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TEACHERS' PERCEPTION OF USE OF SCHOOL-BASED STRATEGIES FOR THE IMPLEMENTATION OF CIVIC EDUCATION IN KWARA STATE, NIGERIA

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Abstract

Senior secondary school civic education places emphasis on enhancing the teaching and learning of emerging issues in a given democratic society. Hence the need for emerging pedagogical innovation for effective implementation of civic education curriculum. Therefore, a descriptive survey research design was employed for this study. The study's participants were all of the senior secondary school civic education teachers in the Kwara-South Senatorial District. Utilizing the purposive sampling technique, 156 civic education instructors were selected from 52 public (38) and private (14) schools. The "Questionnaire on School-based Strategies for the Implementation of Civic Education (QOSBICE)," a tool developed by the researchers, was used to collect data. The instrument has a 0.84 Cronbach Alpha reliability rating. ANOVA and independent t-tests were used to perform statistical analysis on the gathered data. The findings indicated that discipline, punctuality, moral discussions during school assemblies, continuous evaluation, and punishment are the fundamental

strategies that can be used to implement the Civic Education curriculum in senior secondary schools. How the teachers see the effects of discipline is unaffected by their gender or the ownership of the school. Regarding how crucial punctuality is, teachers in public and private schools hold very different views. The results show that there are no notable differences in the influence of discipline as a school-based strategy for implementing civic education in SSS, as expressed by teachers based on their areas of specialization. It was suggested among others that in-service instruction on how to successfully implement discipline as a school-based strategy be given to teachers.

Keywords: School-based Strategies, Implementation, Civic Education teachers, Civic education.

Introduction

One of the objectives of civic education, which was separated from the pre-existing Social Studies curriculum, was to instil in students their duties and obligations to society. This suggests that a coordinated teaching-learning approaches in which the learners are actively participated will be required. The students will, however, be expected to fully apply what they have learned to their everyday experiences and future careers. Recognizing this, the federal government swiftly moved to correct the situation by introducing civic education in Nigerian secondary schools. A practical curriculum has been created to achieve this urgent objective, and it is being implemented in the Nigerian primary and secondary school system (Fan, Ekpo & Ita, 2008).

The conflicting views on good citizenship in educational programmes meant to advance democratic principles in the USA brought this to light. This could be replicated in Nigeria by addressing the sociopolitical and economic problems that primarily stem from the degradation of civic values and unpatriotic actions displayed by some Nigerian youths (Ajibade, 2011). Since the purpose of civic education in the school setting was to expose students to actual

civic education-related experiences and procedures, civic education should not be restricted to the printed pages of textbooks and discussions (Mezieobi, 2012). The ideal civic education programme, for instance, would show evidence of service learning, an open classroom setting, a focus on role models, and other elements. Young individuals can develop and commit to their communities above average thanks to exposure to all of these factors (Walsh, 2013).

Civic education should be taught in the classroom by Social Studies teachers who are both professionally prepared and gender-neutral, as the Social Studies classroom has been defined as a "laboratory for civic education" (Mezieobi, 2012). According to Adenipekun (2010), teachers, especially secondary school teachers, have faced considerable challenges as a result of the new, revised Senior Secondary School Education Curriculum, which was implemented in Nigeria in September 2011 and includes civic education. According to Kahne and Middaugh (2008) study, teachers in Chicago public schools can greatly support students' commitment to civic engagement. Therefore, to make a difference, educational policies in Nigeria must endeavour to guarantee that pupils have better access to civic learning opportunities. The 2013 National Policy on Education states that no educational system in Nigeria may be more effective than its instructors. As a result, the success of civic education in Nigerian secondary schools should be correlated with the degree of democratic environment and practises in the classroom as well as acknowledgement of the subject's significance for accomplishing academic objectives by the school administration and teachers.

One of the problems limiting civic education's success in Nigeria has been attributed to the lecture method's inadequate application, in which teachers merely convey the material's facts without emphasising the emotive domain of learning (Adedayo, 2017). To achieve the goals and objectives of civic education, teachers need not only to be knowledgeable about the subject but also employ the appropriate teaching methods to promote effective learning for real-world application. Those who attend schools that provide civic education in the classroom and volunteer activities are more engaged than students who do not, claim (Zukin *et al*, 2006). To

encourage active, meaningful learning that goes beyond the mindless memorization of facts, it also asks for the establishment of optimal learning surroundings. Balogun and Yusuf (2019) assert that civic education teachers would employ and use a range of ways to enable the students to actively participate in activities that will foster critical thinking and discourage memorization because doing so only improves academic grades. Adebayo *et al* (2020)'s study found that while civic knowledge and character education are both included in the civic education curriculum, there is a low level of civic skills imparted to the students.

Elvi *et al* (2007) conducted a study on teachers' perspectives on civic education and human rights in a previous study. They found that the opinions of instructors of different ages about the significance of civic education and human rights in the classroom vary statistically significantly.

Civic education cannot be adequately taught and learned in a classroom, claim Elvi *et al* (2007). However, additional techniques that should be used in civic education instruction include all proper school practices, such as holding moral debates during school assemblies, occasionally holding class meetings, upholding rules and regulations, going to PTA meetings, letting students take part in decision-making at their school, keeping the school environment clean, showing up to class on time, and adhering to the dress code. All of these can help students become more engaged in civic life. Another indicator that offers students a steady stream of alternatives to conventional teaching and learning strategies is continuous assessment.

Samuel (2015) conducted research on the effective implementation of the Civic Education curriculum at the basic and senior secondary levels in the states of Lagos and Ogun. The study discovered that classroom civic education curriculum implementation put more of a focus on learners' knowledge constructs and less on the development of skills and dispositions as a result of poor school extracurricular programmes. Oyetade and Oladiran (2012) evaluated the effects of the civic programme on College of Education students in Lagos State. The quantitative results demonstrated that the interactive method was more effective than the conventional

teaching method at encouraging pupils to acquire civic knowledge. However, it's critical to determine whether all of these tactics might indirectly support civic education teaching and learning in senior secondary schools, particularly to support the achievement of the practicability objective of the civic education curriculum in Nigeria.

Purpose of the Study

This study examined the perception of teachers on school-based strategies that canbe used for effective and successful implementation of Civic Education in senior secondary schools in Nigeria. Specifically, the objectives of this study are to:

i. investigate the school-based strategies for the implementation of civic education in senior secondary schools in Kwara State.
ii. find out the school-based strategy that influences the implementation of Civic education in senior secondary schools as expressed by teachers.
iii. examine the influence of the school-based strategies and implementation of Civic Education on the bases school type and level of teachers' area of specialization.

Research Questions

What are the general school-based strategies relevant for the implementation of civic education in senior secondary schools in Kwara state Nigeria?

Hypothesis

The following hypotheses were tested in the study:

H_o1: There is no significant influence of discipline as a school-based strategy on the implementation of civic education in senior secondary schools as expressed by teachers based on school ownership.

H_o2: There is no significant influence of discipline as a school-based strategy on the implementation of civic education in senior

secondary schools as expressed by teachers based on the area of specialization.

Methods

A descriptive research design of the survey type was used for this study. The collected data were used to test the hypotheses and respond to the research questions for the study. All senior and junior secondary public and private school teachers of civic education and social studies in the Kwara-South Senatorial District made up the study's population. The study's sample consisted of 156 civic education and social studies teachers from Kwara State's Offa, Oyun, and Irepodun Local Government Areas. The reliability of the self-made questionnaire was assessed using Cronbach Alpha, which value came out to be 0.84. This proved the instrument's level of reliability. percentages, independent t-tests and ANOVA, were used to analyse the data that had been gathered.

Results

The results were presented in the table below to reveal the analysis of the data collected while answering the research questions and the result of the hypotheses tested.

Research Question 1: What are the general school-based strategies for the implementation of Civic Education in SSS in Kwara State, Nigeria?

Table 1: General school-based strategies for the implementation of Civic Education in SSS in Kwara State, Nigeria

School-Based Strategies	Agree (%)	Disagree (%)	Rank
Discipline forms parts of the strategy that can be used for the teaching of Civic Education	144(92.3)	12(7.7)	1st
Students can learn through punctuality as a school-based strategy for the implementation of Civic Education	143(91.7)	13(8.3)	2nd
Punishment can be used as a practical school-based strategy to teach Civic Education.	100(64.1)	56(35.8)	5th
Continuous assessment is a school-based strategy for the implementation of Civic Education	139(89.1)	17(10.9)	4th
Assembly moral talk can be used as a school-based strategy for the implementation of Civic Education	143(91.6)	13(8.3)	2nd

Table 1 shows the values of the school-based activities that can be used as strategies for the implementation of Civic Education in Kwara State. This could be observed from the table.

Testing of Hypotheses

The formulated hypotheses were tested at alpha = 0.05. The research hypotheses would be rejected if the calculated significant level is less than 0.05 while it will not be rejected if it is greater than 0.05.

Hypothesis 1: There is no significant difference in the influence of discipline as a school-based strategy for the implementation of Civic Education in SSS as expressed by teachers based on school type.

Table 2: t-test analysis of the influence of discipline as a school-based strategy on the implementation of Civic Education in SSS as expressed by teachers based on school type

Type of School	No	Mean	Std.	T	df	Sig. (2-tailed)	Decision
Public	38	33.42	8.969	-2.065	50	0.044	Rejected
Private	14	30.14	2.564				

Results in Table 2 show that the calculated significant level is 0.044 which is less than the alpha level of 0.05; therefore, hypothesis two is rejected.

Hypothesis 2: There is no significant difference in the influence of discipline as a school-based strategy for the implementation of Civic Education in SSS as expressed by teachers based on the area of specialization.

Table 3: Analysis of Variance (ANOVA) showing the influence of discipline as a school-based strategy for the implementation of Civic Education in SSS as expressed by teachers based on the area of specialization

	Sum of Squares	df	Mean Square	F	Sig.	Decision
Between Groups	208.387	5	41.667	1.610	0.176	Not Rejected
Within Groups	1190.536	46	25.881			
Total	1398.923	51				

Table 3 shows that the calculated significant value is 0.176 which is greater than the alpha value of 0.05; therefore, hypothesis three is not rejected.

Discussions

The general school-based tactics that might be employed for the implementation of civic education are discipline, punctuality,

assembly moral talk, continuous assessment, and punishment, according to senior secondary school teachers in Kwara South Senatorial District, Kwara State. By using punishment as a school-based strategy, a consequence can be applied to a student's transgression. Civic education is introduced via assembly events like the pledge and the recital of the national song before the start of class. Due to the early start time of these activities, students are more alert and likely to pay attention, which increases the chance that they may ponder on the subject of morale. The findings are in line with those of (Oyetade & Oladiran 2012), whose study found that the participatory style of instruction promoted students' acquisition of civic knowledge more effectively than the conventional way of instruction. This is further supported by the finding. Mezieobi (2012) believes that school assemblies are a good place to start when trying to develop civic qualities in pupils.

Furthermore, this study demonstrates that, as reported by teachers based on school type, there is a considerable variation in the influence of discipline as a school-based method for the implementation of civic education in Senior Secondary Schools. This research demonstrates a difference in opinions regarding the application of punishment in public and private schools in Kwara State's Kwara-south Senatorial District. This is because it is commonly known that school discipline varies; this shows that some schools have stricter rules than others.

As stated by teachers based on their areas of specialisation, this study also demonstrated that there is no discernible difference in the influence of discipline as a school-based method for the implementation of civic education in Senior Secondary Schools. This result demonstrates that teachers' perceptions of the role of discipline as a school-based method for Civic Education implementation are not different based on their Area of Specialization.

Conclusion

The study's conclusions are supported by civic education teachers who claim that the shool-based strategies can be used in teaching civic education for a better and stable society regardless of school

ownership, and area of specialisation, the majority of civic education teachers demonstrated in their response that adopting these school-based solutions for civic education instruction in senior secondary schools in Nigeria will increase student understanding of the value of introducing the subject and decrease any adverse effects on society as a whole, in addition to addressing the specific situation at a young age. Therefore, the solutions for civic education in schools that were discovered in this study should be considered cutting-edge pedagogical innovations or emerging practices.

Recommendations

Civic education is not entirely new in the Nigeria education system, also methods and strategies for the implementation of the various themes highlighted in the curriculum are missing, therefore, there should be sensitization training for teachers on how to effectively carry out all the school-based strategies in teaching civic education as a new frontier area of Social Studies, serving as an ameliorative approach to curricular innovation and preventing further curriculum dysfunction.

School-based solutions should be supported by school owners, instructors, and students to provide well-taught civic education that stresses learning by action and focuses on topics that directly affect students' daily experiences. Participation in society will be significantly impacted by this. To give students the skills they need to fully participate in constructive functioning as both individuals and Nigerian citizens.Throughout the whole educational process, schools should support and commend teachers and students who use classroom-based techniques to foster civic competence and responsibility.

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