

Social Studies Teachers' Accomplishment of the Implementation of Senior Secondary School Civic Education Curriculum in Ilorin Kwara State Nigeria

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Abstract

The readiness of teachers to take additional responsibility in their area of calling is part of what is required of a 21st-century teacher's role. This remains very important to the successful implementation of senior secondary school civic education curriculum as they are saddled with the responsibility to enrich the contents of the subject with relevant information from their immediate environment. This study investigated the teachers' accomplishment in the implementation of the civic education curriculum at the senior secondary schools and whether or not they saw it as an extra burden. A descriptive research design was adopted for this study; the target population for this study was purposively drawn and comprised of 100 sampled civic education teachers. The researcher constructed questionnaire was used to collect data using the Cronbach Alpha to ascertain the reliability at 0.78 value. Percentages, Mean, and t-test statistics were used to analyze the data collected at 0.05 alpha level. The findings of this study revealed that to some extent civic education teachers implemented the value-based concept listed in the questionnaire for the civic education curriculum and they do not perceive the teaching of civic education as a burden, especially in private schools. Based on these findings, it was noted in this study that all schools have the potential to provide the best in the implementation of civic education curriculum and sustainability. It was recommended that Civic education should be considered as a subject which should be handled with a more holistic approach for better achievement of the objectives, teachers' morale should be boosted regardless of school type and school location to sustain the teaching of the essential values embedded in the civic education curriculum.

Keywords Civic education. Extra burden, Public Schools, Private Schools, Social Studies Specialists

Introduction

Civic Education focuses on the cultivation of the right type of values and attitudes in the citizens for the growth of the society. The acquisition of these right types of values and attitudes enables individuals to operate as functional members of society. This definition revealed that education can be taught, and learned through formal and informal dimension, it is formal when it is taught and learned in the school curriculum, while it is informal when it is through the socialization process. Jekayinfa *et al.* (2011) distinguish between social studies and civic education. Social studies encompass the study of humans in their physical, social, political, economic, technological environment, and the rest. Also, Social Studies sensitizes the learners to be conscious of their religious beliefs, and the effect of science and technology on humans. Civic education on the other hand deals

specifically with the study of humans, their social and political relationships in their community, their rights and responsibilities to government and their interest in governance issues. The Jordanian Centre of Civic Education (JCCES) (2010), maintained the position that civic education is a subject that is concerned with disseminating the spirit of responsibilities, and attentive citizenship so that civic qualities may become part of the behavioural ethos of citizens. Ajibade (2011) defined civic education as a school subject which prepares people of a country especially the young to carry out their roles as citizens. Hence it is important not to underestimate what schools can accomplish in the realization of the goals and objectives of civic education. The implementation of the subject commenced in September 2011 to date, with the sole aim of equipping secondary school students to apply the knowledge, skills, values and attitudes acquired to their daily experiences, thereby producing responsible and disciplined Nigerian citizens. The best available evidence also suggests that teaching students about current events, the political process and how to get involved can make them more willing and able to practice good citizenship. For instance, global education conferences organized by UNESCO on citizenship are mainly targeted at giving people the opportunity to discuss why and how to integrate the values inherent in sustainable development into teaching and learning processes, furthermore, it was established that the rights and responsibilities of citizens in a country should be emphasized by citizenship education (Olibie & Akudolu, 2015).

The real value of a functional education rests largely on its effective implementation, this implies that those who translate theory into practice are expected to have undergone certain training with a minimum teaching qualification. The minimum teaching qualification in Nigeria is the Nigerian Certificate in Education (NCE). Other higher teaching qualifications include a university bachelor's degree of Art or Science in Education B. A (Ed) and B.Sc. (Ed). The minimum certificate and professional qualification for teaching at the senior secondary school to date is a Bachelor's degree in Education (B.Ed.). Teachers who possess this qualification in social studies are recognized as qualified teachers for the implementation of civic education at the senior secondary schools in Nigeria (Balogun, 2011). Teaching according to Adetayo (2011) is a continuous human activity by which the teacher connects the learner and the subject matter drawn from the school curriculum. This is to say that teachers are individuals who engage in teaching activities having undergone an appreciable degree of training in classroom pedagogy. In Nigeria, teachers at the senior secondary schools with requisite educational qualification are expected to teach at the senior secondary level consisting of three (3) years duration after the successful basic education. This level of education is the second stage in formal education fondly seen as education for the adolescent years. Also, senior secondary education can be referred to as the education students receive after upper-basic education and before tertiary education (Federal Republic of Nigeria, 2013).

A clear distinction was made between Social Studies and Civic Education thus; While Social Studies encompasses but is not limited to the study of humans in their overall environment, their society, their religious beliefs, and the effect of science and technology on them; Civic Education on the other hand deals specifically with the study

of humans, and their social and political relationships in their community, their rights and responsibilities to government and their interest in governance issues, Civic Education helps people to deal with the world around them more capably and confidently. The subject teaches young people how to get the best out of their world. It teaches them to stand up for their rights and opinions and how to help other people to do so. It also teaches tolerance of opposing viewpoints and that there is no such thing as “the right answer” (Jekayinfa, Mofoluwawo & Oladiran 2011). This is an indication that there is a need to determine what will be taught to ensure that students at the senior get out of this level of education with an understanding of their country’s history to imbibe loyalty to their country and other cherished values for good citizenship. Odejobi and Adeyemi (2009) pointed out that civic instruction tends to be formalistic, stressing the structure rather than the dynamic of governments. Tijani, Musa and Muhammed (2011) stated that teachers are vital elements of teaching and learning, they also lament that insufficient qualified teachers who can handle the contents of civic education constitute a major problem in effective learning of the subject area, they observed that in some schools, History and Geography teachers who do not have in-depth knowledge about the subject are saddled with the responsibility of teaching it.

From the foregoing, it is glaring that the importance of Civic Education in the senior secondary school curriculum cannot be overemphasized. Teachers’ major role in the curriculum process is to transform theory into practice at the classroom level, doing this consciously is expected to develop personal courage and social confidence in students, as best instructional practices that will contribute to the students’ moral development to prepare them for the responsibilities of citizenship are the focus of civic education.

Management and ownership of secondary education are categorized into public and private schools in Nigeria. Literature has established that the first secondary schools in Nigeria were owned by missionaries and are categorized as private institutions. For instance, the establishment of King’s College in 1909 marked the beginning of the division of schools into public and private institutions in Nigeria. However, other secondary schools established after the King’s College constituted a model for private schools and that has been the trend for the establishment of private schools in Nigeria of which the communities, local churches or mosques and private individuals were the owners. Federal government establishment of a few schools follows and is called ‘Government/Public Schools’. At inception, the public schools had the best facilities, they were staffed adequately qualitatively and quantitatively and, in most cases, university graduates were recruited (Fafunwa, 2004). The Reverse is the case now as, Sulyman *et al.* (2024) carried out a study on the quality of physical facilities in private and public schools in Ilorin and discovered that private schools performed better than public schools in terms of the availability and quality of physical facilities. It is not out of place to conclude that with the two types of secondary school ownership operating side by side, public-private secondary school ownership was launched in Nigeria. It was after the independence that various state governments took over the existing private secondary schools. By extension, the state government exercises control over the private schools in

their states for the school owners to abide by the rules and standards guiding the operation of running schools within the State where the school is located. Whichever type of secondary school nomenclature any student attends at this level, secondary education in Nigeria offers two basic goals of preparing learners for useful living within any society; and for the essence of gaining admission into higher education (Fafunwa, 2004). However, there are other derivative cognitive and attitudinal directed objectives from the basic goals, hence, meaningful instructional delivery of Civic Education at this level is capable of equipping students in the realisation of these objectives and goals.

The roles of school location and type in teaching civic education cannot be ignored. It has been said that the geographical location of schools could influence students' academic performance as well as teachers' input in their services at senior secondary schools. The Rural-Urban classification is used to distinguish rural and urban areas, the classification defines areas as rural if they fall outside of settlements with relatively low resident populations while some urban areas as central towns with populations larger resident populations, this is to say that the classification is based on populations and settlement patterns, not on how much a rural landscape is. The classification has been made according to the proportions of the population residing in urban settlements and outside urban settlements (Crown Copyright and Database Rights, 2016)). In Nigeria, literature has established that the students in urban areas usually outstrip those students from the rural areas in academic performance, one of the factors attributed to this gap has to do with low nutritional status and prevalent health problems dominant in rural communities (Alokan & Arijesuyo, 2013). This is to say that there is a likelihood that teachers in urban areas would exceed their counterparts in rural areas in their discharge of their duties owing to certain infrastructural facilities attached to urban schools. Also, teachers need the ability to understand a subject well enough to teach the students effectively regardless of the school location. Among the related foreign studies conducted on school location include that of Sumida and Kawata (2021) on an analysis of the learning performance gap between urban and rural areas in Sub-Saharan Africa. Their study revealed that the urban-rural learning gap was attributed to disparity in school and teacher characteristics, thereby submitting that the availability of classroom resources such as whiteboards, wall charts, classroom libraries, bookshelves and more to the quality of teaching conditions in a school. Shii and Meke (2022) in their study investigated rural-urban students' performance inequality in Malawi, their study revealed that a significant difference existed in the performance of students in the rural and urban schools due to teachers' factor, the study attributed the gap to the deployment of more qualified school heads to rural schools.

Mezeobi (2011) proclaimed that, at present, there are professionally trained academics in social studies education that is imbued with philosophies, orientations objectives and pedagogies for effective social learning. Mezieobi explained further that, the same experts in social studies have written books, made worthwhile publications and organized workshops, attended conferences and seminars that could uplift civic education. Thereby recognized them as qualified to effectively implement the civic education curriculum

over the years and considered the implementation as an additional task for the existing social studies teachers, hence, the need to second/transfer them to teach the senior secondary civic education in Nigerian schools.

Also, Jekayinfa *et al.* (2011) submitted that Teachers irrespective of what subject they teach are a great asset to any nation. Their profession and their selfless commitment and dedication to duty since the beginning of time belong to a special class and should therefore be acknowledged and appreciated. They further stated that since the implementation of any educational curriculum cannot be achieved without qualified teachers, the success of the civic education curriculum poses a challenge to social studies teachers. However, the effective teaching of Civic Education became an additional task for the existing trained social studies teachers. Hence the need to investigate social studies teachers' successful implementation of civic education in senior secondary schools in Ilorin, Kwara State Nigeria.

Jekayinfa *et al.* (2011) established in their article that no Teacher Education programme for civic Education teachers at the commencement of the implementation of the senior secondary school's civic education in September, 2011. The reason for the skepticism about the successful implementation of the curriculum. Literature has shown that some existing Social Studies teachers in some parts of Nigeria have undergone capacity-building programmes for the sustainability of Civic Education in Nigerian secondary Schools, this is why teachers were acknowledged as character moulders and crucial to the successful implementation of the civic education curriculum (Egwu, 2010). This is an indication that students at the secondary schools at their age of critical thinking can be equipped with values embedded in the civic education curriculum and the same should be reflected in civic education classroom practice to a meaningful and powerful civic education in Nigeria. Although, the implementation of civic education in Senior Secondary Schools rests largely on the existing social studies teachers, however, in a study conducted by Balogun (2011) other non-social studies teachers are found teaching civic education and are called unqualified teachers. Balogun however suggested that whichever teachers who handles the instructional delivery of civic education should acquaint themselves with the content and pedagogical skills embedded in the curriculum for the attainment of the objective of the curriculum. Also, Yusuf, (2014) pointed out that, implementation of the curriculum is the most difficult aspect of the curriculum development process, and those who are charged with the responsibilities of implementing a curriculum are already choked-up with excess workload, hence the need to investigate to what extent teachers have implemented the value-based content of the senior secondary school Civic Education curriculum in Ilorin. Also, these social studies teachers are found in Upper Basic Schools and are probably teaching other subjects than social studies, especially in private schools. This study therefore perceived teaching of civic education at the senior secondary level by this set of teachers as an additional task. Thus, there is a need to find out whether or not the teaching of civic education in Senior Secondary Schools is an additional task for Social Studies Teachers in Ilorin, Nigeria.

Objectives of the Study

The general purpose of this study was to determine social studies teachers' accomplishments in the implementation of civic education curriculum in senior secondary schools in Ilorin. Specifically, it was designed to determine;

1. The basic values components implemented in Civic Education at the senior secondary school.
2. The influence of School type on teachers' implementation of civic education in Senior Secondary Schools as an extra burden
3. The influence of School location on teachers' implementation of civic education in senior secondary schools as an extra burden

Based on these purposes, the following research questions were generated.

Research Questions

1. What are the basic values components implemented in teaching civic education at the senior secondary school in Ilorin?
2. Do the public and private Senior Secondary school teachers in Ilorin perceive the implementation of civic education as an extra burden?
3. Is the introduction of civic education seen as an extra burden by rural and urban Senior Secondary school teachers in Ilorin?

Question two and three were translated to hypotheses and tested in the study:

H₀₁: There is no significant difference in the assessment of the implementation of civic education curriculum as an extra burden in Senior Secondary Schools based on school type

H₀₂: There is no significant difference in the assessment of the implementation of civic education curriculum as an extra burden in Senior Secondary Schools based on school location

Methods

Descriptive survey research was adopted in this study. The instrument for data collection involved the use of the researcher's self-developed questionnaire which consisted of 2 sections. Section A contained demographic variables of school type and school location, while section B contained items measuring the basic values component in the senior secondary school civic education implemented by the teachers. These were to answer the research questions and to test the two hypotheses. The item was rated using a 4 Likert-

type scale as each response was assigned a number that was used to compute the score obtained.

The validity of the instrument was determined by using content validity where experts in social studies in the Department of Social Sciences Education, University of Ilorin assessed the items on the questionnaire. The reliability of the instrument was based on a test of the pilot study conducted using 20 teachers in four schools. The response from the pilot test constitutes part of the sampled respondents to have a reasonable number of teachers for the study. The instrument was found reliable using the Cronbach Alpha measure of internal consistency at a co-efficient of 0.78. The questionnaire was personally administered by the researchers and collected by hand from the respondents. When the respondents could not respond immediately the researcher endeavoured to go back until the numbers of administered questionnaires were retrieved and collated. Research questions one and one were answered using Mean and Standard Deviation. The other research questions translated to two corresponding null hypotheses were tested using a t-test statistical technique at 0.05 alpha level.

Results

Demographic information of respondents

Table 1: Distribution of respondents based on School Type

School Type	Frequency	Percentage
Public	69	69.0
Private	31	31.0
Total	100	100.0

Table 1 shows that 103 (71.5%) of the respondents are found teaching civic education in public senior secondary schools in Ilorin while 41 (28.5%) are found in private schools. This implies that more civic education teachers were found in public schools.

Table 2: Distribution of respondents based on Location

Location	Frequency	Percentage
Urban	78	78.0
Rural	22	22.0
Total	100	100.0

Table 2 shows that 128 (88.9%) of the respondents are found teaching civic education in urban senior secondary schools in Ilorin while 16 (11.1%) are found teaching civic education in rural schools. This implies that more civic education teachers were found in urban schools.

Research Question 1: What value-based content are taught by teachers in the implementation of senior secondary-level civic education curriculum?

Table 3: Mean Rating of value-based content implemented by Civic Education Teachers in Ilorin

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S/N	Citizenship Value Component of Civic Education Curriculum	Mean	SD
1	Our Values	3.00	0.82
2	Justice	3.17	0.66
3	Honesty	2.97	0.84
4	Courage	2.98	0.85
5	Selflessness Activities	3.09	0.71
6	Roles of orderliness in society	3.01	0.75
7	Promoting consciousness	2.90	0.78
8	Integrity	2.93	0.72
9	National consciousness	2.90	0.85
10	Dialogue (skills for resolving conflicts)	2.69	0.72
11	Perseverance	3.01	1.14
12	Readiness to be involved in community service	2.97	0.98
	Weighted Mean	2.97	

As shown in Table 3, with the weighted mean at 2.97 or greater, as benchmarked of each citizenship value itemized. This connotes that any item with mean rating of 2.97 and above is a value confirmation of the acceptance and accomplishment of the successfully implementation of the citizenship values of civic education curriculum by the teachers. Also, only three items out of twelve as indicated in the table are below the benchmark, this is a further confirmation that the teachers of civic education did not perceive the implementation of the curriculum as an extra burden, but an accomplishment of the citizenship value component of the curriculum.

Hypotheses Testing

Hypothesis 1: There is no significant difference in the implementation of civic education in Senior Secondary Schools in Ilorin by public and private school teachers

Table 4: The t-test analysis on the implementation of civic education in senior secondary schools based on school type

School Type	N	Mean	SD	Df	Cal. T	Sig(2tailed)	Decision
Public	69	76.37	6.44	98	1.379	0.170	
Private	31	77.95	5.58				Not Significant
Total	100						

The result in Table 6 shows that the sig (2-tailed) value of 0.170 is greater than 0.05 (0.170) $p > 0.05$ alpha level, this implies that no significant difference exists in the accomplishment and the implementation of civic education curriculum as the teachers do not see it as an extra burden based on school ownership. Therefore, the null hypothesis which states that there is no significant difference in the implementation of civic

education curriculum in Senior Secondary Schools in Ilorin by public and private school teachers is sustained

Hypotheses 2: There is no significant difference in the implementation of civic education as an extra burden in Senior Secondary Schools by rural and urban school teachers

Table 7: The t-test analysis on the assessment of introduction to civic education as an extra burden in senior secondary schools based on location

School Location	N	Mean	SD	Df	Cal. t	Sig(2tailed)	Decision
Urban	78	77.11	6.01	98	1.551	0.123	
Rural	22	74.56	7.51				Not Significant
Total	100						

The result in Table 7 shows that the significant (2-tailed) value of 0.123 is greater than 0.05 (0.123) $p > 0.05$ alpha level. This implies that there was no significant difference in urban and rural civic education teachers' implementation of civic education curriculum as they do not see it extra burden based on school location. This further indicates that teachers in rural and urban schools do not see the implementation of the Civic Education curriculum of Senior Secondary Schools as an extra burden. Therefore, the null hypothesis which states that There is no significant difference in the implementation of civic education curriculum as an extra burden in Senior Secondary Schools by rural and urban school teachers is hereby sustained

Discussion

The results of this study revealed that the task of teaching civic education does not rest solely on existing social studies specialists who are qualified to implement civic education at the senior secondary school level, thus teachers who are not social studies specialists are found teaching civic education in senior secondary schools, especially in private schools. The findings agree with the submission of Jekayinfa *et al.* (2011) that teachers irrespective of what subject they teach, are a great asset to any nation. Also, the study revealed that the value content of the civic education curriculum was to some extent implemented in the direction of the realization of the objective of the subject, thus, Civic Education teachers taught the citizenship-based values itemized in Table 3 in teaching civic Education. The finding is in line with Olibie and Akudolu, whose study revealed that it is ideal to incorporate civic values into the citizenship education curriculum which is one of the objectives of civic education.

It was discovered that no significant difference existed between public and private school civic education teachers' implementation of civic education curriculum in senior secondary schools, and both ownerships did not see the implementation as an extra burden. This implies that public and private schools' civic education teachers claimed

equivalence towards the implementation of civic education at the senior secondary level in Ilorin. But the finding of Sulyman *et al.* (2024) on private and public schools focused on quality of physical facilities, of which the private schools was rated higher. This study focused on the teachers; this may likely be the reason for disparity between the two studies

The findings of this study also revealed that there was no significant difference in the implementation of the value-based content of civic education curriculum and teachers, to some extents do not perceive the teaching of the subject as an extra burden based on school location. This proved that both rural and urban civic education teachers taught the citizenship values successfully. this finding is in line with the finding of Alokun and Arijesuyo (2013) who submitted that no significant difference in the academic performance of students in both rural and urban schools and that rural students were not disadvantaged in their academic performance. The study of Alokun and Arijesuyo was carried out several years back and in Ondo State, this study was conducted about 10 years after, and in Kwara State. Teachers' factor may have contributed to the academic performance of the students in rural schools.

However, it was revealed in this study that public schools have more qualified teachers than their counterparts, but this variable was not measured in this study, this is an indication that the civic education curriculum planner for senior secondary schools in Nigeria truly relied on the qualified professionals of social studies as indicated in the senior secondary school civic education curriculum (Federal Ministry of Education, 2009).

Conclusion

Based on the findings and discussions made in this study, it was concluded that: None of the predictor variables of school type and school location have any significant difference on Social Studies teachers' implementation of Civic Education curriculum in senior secondary school in Ilorin, as the teachers also revealed that the implementation was not an extra burden. The findings of this study have shown that private and public-school teachers both found teaching Civic Education in senior secondary schools in Ilorin worthy of successful implementation and thereby did not see the implementation of Civic Education as an extra burden. This implies that the core factors of professional knowledge, interest and motivation to teach by the teachers have played out in the outcome of this study

Recommendations

Based on the findings of the study, there is a need for consistent efforts of the teachers of civic education at the secondary school level regardless of their professional qualification. Also, now that the education programme to produce trained professionals for teaching Civic education in Nigerian schools has take-off, there is a need for synergy at the secondary school level and Faculty of education in Nigerian universities to take

cognizance of the value content of the subject at both levels and adopt the affective instructional delivery of the subject for the realization of the desired goal of which the senior secondary Civic Education curriculum was introduced. Also, teachers' capacity building should be organized to equipped teachers of civic education at the senior secondary schools in Nigeria regardless of the school type and school location, to enhance teachers' competencies and better sustainability of the teaching and learning of civic Education effectively for the realization of the desired goal of the introduction of the subject at the secondary school level in Nigeria.

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