right and wrong. A girl during the lesson discussion had the courage to confess to their friends of the sexual abuse she was exposed to by the uncle. The uncle took advantage of her, but couldn't do anything. However, she was able report the uncle to the police after acquiring knowledge on how to protect herself through courage and speaking out. To date, her behavior is still the same (teacher X from secondary school A, 2023).

Like the observation made by teacher X from A secondary school on how the teaching of the subject among the learners helps them in schools is heavily dependent on the teaching of subject to all the learners in schools. Learners are able to express themselves as result of the knowledge and skills from Civic Education.

Another teacher Y from secondary school C stated the following:

Most of the learners' behavior has improved has improved since the introduction of the subject at our school. The subject was introduced in 2009 at our school. There were no teachers of Civic Education at that time. Only a few were trained to teach Civic Education in the district. I was the one who introduced the subject to the learners. Before the subject came into effect, there were many cases of indiscipline among the learners. The school made a deliberate policy to introduce Civic Education in our school. Honestly speaking, gradually, the results were impressive regarding the learners' behavior. I believe a number of topics covered had great impact among the learners. There were signs of responsibility among the learners. Thanks to Civic Education (teacher Y from secondary school C, 2023).

During the interview, it was observed that some teachers could not explain in detail their understanding of the vision and specific expected outcomes of the teaching of Civic Education as outlined in the syllabi and its importance to the teaching and learning process so as to have an effect on the learners' thinking and behavior. H.O.D, 1 from secondary school

D expressed the following when asked on the effects of teaching of Civic Education in schools to the learners:

Quality learning is determined by the teacher's understanding of the subject they are trained to teach. The understanding determines how the subject affects the learners' behavior. Our learners are motivated to practice what they learn as they acquire the desired knowledge and skills. Quality involvement national affairs does not just come by accident, but through the strict use and possession of the skills that can be employed to achieve it, and this is what Civic Education does to the learners. In order to provide quality education, the teachers must understand the concept behind the introduction of Civic Education in schools. That understanding will act as mirror reminding them of what to do and not do to make the learning process habitable and interesting to the learners (HO.D. 1 from secondary school D, 2023).

4.2.2. Competence and acquisition of knowledge and skills

This section presents competence in imparting knowledge and skills among the learners. Civic Education in schools is a tool achieving the desired goals through knowledge and skills of the teachers of Civic Education. 32 participants submitted that a teacher can only enhance his /her teaching if they possess the necessary knowledge and skills to actualize their potential as they in class. The enhancement can only happen if they master different ways of teaching. For instance, methodology and other skills needed in a good lesson delivery. Hence, 5 participants submitted that knowledge and skills are not enough for a teacher to deliver a good and impactful lesson. Their submission was emphasized with the understanding that one can have the tools, but what matters are how to use them.

Teacher T from secondary school B expressed the following view:

After attaining my degree, I realized that I had acquired more knowledge from the University. Some of the ways on how to go about teaching the Civic Education that I learnt at university has greatly improved my teaching. There was change in the way I taught. The learners were able to notice the difference as they were to follow and acknowledge that the explanation was clear and to the point. Learners were now motivated and encouraged to practice what they learn. I was able to tell that the confidence had increased due to the competence exhibited during the lesson discussion (Teacher T from secondary B, 2023).

The context in which teacher T was expressing his view indicates the link between good qualification and the teaching of Civic Education to affect the learners' behavior. Upgrading of teacher qualification has an effect the teacher thereby determining the fate of the child

regarding his/her assimilation of the concepts taught. Learners benefit a lot because the vast knowledge and competence their teachers possess.

Another teacher W from secondary school D stated the following:

In our school, Civic Education is optional. Out of six (6) classes, only three (3) classes take Civic Education. The classes that take it have an opportunity to get the positive results by the topics learnt in class and that contributes to shaping their life styles. Some of the learners who interact with those that do not take Civic Education benefit from their friends as long as they have meaning and fruitful discussions. In as much as they emphasize a point during a conversation, everything will have an effect on those whose behavior is bad and do not take Civic Education. Bad company corrupts good morals. I remember suggesting to administration that all classes should take Civic Education. My Headteacher blatantly refused saying the subject cannot be compared to science and mathematics and as such it cannot be given such importance. Using his statement, I suggesting that attaining good results in science and mathematics requires that learners are disciplined and responsible and that is what Civic Education is endeavors to do. The wrong perception others have with Civic Education prompts us to tell learners to memorize the concepts and that is detrimental to the effects of the subject to the learners' perception of the global world operates (teacher W from secondary school D, 2023)

4.2.3. Effects of effective teaching of Civic Education on learner mindset change

This section presents findings on effects of effective teaching as an antidote on learner mindset change during and after learning time. The study has established that effective teaching of Civic Education could be achieved through the teacher's ability to communicate, adapt, collaborate, inclusive, and compassion with the learners. A teacher must be able to communicate information that learners need to know and understand. To do that the teacher must understand that his/her learners have different needs and progress at different levels. The study established that the teacher and the learners need to work together by making the environment safe for learning. All the 37 participants submitted and affirmed that teaching and learning requires skills necessary to deliver a good lesson.

In amplifying this point, Deputy Headteacher 3 from secondary school C had this to say:

Sir, the actual teaching and learning can only happen if the teacher has the necessary skills needed to deliver good lessons. The learners are able to communicate and collaborate with their friends when the teacher effectively delivers a lesson. This is through of appropriate teaching methods. Lessons that will have impact on the learners are vital. The good skills that a teacher possesses, makes it easy for the content delivered to have an effect on the learners. He finds it less difficult handle/manage the class making possible for him/her to attain the set objectives (Deputy Headteacher 3 from secondary school C, 2023).

The context teacher C was expressing her views is that Civic Education helped learners to develop communication and collaborative skills. The teacher's skill to delivering a lesson determines the positive effects the subject on the learners.

Teacher P from secondary school D stated the following:

Like what others could have said, it is a fact that teaching requires skill in that the possession of teaching skills makes teaching and learning possible and interesting. This ensures that learners understand the reasons why the subject they take and learn is very important and instrumental to their holistic growth. It must be understood that without the skills, teaching can be boring and difficult making it impossible for the learners to appreciate and get insight of why they learn Civic Education. Skills are essential for effective teaching and learning in schools (teacher P from secondary school D, 2023).

4.2.4. School support in Civic Education programs to promote learner participation in a democracy

This section presents findings on school support in Civic Education promote participation in a democracy among learners. The study established that all the schools encouraged learners to participate in any schools such as belonging to an environment club, volunteering in school activities that promote a culture of responsibility. did not get support from school administration on the 34 out of 37 participants indicated that supporting Civic Education programs promotes participation through the knowledge and skills acquired making it easy for teachers to implement some of the planned programs especially those that required practical experience of the concepts for the learners to easily relate with theory learnt in class. However, 11 participants submitted that where possible, they had to improvise and become

resourceful on the practical teaching aids using own resources/funds. The others said it is the duty of government to support programs that enhances teaching and learning.

Teacher S from secondary school B stated the following:

The school administration's interest is to make sure that the learners pass the subject. Programs that involve learners going on inquiry-based task, the administration is not interested. For the administration, as long as I am in class teaching that is enough. For the subject to have its effect, it is supposed to have on the learners, Civic Education as a subject requires the support of everyone in school. The subject is a game changer regarding the behavior of our learners. It has all the ingredients necessary to have a good meal (good pupils). It can make the work of every teacher easy as they will be dealing with understanding and responsible learners as the subject endeavors to nurture learners' behavior (teacher S from secondary school B, 2023).

Like the observation made by teacher S that they do not have the needed support from school administration which makes it difficult for the teacher to impact among the learners' virtues, values, morals that the subject intends to cultivate among the learners, that contributes to the negatives effect the subject has among the learners. The subject slowly has been a hindrance to the effect it is supposed to have among the learners.

Teacher R from secondary school A said that:

Our school administration says learners do not require field projects or programs for the learners to pass the subjects. I tried to explain the vital role that Civic Education plays in the lives of our learners and that of the school as a whole, she literally said no to such programs. He said the school has a number of areas they need to channel the resources (money) to. For instance, JETS, sports and other co-curricular activities are also need areas. After a week, he realized that supporting the subject is supporting discipline in school (teacher R from secondary school A, 2023).

The observation made by teacher A suggests that field projects are very important for learners to see reality of what they learn in class. All activities in school are important to actualize all the goals of school activities.

An H.O.D. 4 from secondary school C stated that:

For the school to sponsor programs that will improve the effects of Civic Education among learners there is need for clear schedule of activities from the teachers of

Civic Education. What I have observed is that teachers make abrupt programs and as such that makes it difficult for a teacher to employ ways that has effects on the learners' behavior through the teaching and learning of Civic Education. Despite not implementing some of the programs, I feel the subject has enlightened the learners on their rights and responsibilities. They are able to articulate issues and engage in meaningful discussions (H.O.D. 4 from secondary school C, 2023).

The context from which H.O.D. from secondary school C was speaking from is that Civic Education has effects among the learners, but not at the rate it is expected to due to lack of the much-anticipated support from the school managers and lack of proper planning from responsible officers (teachers of Civic Education) so that the school can equally plan for these to be scheduled activities.

On the contrary, 3 participants indicated that they received support from the school administrators for the promotion of Civic Education programs which in turn increases the influence Civic Education among the learners. However, they were quick to mention that it was inadequate and that affected the delivering of the subject so that it inculcates the values needed to produce responsible citizens who are aware of their rights for them to effectively participate in productive conversations.

Teacher M from secondary school B when asked the effects of the subject, Civic Education among the learners in schools, had this to say:

The school administration supports Civic Education programs though not at large scale. As long it does not involve money, that program will be fully supported by the school. The teachers will have to bear the costs and ask for permission from administration which is not sustainable and become a hindrance to making Civic Education more influential to the learners. It is struggle to make learners not only pass the examinations, but also apply what they learn in their day-to-day activities (teacher M from secondary school B, 2023).

4.2.5. Learner participation in decision making in schools

This section presents the findings on the learners' participation in decision making as evidence of the subject (Civic Education) effect among the learners to participate in the affairs of their schools. Being part of decision making allows the learners to act the content from classroom learning. Learners able to appreciate what they learn in class as that will be put into practice. They are able to tick on their check list of what concepts learnt in class are working well and those that are not and ascertain why it working well and why other are not.

While this is how it should be, the findings revealed that learners are free to be part of the school governance. They are limited in that they are not allowed to make certain decisions for fear that they may bring confusion in the running of the school. For instance, during Parents Teachers Committee (PTC) meetings, pupils' representatives are not allowed to speak their mind, they are guided on what to say and how they are to say it. With Civic Education, they are supposed to know their roles and responsibilities and why it is important speak out in an institution. 19 participants indicated that pupils through their representatives were part of the school governance structure. However, they did not play their role because the school authorities could not permit them. For fear of being given transfers, they do not voice out even in situations they had to. 18 participants indicated that the pupils' representatives are given freedom to exercise their power, but to a certain extent are gagged by the school authorities.

Teacher U from secondary school C had this to say:

The learners are free to suggest to management through writing down their concerns about how they feel the school should be run and that is why they are allowed to attend board meetings. However, they are guided on what say and when they should speak up. These people meet in order to come up with, to look at the grievances coming from different or various interest groups in and outside the school to decide the course of action that is fair to everyone. They are also allowed to air their grievances through the prefect board. They also do so by posting their grievances in the school's suggestion box. Civic Education has helped them to come out of their shell despite hindrances here and there of trying to gag them. There is need to allow them freely express themselves. That way they will practice what they learn in a more meaningful way (teacher U from secondary school C, 2023).

It was observed that the school authorities did not give the pupils' representatives full space to air out their concerns. They give ways of communicating to them that do not involve verbal engagement. They are comfortable with written submission because it gives them time to plan and respond to the concerns.

Teacher Q from A secondary school said that:

The learners of nowadays are different from the way we grew up from the past. There were a lot of threats and intimidations. It was not easy to freely express one's self especially on matters of governance at school and national level. Information was

scarce. Civic Education was not taught in school for fear that the citizenry will be enlightened at an early stage and would be difficult to handle once grown up and equipped with knowledge. Nowadays, the learners are open, they speak their minds. One learner openly told our Head teacher that you can't intimidate me, sir. Just do what is right. we know our rights. The Head teacher was dumbfounded. He said you teachers of Civic Education are spoiling the learner (teacher Q from secondary school A, 2023).

It was observed that Civic Education equips the knowledge to contribute to the well being of their communities by not giving to intimidation. They openly and courageously speak out when need be and with the right attitude.

An H.O.D. 3 from secondary school B stated the following:

The learners have prefects who represent them in PTC and board meeting of the school. The school formulates the school rules and learners are expected to enforce and adhere to some rules that have just been given to them. I am of the view that the learners through their representatives can be part of the people coming up with the school rules so that they feel part to the creation of the school document. Not taking part deprives them of exercising the knowledge and skill from Civic Education. In so doing the subject will have the desired effect among the learners. For instance, at our school there is a belief that once one is found in possession, the owner should break it. They feel that is not fair. If they are part to the inclusion of that rule among the school rules that would be a different story (H.O.D. 3 from secondary school B, 2023).

In the same vein when a Deputy Headteacher 4 from secondary school D was asked the effects of Civic Education on the learner involvement in school governance said that: *Learners are able to express themselves. Civic Education has made them aware of their rights and responsibilities. As administration we remind them of their responsibilities. We don't dwell much on their rights because that would be inviting trouble to ourselves. Civic Education has equipped learners with medicine to cure their own problems. However, honestly, we make sure that they do not over step their boundaries. Giving learners full freedom to exercise their rights is recipe for anarchy (H.O.D. 4 from secondary school D, 2023).*

It was observed that some teachers were expressing nodding signals in what seemed to be an affirmation that Civic Education has positive effect among the learners in schools despite

challenges that they are not given full space to participate in the affairs of the school. They would also nod their heads to affirm that they have not allowed their learners to freely practice some of the things learnt in class.

Teacher V from secondary school C lamented:

I became unpopular for encouraging learners to stand up and defend themselves when their rights were being violated. One of the learners on that material day had an argument with the Deputy Headteacher over the non-availability of water in school for 4 days without explaining to the learners of the happenings in school. The girl told the Deputy Headteacher that had the right to know on why they had access to water within the school without explanation from the school administration. This did not sit well with Deputy Head teacher. He asked the girl who taught her such manners. The girl responded that she learns Civic Education and knows her rights. I was called to the Deputy Headteacher and told off that your teaching of Civic Education should not pollute the learners to become insensitive. I then realized the impact the subject was making to my learners. It has great positive effect on them (teacher V from secondary school C, 2023).

4.3. Description of the challenges that compromise the effects of Civic Education among learners in schools

The third question in this study was to describe the challenges that compromise the effects of Civic Education among learners in schools. From the interviews, various submissions were made from the 37 participants. However, it must be noted that participants indicated that there are several challenges that teachers of Civic Education are facing as they teach the subject (Civic Education) and that affects its influence among the learners. As challenges, from their observations, these are some of the submissions made:

- (a) Civic Education effect on the learners affected by teachers
- (b) Lack of knowledge application by the learners
- (c) The abnormal becoming normal among the learners
- (d) Downplaying the effects of the subject in schools

4.3.1. Civic Education effect on the learners affected by teachers

This section presents findings on the teaching of Civic Education in schools to cover the syllabi as an obstacle to enhance the effects of Civic Education among the learners in schools.

The study established that all the 37 participants expressed their concerns regarding the dangers of teaching Civic Education to cover the topics outlined in the syllabi, a situation they described as a hindrance and hampering on the positive effects of Civic Education among the learners. This kind of thinking and way of doing things has compromised the quality of education that the learners were supposed to acquire and use for their day-to-day survival. The participants also indicated that teaching to cover the syllabi encouraged learners to memorize the concepts learnt to pass the examination. This has also prompted them to resort to teaching methods that do not support the proper inculcation of knowledge and skills among the learners. For instance, lecture method is associated with teachers occupied with the completion of the syllabi without taking into consideration the effects the subject can have among the learner.

Teacher Z from secondary school D had this say when asked about the challenges faced:

Teaching requires knowledge and skill to make a point stick in the learner's minds. A teacher can have all the necessary qualifications, knowledge and skill in terms of teaching, but without clear understanding of why the subject was introduced and is taught in schools, the teaching and learning process is compromised. Effective and quality teaching of Civic Education calls for thorough understanding of the nurture and positive effect the subject can make among the learners. However, I have witnessed a number of teachers of Civic Education competing to complete the syllabi. They forget that that is not the primary goal of Civic Education. Learners that acquire knowledge and skill the right way are more likely to engage in any discussion regarding national matters with confidence because they will be engaging in a discussion from an informed point of view. Allowing teacher to continue competing to complete the syllabi is detrimental as they are likely to graduate from school but cannot competently engage in fruitful discussions. They may not participate in finding solutions on matters that affect them since they don't know how to go about it (teacher Z from secondary school D, 2023).

It was observed that teachers' competing to finish the syllabi affects the effects of the subject among learners. In as much as they were able to finish the syllabi that was detrimental to the realization of practical experiences.

Another H.O.D. 6 from C secondary school stated the following:

As Head of Department, teachers of Civic Education in my department challenge each other on who will complete the syllabi first. You coming here has kept me

thinking. I have never heard my teachers discuss or talk about how the subject; Civic Education can have a positively effect on the learners' behavior for the school to run smoothly as it will have a cadre of learners who are disciplined. I am very happy that your presence will change the attitude we have for the subject. I feel we have deprived the learners of the benefit they are supposed to have through the learning of Civic Education. I will challenge my teachers to make reports on the progress of the change they may be seeing among the learners from the Civic Education lessons learned. I must confess I have also been telling them to complete the syllabi because my preoccupation was to make sure we produce good results and not good citizens. The idea of completing the syllabi must go hand in hand with learners acquiring the knowledge and skill to survive in a democracy (H.O.D. 6 from secondary school C, 2023).

Similarly, the observations made by teacher Z and H.O.D. 6 that teachers compete to complete the syllabi which has negative effects among the learners and this contributes to teaching learners for examination purposes and not the acquisition of knowledge and skills to help them grow to be responsible members of a given society.

Another H.O.D. 7 (non-Civic Education department) from a secondary school A added that:

From a layman point of view, Civic Education if well nurtured and supported can change the school's indiscipline levels. It can create learners who are responsible. Civic Education is a bridge among all the subjects. The positive outcome as a result of the subject being taught in schools can make the work of other teachers from other departments easy because they will be dealing with learners who know what is right and wrong based on the knowledge inculcated in them from their Civic Education classes. This produces learners with respect and tolerance towards divergent views. However, for all this to happen, the teachers of Civic Education must be encouraged to balance between syllabi completion and knowledge acquisition for them to effectively participate in the affairs of their country. Teaching should be centered on realizing the learning outcomes of every topic for learners to acquire the needed knowledge and skills. Many teachers' goals are to complete the syllabi with the hope that learners will pass at the expense of knowledge acquisition and application. What does it profit the teachers and the learners if the outcome does not change the learners' way of life (H.O.D. 7 from secondary school, 2023).

4.3.2. Lack of knowledge application by the learners

This section presents findings on the lack of knowledge application by the learners to enhance their civic participation and upholding of positive values that brings productivity among the learners. Civic Education helps learners acquire knowledge and skills that are needed for effective participation in a democratic state. It is difficult to understand learners who are able to pass the examinations with good grades but are not able express themselves. Learners who have no confidence, courage to firmly defend what is right and condemn what is wrong. Learners must be able to apply the concepts learned in class for their own good. The learners can only do that if teachers are able to provide the knowledge to the learners through the use of proper instruction to instill those virtues among the learners.

As this is how it should be, the study established that despite some teachers making attempts to make sure the subject equips learners with knowledge and skills needed for participation, very few opt to use the knowledge for their own good. They are mostly interested in passing the subject and not practicing what they have learnt for the good of the communities they live in. 30 participants indicated that very few learners would want to practice or apply the knowledge acquired to make sure that that no one infringes their rights to participation and living in a free and just society. As a result of their ineffective participation, they are taken advantage of.

Teacher N from secondary school B had this to say:

Every human being is a social being. As a social being, to effectively, and efficiently participate in any meaningful discussion, one needs understanding of the topic under discussion through the knowledge acquired. Civic Education is an interactive subject. Learners need to move and interact with others to understand how the world works. I have tried so many times to emphasize to my learners why the subject is important in their lives. However, it seems their primary goal is to pass the subject and have a good grade that together with other subjects may gain them entry into university. Learners would openly tell you that Civic Education is a passing subject and is not as important as mathematics. This misconception has resulted in many not fully understanding the influence the subject has to them and how the content taught can positively help them to become better managers in different institutions they would be working for. We have failed as teachers to erase this misconception among the learners because of the desire to have good grades. How can one explain a situation

where one gets very good results contrary to the immoral behaviour of the learner (teacher N from secondary school B, 2023).

It was observed from the submissions made by teacher N that misconception that learners have regarding Civic Education as a passing to get good grades defeats the purpose of its effect on learners. However, teachers acknowledged that it was an important subject in the school curricula.

Another teacher O from secondary school C reechoed the same sentiments when she was asked why learners do not apply the knowledge acquired from Civic Education in their day to day lives. He said that:

Frankly speaking! Civic Education covers all spheres of life. If well understood and implemented, society can change, schools can have learners who understand how the global world operates. A country will have well informed citizens and that makes governance effective as the rule of law is guaranteed to excel and can easily be sustained. This is because through Civic Education the government and the citizenry will be aware of their rights and responsibilities. However, learners, nowadays, are a disappointment. Amidst all the weapons (knowledge) they have they do not seem to understand the use of it for their own good and the country's well-being. The learners are so interested in getting grades and not using the knowledge acquired to hold government accountable by taking part in the development process of their communities, by checking how their leaders are using the natural resources. They may pass the examination quite well, but fail to fit and live happily in a society that has fewer citizens' participation. This kind of thinking (examination purposes) has been detrimental to achieving and sustaining the influence of Civic Education among the learners (teacher O from secondary school C, 2023).

It was observed that the teachers of Civic Education were not that eager and ready to make use of the subject to change the learners' behavior but were willingly to work towards achieving good grades as the school managers demanded so. Little attention is given to enhance the effects of Civic Education among the learners in a holistic manner.

4.3.3. The abnormal becoming normal among the learners

This section presents findings on the abnormal becoming normal as challenge to the realization of the influence of Civic Education among the learners in schools. It must be noted that Civic Education was introduced to normalcy in society. A normal and enlightened society gives birth to development. It gives birth to respect for human rights. It also gives

birth to citizens who are well abreast with civic knowledge and skills necessary to be part of the governance system. It creates an enabling environment for every citizen to flourish in a democracy. Today, honest is a weakness. Society has changed. The normal has become abnormal. People are more interested in defending wrong than defending what is right. The younger generations no longer believe in hard work. For them, whichever way is good as long as it gives them good life. Because of the prevailing situation in society where wrong is worshiped, the effects that Civic Education is supposed to have among the learners is greatly affected.

When teacher L from secondary school D was asked to state how the abnormal has become normal and probably cite examples among the learners, she had this to say:

Learners in my class feel like getting rich through corruption is normal. They said that given an opportunity to engage in corruption to get what they want they would do it. I noticed that even when a friend commits a crime, the one who reports the crime is considered a fool. Despite them learning Civic Education and looked at topics like 'corruption', that clearly spells out the ills of corruption, they are not willingly to adhere and exhibit such behaviour for society's benefit. It becomes a challenge to effectively put across a point that learners will easily grasp to make sense out of it. For instance, what is mostly practiced by members of society gives them a certain perspective of how to survive in today's world. Unfortunately, it is the wrong way of finding survival through engaging in illicit activities. That defeats the purpose of the influence the subject is supposed to give to the learners. They don't see the importance of upholding and adhering to the values taught in Civic Education (teacher L from secondary school D, 2023).

It was observed that some teachers' behaviour does not inspire the learners to practice what they are taught for the good of society. A good number of teachers of Civic Education expressed growing concern among the learners for their disregard of material taught and not understanding that it helps shape their lives for them to actively participate and contribute meaningfully in their various communities.

Another Teacher K from secondary school B said that:

Sir, I was surprised when one learner courageously told me during class discussion that, 'how do we follow what you are teaching us when some of the teachers are corrupt.' They take money from us to escape punishment. They went on to express that

some of the teachers asked for money to find school places for their parents. I was dumbfounded in that I was one of those paid to find school places for some of our learners. I felt like I have betrayed the very things (values) I teach my learners and encourage them to hold on to. Since then, I have made it a habit that what I do inspires my learners so that when I am teaching them it is easy for them to make connections or relate the topics learned to the real worlds (teacher K from secondary school B, 2023).

The submission made by teacher K that some learners have no regard for morality as long as wrong doing benefits them. Their primary is to realize what they want if it meant using wrong methods to acquire what they desired.

Teacher H from secondary school A also lamented that:

Children, nowadays, like shortcuts. They are not afraid of using shortcuts to achieve what they want. When they are corrected that the world out there is cruel if one does not have good results. Many would give examples of people who have made it through dubious means and right was to some extent disappointing. That in itself simply meant the subject does not really have the influence it is supposed to have among the learners. This is against the goals of Civic Education (teacher H from secondary school A, 2023).

In the same vein when teacher E from secondary school C was asked to state his views on why Civic Education was not making the expected effects among the learners, he had this to say:

In my little understanding, Civic Education is a very important subject in any democratic country. The effects it has on the learners are very important for the development of any given country. It is against this background that I am worried with today's generation. Doing wrong is normal as long as it benefits them. They do care about other people's feelings. Their own happiness is given priority. Good citizenship requires that learners understand how the world is organised and the order of activities. During class discussion, some learners would confidently and freely say that they would pay to get a job if given an opportunity. This world is not for the honest, he said. Another learner said that he would employ her relatives even if they did not qualify as long as the opportunity crossed their way (teacher E from secondary school C, 2023).

4.3.4. Treating the subject as an optional subject in schools

This section presents findings on treating the subject as an optional subject in schools as an identified challenge that reduces the effects of Civic Education among the learners in schools.

All learners in schools need to learn Civic Education. It is very vital in the realization of the set goals. Making the subject, Civic Education optional is recipe for confusion and makes it difficult to achieve the influence Civic Education has among the learners. When citizens are enlightened, governance is easy and adherence to the rule of law is guaranteed as those in political and institutional positions will be aware that they are dealing with an enlightened citizenry. Out of 37 participants, 28 participants stressed that Civic Education is a very important subject as it is the bridge of every sphere of life. Political leadership requires enlightened citizens; institutions require people who are aware of what is right and what is wrong. It shapes the operations of every organization in a positive way with positive attitude learnt from Civic Education. This challenge is what makes teachers teach for examination purposes. This challenge is what makes teachers teach or prepare learners for examinations.

To demonstrate this point, teacher F from secondary school B stated the following:

Civic Education is a mirror for every citizen. It dictates or tells learners on what is right and what is wrong. It builds confidence among the learners as they will be interacting and discussing from an informed point of view. However, when a subject is made optional, it means that not all learners will benefit from the contents of the subject. If the few that learn Civic Education do not fully appreciate and practice what they learn, what more when they come into contact with those who do not take the subject. The concepts learned are likely to be polluted by the arguments advanced by those who do not take the subject. They will try to mock the ones that try to impart good virtues learnt from Civic Education. It a strong and an independent mind not to be compromised (teacher F from secondary school B, 2023).

Making Civic Education an optional subject has its own challenges. Those that learn Civic Education are disturbed by those who not. The ones that do not learn Civic Education are most to likely to negatively dilute the good content and give their wrong views on subject matter.

Another teacher I from secondary school D had this to say when asked about the challenge of making the subject optional:

The reason why Civic Education was introduced in schools is to make sure that a nation has enlightened citizens. Well informed citizens that will contribute positively to the development of a nation their active participation. Anyhow, the subject being optional reduces the chances of enhancing its influence among the learners. This will

be detrimental to the success of any democracy. The learners will not participate in community activities since they do not fully understand why it is important to do so. Schools will graduate learners that are not able to speak out to hold government accountable as they see the subject as just one of those subjects they need to pass to get admission into university. They forget that their performance at their work places after university education will largely depend on their knowledge and skills acquired from Civic Education (teacher I from secondary school D, 2023).

From observation, teachers seem discouraged by the fact that Civic Education is optional. It is making teaching and learning difficult in that the effects of the subject among the learners is derailed by the fact that as they interact with those who do not take Civic Education, everything becomes diluted depending on who has more influence on the other. However, it also seems the school administrators do not realize the importance of Civic Education among the learners and how it can end the indiscipline levels in schools

Another H.O.D. 7 (non-Civic Education department) from secondary school A had this to say:

I can attest that Civic Education can yield positive results as subject among the learners. The only challenge is that it is an optional subject which is not given enough time to change the thinking and lifestyle of our learners. I told my colleague from the department it falls under that if well implemented, it can change the lives of our learners. How I wish all classes took Civic Education and that adjustments are made to increase the number of periods and make the subject compulsory to all learners. I can tell you; the syllabus is centered on growth of our learners. I had the privilege to go through when I decided to write Civic Education as a General Certificate Education (G.C.E.) candidate since it was not there the time we were at secondary school. During the studies for my G.C.E. examinations I realized how important the subject was to the learners through the topics I came across. Making the subject optional does not favor both the teachers of Civic Education and the learners (H.O.D. 7 from secondary school A, 2023).

4.4. Importance of Civic Education on learners in schools

The third question in this study was to understand why Civic Education is important to the learners in schools. Various oral submissions were made from 37 participants. Participants indicated the importance of Civic Education among the learners. They all affirmed that the subject is very essential and an antidote to the inefficiencies among the learners for their failure to understand and act accordingly to promote the actualization of democratic tenets. Participants further said that Civic Education is a bridge between the state and the citizens.

The study revealed that Civic Education is an important subject that inculcates values that forms the holistic growth of an individual under the following themes which was recurring throughout the interviews.

- (a) A sense of belonging to a nation or national identity in a democracy
- (b) Civic Education creates civic engagement in a functional democracy
- (d) Makes society habitable for humans in a democracy

4.4.1. A sense of belonging to a nation or national identity in a democracy

This section presents findings on the importance of Civic Education as a subject among the learners in schools. The study revealed that Civic Education fosters a sense of national identity among the learners. The study also established that that Civic Education is important in schools as makes learners feel the sense of belonging to a particular country in that they are able connect what they learn in class to the world around them. They become part of the happenings in their country. 35 participants submitted that Civic Education provides the learners with a platform to understand who they are and their responsibility towards the nation.

Teacher F from secondary school D expressed the following view:

Sir, when learners understand the political history of their country, they are likely to participate in the affairs of their country to shape its future and avoid getting back where they came from as that would endanger their livelihood. Civic Education, sir, empowers the learners to understand what their country stands for and believe in. Once the learners acquire the right knowledge about how governance works, they will be willingly to agree and support the development agenda of their country through active participation as they fully why they belong to that country and their role in fostering national growth and development. It helps learners to understand why the country should always remain united. They will grow knowing that they have to work for the success of the nation (teacher F from secondary school D, 2023).

Like the observation made by teacher F, Civic Education helps learners identify who they are, understand their role and act responsibly.

Similarly, another teacher K from secondary school B stated the following:

It is difficult for a country to development if its citizens have no sense of belonging to it. The sense of belonging does not just come, the government has to make it possible

by empowering its citizens with the tools to that will enable them see value and need to work for the common good. For example, learners need to understand why they sing the national anthem. The message in the song should be clearly understood. They must be proud of singing the national anthem. They need to understand why national symbols exist and the need to respect them. Civic Education helps learners understand and appreciate why they belong to a particular country. The pride they will have for their country will give birth to them loving, and become patriotic to their country (teacher K from secondary school B, 2023).

The context in teacher F and K were expressing their views indicates the importance of Civic Education among the learners to help them develop a sense of belonging to a nation. The context shows areas the Teachers of Civic Education can work on to instill such values in the learners

Teacher N from secondary school B expressed the following view:

Civic Education inculcates in the learners legal and political culture. Through Civic Education, they will understand the legal system of their country and this will help them know what do when their rights are violated. They will also learn that they have political rights that help them to participate in the nation's political affairs. This is attainable if they are able to identify themselves with the country they belong to. The acquisition of legal and political knowledge, skills and abilities can only be realized through the learning of Civic Education in schools. The subject prepares learners to be competent in dealing with issues that concerns them and the government (teacher N from secondary school B, 2023).

4.4.2. Creates civic engagement in a functional democracy

This section presents findings on the importance of Civic Education among the learners to create civic engagement in a functional democracy. The study established that effective civic engagement could be achieved through the teaching and learning of Civic Education which is basket full of goodies that it is possible learner to have weapons to engage in civil discussion. 29 participants indicated that Civic Education equips learners the knowledge needed for civic engagement.

Teacher P from secondary school D had this to say:

Sir, honestly speaking, Civic Education exists and survives in a democracy. Democracy is all about the people and state. The people and the state complement one another. For the to engage in fruitful discussion, there is need that the two groups are equipped with the knowledge and skills that make engagement health. Civic Education as a subject is essential in a democracy. It teaches learners the value of taking an active in the affairs of the nation. Learners can only be active if they have the knowledge and skills to help them do so. Civic Education helps learners understand how government operates. The knowledge acquired learners to participate in public discourse (teacher P from secondary school D, 2023).

The context teacher was expressing her views from is that in a democracy, Civic Education is paramount for learners their roles and responsibilities as well as those of government.

Another teacher Y from secondary school C expressed his view as follows:

Civic Education helps learners develop their democratic way of thinking. It facilitates the participation of citizens in the democratic governance of their country. The good part of Civic Education is that it caters across all citizens in many ways. For example, when learners have the knowledge and skill, they will pass on the knowledge to their communities by reminding and helping them find solutions to the problems they face. They will talk about civic issues at home, school, and church. This broadens the recipients of the knowledge and skills. Civic Education opens the minds of that they are equally responsible to change the world through their participation. It encourages civic engagement for the development to take place (teacher Y from secondary school C, 2023).

The context in which teacher P and teacher C were expressing their views is that Civic Education is essential in democracy in that it arms the learners in schools with weapons to actively participate in the affairs of their country through meaningful engagement since both parties the government and its people are equipped with the knowledge and skills.

To amplify what was submitted, teacher S from secondary school B stated as follows:

Learners without civic knowledge are likely to fail holding the government to for their actions. Civic knowledge and skills allow learners and the citizenly at large to question government when wrong decisions are made. Identifying wrongs requires knowledge and skill. Civic Educations fills in that gap. When citizens are enlightened through Civic Education, government will be careful with how it carries out its duty

knowing for sure a competent and knowledgeable eye is watching. Civic Education helps citizens to engage with local communities as they will have understood the power of their decision (teacher S from secondary school B, 2023).

4.4.3. Makes society habitable in a democracy

This section presents findings on the importance of Civic Education to make society habitable in a democracy. The study established that Civic Education molds society. Civic Education shapes or determines how good society should be. 30 participants indicated that society without civic knowledge is anarchy. There would no order and fairness in a society full of citizens who are ignorant of their rights and responsibilities. The study also established the teaching of Civic Education is medicine to unjust society.

Teacher X from secondary school A expressed the following:

Society is made up of a group of people living in it. It is the people that should decide how society should be. The good or bad of every society is determined by the people living in it defines its destiny. Sir, imagine a society whose occupants are ignorant of the laws that guides it. Every society be it good or bad has leaders. These can be traditional or political leaders. How the leaders perform depends on the ability of those that are led to be part of the leadership. It is dangerous to be part of the leadership if you ignorant of how the governance structure works. One will understand not his or roles and responsibilities. They will not understand the scope of their job. Civic Education brings order and harmony in society. The knowledge that leaders and its people will bring justice, equity, equality among the people making it habitable to live in (teacher X from secondary school A, 2023).

Like the context teacher A expressed his views, society can be habitable in an environment where its citizens know their rights and responsibility. This prompts government to act responsibly as they are aware that they dealing with enlightened citizens who can make them accountable to their actions as they perform government function.

Another teacher W from secondary school D had this to say:

The people in any society should strive to give happiness to each other. Society creates opportunities for the people living in it. A society which is happy results in harmony and cooperation among the people. People can only know is good and what would give sustainable happiness is if they are enlightened. This is where Civic Education comes into play. It ensures that the people have knowledge and skills that

they can use to develop their community. They will have an idea of what to do to bring about that development. They will know the rights and responsibilities they have towards their community. This will help them learn to respect other people's rights to avoid conflicts among them (teacher W from secondary school D, 2023).

4.5. Teaching approaches that teachers of Civic Education apply when teaching Civic Education to make sure it has the desired effects among the learners

The fourth question in this study was identifying the teaching approaches that teachers of Civic Education apply to make sure the subject has positive effects on the learners. Various submissions were made from 37 participants. The participants indicated that there are several strategies that they used to teach Civic Education to enhance the influence of Civic Education among the learners. The participants further stated that the nature of the subject, Civic Education made it difficult to apply all the strategies when teaching Civic Education. From the various oral submissions made, some recurring themes emerged:

- (a) Promotion of communication and interactive learning
- (b) Acting reality during learning time
- (c) Covering the syllabi and emphasizing of vital points
- (d) Use of methods that encourage unity and tolerance of other learners' point of view

4.5.1. Promotion of communication and interactive learning

4.5.1.1. Group discussion method

This section presents findings on the use of group discussion by teachers of Civic Education to enhance the subject's effects among the learners. The study established that all the 37 participants expressed the importance of teaching strategies to enhance the effects of Civic Education among the learners as a tool to realizing the need on why Civic Education is taught in schools. The study further established that some methods were not used by the teachers of Civic Education despite their importance to enhance the effects of the subject among the learners. Further, the study established that due to lack of teaching and learning materials teachers were left with no option to rely on the available tools (methods) to teach Civic Education.

Teacher Q from secondary school A said the following:

Group discussion is a good method if used well. It allows learners to improve their communication and interactive skills. When they are put in groups, some of them are always in their comfort zone. Civic Education helps them to come out of their comfort zone through discussions. They will learn how to be articulate. The skills they through group discussion will them apply that as they perform their civic duties. The learners will present their findings in front of the friends. That act builds confidence in themselves which in turn will help them confidently speak in public later in future (teacher Q from secondary school A, 2023).

Like the observation made by teacher Q, Group work develops communicative and interactive skills among the learner. Civic Education being an interactive subject comes into play. Learners will use those skills as they engage in civic issues.

Teacher T from secondary school B had this to say:

Sir, group discussion method is important in the teaching and learning of Civic Education as it creates virtues that Civic Education endeavors to achieve. Democracy is about working together to achieve something. Group work helps learners share ideas on a given task. This is the same with the knowledge they acquire through learning Civic Education, they will have to share it with the members of the community. Group discussion encourages collaboration among the learners. They are able to learn from each other's perspective. This deepens their understanding of the content taught to them. Group discussion helps increase the participants' attention and makes them focus on the given task, in so doing, they understand the content more (teacher T from secondary school B, 2023).

The context in which teachers Q and T were expressed their views indicates the importance of group discussion to help the learner develop skills that are necessary for their holistic growth. This entails socialization will be as they do that from an informed point of view.

Teacher U from secondary C school had a different view regarding group discussion and said:

Group discussion is not effective in the teaching and learning of Civic Education because participation is not even among the formed groups. Some learners will be passive and not participate or give their views on the given topic. The only people that are likely to enjoy and understand the content are those who are active during group discussion. The passive ones will feel out of place, lose concentration and will not

benefit deeply on the lesson topic. Group discussions make others dominate their friends and ask or persuade them to toe their thinking disadvantaging the rest of the learners. This hinders independent thinking (teacher U from secondary school C, 2023).

4.5.2. Acting reality during learning time

4.5.2.1. Role play method

This section presents findings on the use of role play by teachers of Civic Education to enhance the subject's effects among the learners. The study established that role play method of teaching expose to life situations. They are able to see the concepts they learn in reality. 23 participants indicated that the method is the best because it combines theory and practice to cement learner understanding. The study further established that some teachers do use role play in their teaching of Civic Education among the learners.

Teacher F from secondary school B expressed the following:

Role play makes learning exciting. Role play allows learners act the content. They assume the role of a person or a given situation. Role play provides real life situation to help them learn. This method helps learners to connect theory with practice. I tell you, if want learners not to memorize concepts, use role play. The concepts learned will definitely stay in the long-term memory. This will allow learners use the knowledge learnt to survive in a democracy. The purpose of role play is to communicate a message to the learners. This kind of communication is essential for depth understanding of topics (teacher F from secondary school B, 2023).

The context teacher F expressed her view is that role play method bring reality to the learner. They are able to relate what they in class theory with role depicting reality making it easy for them to grasp the concepts and apply that to their day to day lives.

In the same vein, another teacher Z from secondary school D had this to say:

Deep thinking requires practice one to see things practically, connect ideas and find meaning. Sir, Role play allows learners understand and appreciate the beauty of everyone playing his or her role to put a point across. The role plays to learning outcomes and that provides the observers to ask question and relate ideas for their own clear understanding. I can attest, role play helps learners develop social skills as they collaborate with others. Civic Education teaches learners to understand the importance of collaboration to accelerate development. Role play assists learners to

explore realistic situations by interacting with others (teacher Z from secondary school D, 2023).

On the contrary, teacher O from secondary school C expressed the following view:

Sir, I have used role play several on many occasions. I no longer use. It consumes a lot time. You will realize that only a few points will be highlighted from the play. This affects the coverage of the syllabi. Sometimes learners don't follow the play because people who have been given are not liked by some members of the class. This will make learners lose interest to follow the lesson topic and this becomes difficult for the subject to have influence among the learners. Instead, learners will not appreciate the subject (teacher O from secondary school C, 2023).

4.5.3. Covering the syllabi and emphasis of vital points

4.5.3.1. Lecture Method

This section presents findings on the use of lecture method to enhance the teaching and learning of Civic Education among the learners. The study established that this is the most used method in the teaching and learning of Civic Education. It preferred by many teachers of Civic Education. 34 participants indicated the use of lecture method to teach Civic Education. The study further established that this method does not require them to be more resourceful as it is pressure free.

Teacher M from secondary school B stated the following:

Lecture method is the best method that works for me. I am able to cover a number of topics using this method. Civic Education is very bulky. Despite that I find time for my learners to write notes outside learning time. This is to make sure that there is ample time to explain the content to the learners and give them time to ask questions. You don't teach Civic Education for learners to memorize concepts and pass the examination. They need to apply what they learn in their lives. If one is not careful, learners will only use the subject to get good grades. But how you teach matter a lot to the learners. It will determine whether the subject's values will make a difference in the life of a learner or not (teacher M from secondary school B, 2023)

Like the observation made by teacher B, lecture method works well if one wants to complete the syllabi. This method is also helpful for explaining of vital points in a given lesson topic. However, the approach to it matters,

Another teacher I from secondary school D had this to say:

I have been teaching for 12 years as Civic Education teacher. Among the many teaching methods, I use lecture more often to teach Civic Education. With lecture method, I am able to give out many ideas with a short period of time. Lecture method improves the listening skills of my learners. That will need such a skill to exercise and implement the concepts learnt after they graduate from secondary school. They also learn the skill of note taking (teacher I from secondary school D, 2023).

While this was the common expression by most teachers, teacher R from secondary school A had a different view:

Learning should be an active process. But, allowing a teacher talk more defeats the purpose of teaching and learning. Many teachers abuse this method, all in the name of covering all the topics in the syllabus. This method is teacher centered. Learners are very passive. Civic Education teaches learners the importance of active participation. With this method, learners are more likely to forget what they learnt in class because it really brings out the real-life situations (teacher R from secondary school A, 2023).

4.5.4. Use of methods that encourage unity and tolerance of other learners point of view and encouraging debate

4.5.4.1. Debate method

This section presents the findings on the use of debate by teachers of Civic Education to enhance the effects of the subject among the learners. This study established that this method is rarely used by the teachers of Civic Education. The study also established that teachers of this method when they have not prepared for that particular lesson. 31 participants indicated not using this method.

Teacher V from secondary school C expressed the following view:

Debate helps learners learn from their friends by trying to understand their view point. This method, in my opinion, allows learners to think independently. They have to analyze the submissions from their friends and put a counter argument. Civic Education helps learners to develop analytical skills. Debate requires learners to do research, ask question, prepare and plan for the debate competition. This method helps learners understand the concepts learnt. They gather information on their own, debate and with the teacher's explanation on title that could have been discussed,

they will not forget what they have presented and were explained to them by the teacher (teacher V from secondary school C, 2023)

The context that teacher V expressed his views is that this method allows learners to be tolerant of other people's views. This attribute is important for fruitful and meaning discussion. Civic Education has controversial topics which require respect for divergent views. This method also promotes research to speak from an informed point of view.

Teacher P from secondary school D had a contrary view:

This method brings hatred, if not well handled; among the learners especially the winners have been declared. Some learners will be left injured depending on the topic that was being debated on. They may not understand such a debate was meant to convey a message to other members of the class. Some learners who short tempered and cannot handle the debate will lose and make it fail to actualize its purpose (teacher P secondary school D, 2023)

Like teacher P from secondary D, this method can promote hatred among learners. This can detrimental to their participation in national matter as they have being if they lost a debate. The teacher needs to help learners be able to success and failure.

4.6. Chapter summary

Conclusively, this chapter has presented the research findings in relation with the research questions of the study. From the data, it is evident that most of the participants indicated the effects of the subject among learners and why it (Civic Education) is important. The teaching and materials are very important for effective learning. It also presented the importance of teaching strategies that make teaching effective impactful among the learners. However, there is need for more practical work than theory so as to enhance its effects among the learners who are key recipients of the knowledge to be acquired. There is also need to provide more space to the learners so that they are able to explore the knowledge and skills acquired.

CHAPTER FIVE

DISCUSSION OF RESEARCH FINDINGS

5.1. Overview

This chapter discusses the findings of the study in line with the objectives which were: to establish the effects of Civic Education among learners in selected secondary schools in Siavonga district, to explore the challenges that compromise the positive effects of Civic Education among learners in selected secondary schools in Siavonga district, to establish why Civic Education is important in selected schools in Siavonga district, and to explore the teaching approaches that teachers of Civic Education apply when teaching Civic Education to make sure it has desired effects among learners in selected secondary schools in Siavonga district.

5.2. The effects of Civic Education among learners in secondary schools

5.2.1. Learning Civic Education for behavioral change

The findings of the study revealed that Civic Education helps come out the shell because they are motivated to practice what they learn. Heads of Department (HODs) at the four (4) participating schools responded in the affirmative that Civic Education was taught to regulate and sustain learner behavior. This finding resonates with Ministry of Education (2013) which emphasizes that Civic Education has been introduced in schools in order to equip learners with essential skills necessary for them to have basic knowledge of Civic Education in both theory and practice to stimulate creative and analytical skills in matters concerning their lives. Learners' behavior has improved in most learners through their involvement in productive activities. Practical sessions were important so that the subject has effects among the learners in the school and outside the classrooms. In this vein, the study's results revealed that the practical sessions in Civic Education can stimulate critical reasoning and a sense of creativity and social skills among learners because much of the learning was incumbent upon and undertaken by the learners themselves. Due to this, teacher-learner interaction in classrooms was positive in that it yielded the intended results and promoted among learners' hands-on-experiences. This involvement of learners in practical enabled them to develop informed and problem-solving skills. This finding is consistent with Vygotsky (1978) 's social constructivist theory on which this study was anchored by stating that all mental functions are first experienced socially, mutually built and constructed through social interaction with others through engaging students in inductive, hands-on-activities and group-work. This

implies that there was massive participation in the lesson delivery in which learners were actively involved.

5.2.2. Competence and imparting of knowledge and skills

In terms of teaching Civic Education competence, the findings of the study revealed that learners benefited from the learning of Civic Education as it enhanced their knowledge and skills that are needed to contribute positively in a democracy. They reported that the subject in question had been used as a tool through which communication and social skills were channeled and enhanced to the masses. For example, the results of the study indicated that Civic Education exposed and equipped learners with most of life-long communicative and collaborative social skills so that they are able to speak up, if need be, for their own growth and that of the nation. These social skills included working together which later on improved their communication and social skills and enabled them to live the global world. This finding is in tandem with ACARA (2012) stated that Civic Education provides opportunities to young people to become active and informed citizens in global contexts. Through the teaching of Civic Education, teachers impart learners with abilities and skills to associate with others in all social and communicative skills. This means that communication and interactions both during the theory and practical part of the subject has been made easier not only in schools but also in communities due to the innovative nature of the subject. The findings of the study further indicated that the learning of Civic Education in schools helped learners to improve on their analytical skills. This finding is in tandem with Pingul's (2015) who observed that Civic Education is a basis for the formation of Civic knowledge, skills, and dispositions for effective democratic participation.

When learners learn Civic Education, they will know that the only place to find answers concerning affairs of their community is from their elected leaders without intimidation. Civic Education is, at its heart, necessary to preserve the system of self-government. It must be noted that in a representative democracy, government is only as good as the citizens who elect its leaders, demand action on pressing issues, hold public officials accountable, and take action to help solve problems in their communities. Similarly, Caspers and Olaru (2014) also stated that it is important to teach Civic Education in the classroom as well as through community experiences to bridge the gap between the school and the community. This helps in changing pedagogical practices from teacher exposition to learners centered with an emphasis of placing learners at the center of both teaching and learning activities as opposed

to the traditional method of teaching which heavily depended on teachers rather than prioritizing by addressing the learning interests of learners.

5.2.3. Effects of effective teaching of Civic Education on learner mindset change

The study found out that effective teaching gave birth to mindset change. The learners will have a different view of things works they are able to communicate and collaborate with others by sharing knowledge that positively improves their livelihood. A teacher can find it difficult to deliver a lesson if he/she does not have the relevant knowledge and skills to conduct a good lesson. Out of 35 participants as it is shown in chapter four submitted and affirmed that the teacher's knowledge and skill is important to deliver a fruitful lesson. Muleya (2019) stated that teaching and learning methods that encourage learners to reflect upon their own situation and the circumstances and power structures they live I help stimulate critical reflections that may lead to transformation and social change. This means that reflective teaching requires reflection. The study also established that good needs to focus on their strength and improve on that so he/she is able serve his/her learners better. Reflection helps a teacher identify his/her mistakes. Thus, teachers of Civic Education will learn to work together to help the learners have more understanding of what they learn.

5.2.4. School support programs promotes learner participation in democracy

The study revealed that school administrators funding Civic Education programs in their respective schools are important as it provides the learners to experience and practice what they learn. 30 participants indicated not receiving funding for Civic Education activities. This is detrimental to the teaching and learning of Civic Education to benefit the learners. 7 indicated receiving 5% from the requested 100% which also was not given fully at a go. The research's findings are in tandem with the study done by Nkechinyere (2019) in Nigeria which revealed that Civic Education teachers faced a number of challenges which was paucity of funds to implement Civic Education programs in schools due to limited financial support from government. Government funding to schools does not make it easy for teachers of Civic Education to implement their programs. The school administrators have a lot of excuses to give that money is not enough for such programs (Civic Education activities outside class and school environment). For instance, learners cannot go to parliament, courts of law, and hospitals (victims of drug abuse) for them to have practical learning to help learners understand and relate the topics they learned in class. Furthermore, Parker (2013) also argued in favor of the same finding by stressing the school should create such conditions

for the formation of future citizens which would take them beyond the school and provide with opportunities to compare the ideas with realities, and then consciously and actively involve the learners in the transformation of the world which is not deal.

5.2.5. Learner participation in decision making

The study attempted to establish whether democratic practices existed in secondary schools or not. The participant said that the learners were accorded an opportunity to suggest, advice and comment on the way their schools were being managed through PTC meetings and dropping down written submission in the suggestion box. Among other things, the participants ably stated that as could be attested, for example, 19 participants indicated that learners through representative were part of the school governance structure. 18 participants indicated learners' through their representatives are freedom to exercise their power, but to a certain extent are gagged on what to do and speak. The participants further remarked that learners had a role to play as stakeholders in the democratic dispensation in a school setting. In addition, the participants indicated that the pupils were also, an important stakeholder group that was equally taken on board on matters involving the running of secondary schools despite their limitations. This meant that pupils were allowed to actively take part in advancing the ideals of democratic governance in secondary schools. As Ball (2013) argued that true democratic governance in schools could only be realized through collaborated approach of all the stakeholders, notably teachers, pupils and the local community. Therefore, in his resolve to involve all stakeholders in the running of schools supports this study's findings that teachers, learners are given an opportunity to participate in making decisions on how the schools ought to be run. It would be wrong for administrators to be preoccupied with directing and morally and socially rearing the learners rather than creating pedagogical conditions that promote pupils' critical and reflective thinking. In a situation where administrators rarely think of pupils as participants in school governance to form powerful partnerships to improve school management and learner performance, order is answer. It is worth noting that availing stakeholders an opportunity to participate in the school decision making is a key principle of democratic education.

5.3. Challenges that compromise the effects of Civic Education among the learner in schools

5.3.1. Teaching to cover the syllabi

To achieve the desired results, effective and efficient teaching requires presenting lessons clearly to the learners by ensuring that the goals, purpose, and learning outcomes of Civic Education are accessible to all. The study revealed that teachers competed to complete the syllabi. This is detrimental and a challenge to the learners as they will not have the knowledge and skills in a more depth manner to participate in a democracy. Teaching Civic Education should influence learner behaviour to have good citizens that understand their role in national affairs through engaging in various activities in their respective communities. 37 participants indicated that teaching of Civic Education to complete the syllabi has been a hindrance to the influence of Civic Education among learners. Effective teaching requires that teachers teach to impart the knowledge and skills that will help learners competently apply what they have learned in class to take part in community activities. The method used when teaching should be able to make learners think outside the box and be able to relate the concepts learned to the realities around the world. Doing that will make it easy for them to take part and be part of the development agenda. The study also revealed that teachers seem to be comfortable with the status quo (syllabi completion at the expense of knowledge acquisition) as long learners passed the final Grade 12 examination reducing the possibilities of the subject's positive influence among the learners.

5.3.2. Lack of knowledge application by the learners

To benefit society, learners must apply what they have learnt in their day to day lives. Application of the concepts learned promotes democratic tendencies among the learners including the larger society. Learner participation in national governance enhances and sustains democracy. Civic Education in schools aims at graduating learners who will take part in the sustenance of democracy through civic engagements in the communities they come from. However, the study revealed that learners are able to pass the examination but failed to show behaviour and conduct in their lives. This was an indication that the subject, Civic Education had little or no influence among the learners in schools. 30 participants indicated that teaching to make sure the Civic Education had influence among the learners was not a priority for them. They indicated that they are never asked to explain the influence Civic Education has had among the learners. The most prominent question was if the syllabus was covered and how the learners performed in the end of examination and final Grade 12

examination. It must be noted that not applying what they have learned in class is detrimental to the attainment of responsible citizens. They will complain on certain happenings in the country without realizing that Civic Education is the answer to the many questions asked. The teachers of Civic Education must employ teaching methods that will make learners think outside the box by changing the way they view certain things in life. The priority should be in helping learners become responsible and not having finished the syllabi.

5.3.3. The abnormal becoming normal among the learners

In a normal and organised society, citizens must understand their rights and responsibilities through striving to do that which is right. Citizens' understanding of what is right and wrong is essential in democracy. To understand how democracy works, schools through Civic Education must bridge the gap between the state and the citizenry. Normalcy in society gives birth to discipline and an active citizenry. The study revealed that learners have no regard for good morals as a tool for their own development and for the growth of society. What is right or normal is becoming abnormal. A good number of learners seem to no longer care about hard work, honesty, integrity, trust, and responsibility as a vehicle to making good decisions that will enhance their lives. The study also revealed that teaching methods that teachers employ greatly affect the learners' understanding of what they are supposed to do to apply what they learned in a more meaningful and desirable manner so that the desired results are realized. Teaching methods that do not promote critical thinking are not good. They reduce the subject's influence among the learners. The study also revealed that learners are comfortable using shortcuts to get what they want in life. For instance, they are ready to pay to get a job. The learners have seen or heard their teachers engage in corrupt activities which makes it difficult to appreciate they are taught in school in that the supposedly role models do not practice what they teach. In other instances, society has allowed certain abnormal things to become normal. For instance, people who engage shortcuts or wrong methods are admired and worshipped. So, changing their mindset has been a challenge to many teachers of Civic Education.

5.3.4. Treating Civic Education as an optional subject in schools

Civic Education gives sight to citizens. They are able to see and understand the world through the teaching and learning of Civic Education. The study established that treating Civic Education as an optional subject in schools affects its influence among the learners in schools. It being optional is a hindrance to its influence as only a few will be equipped with

the civic knowledge. However, the few that are able to learn Civic Education are disturbed by those not taking the subject by trying to dilute the concepts learned to promote and justify their wrong doing and encourage others to do wrong to live good lives. Making Civic Education optional creates a challenge among the learners in that they are most likely to take the subject seriously to have an influence in their lives. The study also established some teachers who do not teach the Civic Education look down upon the subject by telling learners that subjects like Civic Education are passing purposes. As such, learners grow up understanding and believing that the subject is inferior to others since it is a passing subject. This entails that its positive influence is compromised due to learners' negative attitude towards the subject.

5.4. Importance of Civic Education among learners in schools

5.4.1. Sense of belonging to a nation or national identity

The study revealed that it is important for learners to understand the identity of their country for them to effectively participate in the affairs of their country. Civic Education cultivates that understanding of how the country moved from colonial rule to date. That awareness and understanding gives them the reason to take interest in the development process of their country. 35 participants indicated that Civic Education provides the learners with a platform to understand who they are and their responsibility towards their nation. This sense of belonging helps them become patriotic. It can be difficult to develop with learners who grow up without loyalty to their nation.

5.4. 2. Civic Education creates civic engagement in a functional democracy

In any functional democracy, it is important for citizens to be enlightened. The study established that for citizens to engage and contribute positively to the affairs of its nation, the need for Civic Education as a subject come into play so that the citizens are equipped with the necessary knowledge and skills needed for engagement. The study further revealed that for democratic principles to be upheld, its citizens must have the civic knowledge. 29 participants indicated that Civic Education equips learners with knowledge and skills to be part of the development process. The findings are in line with Milner (2002) asserts that Civic Education helps citizens develop a more realistic understanding of today's world and why the manner in which complex and main global problems are addressed affects them. It assists the citizenry to collaborate with others to enhance constitutional democracy. The learners

develop their democratic way of thinking in that it broadens their knowledge and skills to engage with the local communities as they will understand the power of decision making.

5.4.3. Makes society habitable in a democracy

The study established that for society to be habitable for mankind in every society, Civic Education plays a vital to actualize the order and fairness in society. Society is made up of people living in it and that society is governed by rules and regulations. For the rules and regulations to be adhered to, the citizens must have the knowledge and skills to make society the way they want to be. An ignorant society leads to society full of confusion, inequality, and injustice as the leaders may take advantage of the ignorant citizens because no one will hold them accountable. (Matsepe, 2011) on democratic involvement of students in high school governance suggests that learners were not involved in the governing of high schools and the reasons of not involving them did not sound robust enough to deny them their right to contribute indecision making. The study revealed that Civic Education provides the remedy to overcome such vices.

5.5. Teaching approaches that teachers of Civic Education apply to make sure it has desired effects among the learners

5.5.1. Promotion of communication and interactive skills for active learners

5.5.1.1. Group discussion method

The study showed that teaching methods are very important to enhance the teaching and influence of Civic Education among the learners. 37 participants affirmed and submitted that group discussion method allows learners to work as a team. The study further revealed that the method improves communication and interactive skills to make learners get out of their comfort zone. The learners are able to see and learn from each other's point of view. This method builds confidence among the learners and consequently helps the learners understand and use the knowledge to contribute to the well-being of society. However, the study also indicated some concerns that if not properly handled, can make some learners passive, lose concentration, or others may dominate the friends.

5.5.2. Acting reality during learning time

5.5.1. Role play

The study established that role is a good method as exposes the learners to real life situations making it possible for learners to grasp the material learned. In this type of method, learners act the content. They are to see what they learn in reality. The study further revealed that role

play communicates the message or content to the learners in a more detailed making it easy for them to connections between theory and practice. On the contrary, the study revealed that role play method requires time and improper presentation and instruction can backfire. The bulky syllabi of Civic Education cannot accommodate the limited number of periods allocates per week. This is detrimental to the realization of the desired goals as time will not favor the attainment of concept assimilation within the desired period.

5.5.3. Covering the syllabi and emphasizing of vital points

5.5.3.1. Lecture method

The study revealed that this the most used method by teachers of Civic Education. They use this method to complete the syllabi. 34 teachers indicated the use of lecture method in their teaching of Civic Education. The teachers prefer this method to explain the different topics. Many attributed this to the learners' lack of research or unpreparedness for the lessons for them to be actively involved. The study also established that this method does not help learners to be active, apply research and affect learner understanding and application of knowledge acquired.

5.5.4. Use of method that encourages unity and tolerance of other learners' point of view and encouraging cooperation

5.5.4.1. Debate method

The study revealed that debates help learners to understand from their friend point of view. Debate encourages research among the learners. They will ask questions, plan and make presentation. Debate gives birth to independent thinking. This finding was in line with Kamp (2011) opt that, research enhances participation and interaction as well as helping them to get to know each other better, build relationships and learn to cooperate and practice their skills. 31 participants indicated not using this method. Their argument is that it promotes hatred among the learners. The study also established if not properly managed debate method leaves injury to the learners that lose in the depending on how they handle the outcome. The study further established that this method requires enough time. Otherwise, the effects that Civic Education is supposed to have will be negatively affected.

5.5. Chapter summary

This chapter has discussed the findings of the study in line with the objectives. The study found out that the teaching of Civic Education was heavily leaned on theory despite supposedly is to be two-fold; theory and practice. The study also revealed that Civic

Education is an important subject that if well implemented can give birth to responsible and productive citizenry. It inculcates virtues, beliefs, values, knowledge and skills necessary for them to live and survive meaningfully in a democracy. It is evident from the responses from the participants that Civic Education transforms learners positively with communicative and social skills although with some hurdles attached. With regards to the strategies of teaching and learning Civic Education, the findings revealed that teachers of Civic Education did employ strategies/methods of teaching that promote learner involvement for the lessons taught to be more realistic and make meaning to the learners for them to be able to make well informed decisions. A combination of theory and practice-based teaching and learning provides an interactive atmosphere, communication skills, critical thinking and proper analysis of things or concepts learnt. In terms of the challenges faced in the teaching of Civic Education to influence the learners' mindset, teachers indicated teaching to cover the syllabi, lack of knowledge application by the learners, and the abnormal becoming normal, and treating Civic Education as an optional subject.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1. Overview

This chapter concludes the study, also makes some recommendation and suggests areas of further research based on the findings of the study.

6.2. Conclusion

Based on the findings in line with the objective, it is evident from the study's findings that the subject, Civic Education plays a vital role in the lives of the learners. Civic Education helps learners acquire skills and knowledge needed in a democratic. There are those (participants) who held both positive and negative perceptions in the teaching and learning of Civic Education. This is because the teaching of Civic education was done by teachers with different views on the subject's effects among the learners from different types of secondary schools offering the same subject, same curricula content. Despite teachers holding such different views over its (Civic Education) effects, both were appreciative of the importance of the subject, Civic Education which requires improvement in methods of teaching/learning, promotion of practical learning, enhanced life and civic skills, revitalized the teaching and understanding of other subjects provided them with an interactive atmosphere in classes which allowed learners to interact more often among themselves and with their facilitators. This means that teachers facilitated the teaching and learning process in a more conducive and free manner or environment and this stimulated and shaped learner's career aspirations. It is also clear from the study that although teachers held positive views about the teaching and learning of Civic Education, they were discouraged by a number of challenges encountered in the teaching and learning of Civic Education which compromised its delivery and effect. Among other challenges were; teaching to cover the syllabi, lack of knowledge application by the learners, the abnormal becoming normal, and treating Civic Education as an optional subject in schools. Nevertheless, teachers of Civic Education were still optimistic that the Zambian education system would benefit greatly in the long run if Civic Education was taught and learnt effectively. This is because the Zambia of the 21st Century must be different from the Zambia of the 1900s in the manner advancement in terms of educational programs are conducted and implemented.

6.3. Based on the findings of the study, the following key recommendations emerged:

1. The study recommended that the Ministry of Education in Zambia should strengthen the Civic Education Curriculum
2. There is also need for the government through the Ministry of Education to engage qualified to teach Civic Education
3. Teachers of Civic Education should promote active learning approaches
4. There is need also for teachers of Civic Education to be resourceful to make teaching and learning more interesting
5. Teachers need to guide learners on reliable literature to enhance the effects of Civic Education among learners

6.4. Areas for further research arising from the research findings of this study, some other aspects of this study area may not have been studied and these areas may need to be studied.

The areas of the study which may be studied include:

1. The impact citizens' involvement in governance to promote sustainable democracy
2. Challenges in the implementation Civic Education in schools

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APPENDICES

APPENDIX A: INTERVIEW SCHEDULE FOR TEACHERS OF CIVIC EDUCATION

SECTION A

Personal information

1. Teacher

2. Nationality.....

3. Qualification.....

SECTION B

1. How long have you been teaching Civic Education in secondary school?

2. What strategies or methods do you use when teaching Civic Education?

3. Do the strategies you employ work well during class time

4. What challenges do you have when administering the strategies chosen during classroom learning?

5. Does the school support Civic Education programs in school?

6. Why is Civic Education important to the learner?

7. From your observation, what effects does Civic Education have on the learners?

(a) If it does, give examples and state what can be done to enhance its effect among learners?

(b) If it does not, why and what measures can be put in place to promote its effects among learners?

8. Do you think the learners apply what they learn in their day to day lives? E.g. school governance, formulation of school rules, presenting their concerns and grievances etc...

APPENDIX B: INTERVIEW SCHEDULE FOR HODs SOCIAL SCIENCES DEPARTMENT

SECTION A

Personal information

1. Teacher

2. Nationality.....

3. Qualification.....

SECTION B

1. In your view, why is Civic Education an important subject under your department?

2. Do you have Civic Education clubs in school?

(a) If yes, what role do they play to enhance the subject?

(a) If not, what plans do you have to form and sustain these clubs?

3. In your view, why is Civic Education an important subject in your department?

4. From your observation, what are the effects of Civic Education have on the learners in your school?

(a) If it does, give examples and state what can be done to enhance its effects among learners?

(b) If it does not, why and what measures can be put in place to promote its effect among learners?

APPENDIX C: INTERVIEW SCHEDULE FOR HODs IN NON-CIVIC EDUCATION DEPARTMENTS

SECTION A

Personal information

1. Teacher
2. Nationality.....
3. Qualification.....

SECTION B

1. How long have you been teaching at this school?
2. Civic Education is a subject not under your department, however, what is your view regarding the subject being taught in school?
3. In your view, do you think Civic Education has positive effects among the learners in your school?
 - (a) If yes, what are the indicators of its effects among learners?
 - (b) If no, what do you think are the challenges why the subject does not have effects among the learners in school?
 - (c) What would you suggest that teachers of Civic Education can do to enhance the effects of the subject among learners?

APPENDIX D: INTERVIEW SCHEDULE FOR DEPUTY HEADTEACHERS

SECTION A

Personal information

1. Teacher

2. Nationality.....

3. Qualification.....

SECTION B

1. How long have you been Deputy Head teacher at this school?

2. Do you have enough qualified staff to teach Civic Education?

3. What is your view on the teaching of Civic Education in your school?

4. What democratic structures exist in the school?

5. In your view, do you think Civic Education has positive effects among the learners in your school?

(a) If yes, what are the indicators of its effects among learners?

(b) If no, what do you think are the challenges why the subject does not have any effect among the learners?

(c) What would you suggest that teachers of Civic Education can do to enhance the effects of the subject among learners?

APPENDIX E: INTERVIEW SCHEDULE FOR ESO GI

SECTION A

Personal information

1. Teacher
2. Nationality.....
3. Qualification.....

SECTION B

1. How long have you been holding the position of ESO GI?
2. What is your view on the teaching of Civic Education in schools?
3. From your observation, during inspection of schools under your jurisdiction, do you think Civic Education has positive effects among the learners in schools?
 - (a) If yes, what are the indicators of its effects among learners?
 - (b) If no, what do you think are the challenges why the subject does not have any effect among the learners?
 - (c) From your administrative point of view, what would you suggest that teachers of Civic Education can do to enhance the effect of the subject among learners?
4. If someone suggested that Civic Education should be removed from the curriculum, what would be your comment?

APPENDIX F: WORK PLAN/RESEARCH SCHEDULE

The study followed the activities below

Date	Activity	Expected outcomes
30.05.22-05.05.22	Preparing of research proposal	Research proposal
06.06.22-10.06.22	Develop research instrument	Developed research instrument
11.06.22-22.06.22	Collect data	Data collected
24.06.22-30.06.22	Entering data analysis	Data entered or analyzed
03.06.22-15.10.22	Write final report	Submit report

APPENDIX G: BUDGET

The researcher's budget covered the following costs:

Budget item	Quantity	Unit cost (ZMK)	Total cost (ZMK)
Reams of paper	1	140	140
Printing	4	130	130
Laminating	4	40	160
Note books	3	15	45
Pen	5	3	15
Binding	4	10	40
Food			200
Transport to and from			700
Incidental			200
TOTAL			K1630=00

APPENDIX H: CONSENT AND ASSENT FORM

Consent and Assent form

RESEARCH TOPIC: The effects of Civic Education among the learners in selected secondary schools in Siavonga district

Dear participant,

This consent form serves to give you an understanding of the purpose of this research and subsequently the procedure to follow when undertaking it. Implications for your participation are explained. Make sure you read the information carefully, or that it has been explained to your satisfaction.

(1) Description

This study is purely education research. The researcher is a student at the University of Zambia pursuing a Master of Education degree in Civic Education. This research is a major requirement for the researcher to complete this program. This information above is meant to ensure that participants are informed of the purpose of the research and to ask them for their willfully participation in exploring the influence of Civic Education among the learners in schools through the perspective of teachers of Civic Education in selected schools in Siavonga district of Zambia.

(2) Purpose

The researcher wishes to explore the influence of Civic Education among the learners in schools through the perspective of teachers of Civic Education in selected schools of Siavonga District of Zambia.

(3) Consent

Participation in this activity is voluntary, i.e., you are free to object to participation.

(4) Confidentiality

All the data collected from this research will be treated with utmost confidentiality. Participants are assured of anonymity in this research.

(5) Rights of participants

The rights of the participants will be protected and respected. Participants are assured that they shall not suffer any harm as a result of participating in this exercise. Participants are free

to ask for clarification at any point of the exercise and to inform the researcher if they feel uncomfortable about any procedure in the research.

(6) Declaration of Consent

I have read and fully understand this document. I therefore, agree to participate in this exercise.

Participants Name.....

Signature.....

Date.....

APPENDIX I: APPROVAL OF STUDY



THE UNIVERSITY OF ZAMBIA DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

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APPROVAL OF STUDY

IORG No. 0005376

HSSREC IRB No. 00006464

27th January, 2023,

REF NO. HSSREC:-2023- JAN-017

Mr. Chabota Hamainza ,
IDE,
P.O.BOX 32379,
LUSAKA.

Dear, Mr. Chabota Hamainza ,

**RE: “ THE INFLUENCE OF CIVIC EDUCATION AMONG LEARNERS IN SCHOOLS: PERSPECTIVES OF
TEACHERS OF CIVIC EDUCATION IN SELECTED SCHOOLS IN SIAVONGA DISTRICT”**

Reference is made to your submission of the protocol captioned above. The HSSREC resolved to approve this study and your participation as Principal Investigator for a period of one year.

REVIEW TYPE	ORDINARY REVIEW	APPROVAL NO. HSSREC:-2023- JAN-017
Approval and Expiry Date	Approval Date: 27 th January, 2023	Expiry Date: 26 th January, 2024
Protocol Version and Date	Version - Nil.	25 th January, 2024
Information Sheet, Consent Forms and Dates	□ English.	To be provided
Consent form ID and Date	Version - Nil	To be provided
Recruitment Materials	Nil	Nil
Other Study Documents	Questionnaire.	
Number of Participants Approved for Study		

Specific conditions will apply to this approval. As Principal Investigator it is your responsibility to ensure that the contents of this letter are adhered to. If these are not adhered to, the approval may be suspended. Should the study be suspended, study sponsors and other regulatory authorities will be informed.

CONDITIONS OF APPROVAL

- No participant may be involved in any study procedure prior to the study approval or after the expiration date.
- All unanticipated or Serious Adverse Events (SAEs) must be reported to HSSREC within 5 days.
- All protocol modifications must be approved by HSSREC prior to implementation unless they are intended to reduce risk (but must still be reported for approval). Modifications will include any change of investigator/s or site address.
- All protocol deviations must be reported to HSSREC within 5 working days.
- All recruitment materials must be approved by HSSREC prior to being used.
- Principal investigators are responsible for initiating Continuing Review proceedings. HSSREC will only approve a study for a period of 12 months.
- It is the responsibility of the PI to renew his/her ethics approval through a renewal application to HSSREC.
- Where the PI desires to extend the study after expiry of the study period, documents for study extension must be received by HSSREC at least 30 days before the expiry date. This is for the purpose of facilitating the review process. Documents received within 30 days after expiry will be labelled “late submissions” and will incur a penalty fee of K500.00. No study shall be renewed whose documents are submitted for renewal 30 days after expiry of the certificate.
- Every 6 (six) months a progress report form supplied by The University of Zambia Humanities and Social Sciences Research Ethics Committee as an IRB must be filled in and submitted to us. There is a penalty of K500.00 for failure to submit the report.
- When closing a project, the PI is responsible for notifying, in writing or using the Research Ethics and Management Online (REMO), both HSSREC and the National

Health Research Authority (NHRA) when ethics certification is no longer required for a project.

- In order to close an approved study, a Closing Report must be submitted in writing or through the REMO system. A Closing Report should be filed when data collection has ended and the study team will no longer be using human participants or animals or secondary data or have any direct or indirect contact with the research. participants or animals for the study.
 - Filing a closing report (rather than just letting your approval lapse) is important as it assists HSSREC in efficiently tracking and reporting on projects. Note that some funding agencies and sponsors require a notice of closure from the IRB which had approved the study and can only be generated after the Closing Report has been filed.
 - A reprint of this letter shall be done at a fee.
- All protocol modifications must be approved by HSSREC by way of an application for an amendment prior to implementation unless they are intended to reduce risk (but must still be reported for approval). Modifications will include any change of investigator/s or site address or methodology and methods. Many modifications entail minimal risk adjustments to a protocol and/or consent form and can be made on an Expedited basis (via the IRB Chair). Some examples are: format changes, correcting spelling errors, adding key personnel, minor changes to questionnaires, recruiting and changes, and so forth. Other, more substantive changes, especially those that may alter the risk-benefit ratio, may require Full Board review. In all cases, except where noted above regarding subject safety, any changes to any protocol document or procedure must first be approved by HSSREC before they can be implemented.

Should you have any questions regarding anything indicated in this letter, please do not hesitate to get in touch with us at the above indicated address.

On behalf of HSSREC, we would like to wish you all the success as you carry out your study.

Yours faithfully,



Dr. J.I. Ziwa
DR. J. I. Ziwa

**ACTING CHAIRPERSON
THE UNIVERSITY OF ZAMBIA HUMANITIES AND
SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE - IRB**

cc: Director, Directorate of Research and Graduate Studies
Assistant Director (Research), Directorate of Research and Graduate Studies

Assistant Registrar (Research), Directorate of Research and Graduate Studies