

Assessment of the Implementation of Civic Education in Secondary Schools in Adamawa State, Nigeria

Mohammed Abel Ali¹, Gengle Ibrahim Hayatu², Kabiru Mohammed Badau³

Abstract

The study assesses the implementation of civic education in secondary schools in Adamawa State. The purpose of the study is to examine the implementation of civic education in secondary schools in Adamawa State. Two research questions guided the study. The study adapted a descriptive survey research design. The population consist of all teachers and students of SS2 students offering civic education in Adamawa State. The sample of 36 and 300 teachers and students respectively, were drawn by simple random sampling technique. The instrument for the data collection was a structured questionnaire consisting of 10 items which was developed with four (4) options based on likert format. Data collected was analysed using mean descriptive statistics. The result indicated that secondary schools in Adamawa state has implemented civic education and there was no enough and qualified civic education teachers among others. Based on the result, it was recommended that in-service training should be given to civic education teachers so as to obtain qualified and skilled personnel for teaching civic education in the state.

Keywords: assessment, implementation, civic education, secondary schools, adamawa state

1. Introduction

Education is a dynamic entity that requires dynamic approaches for actualization of its goal. It is a vital and indispensable factor to any form of development (Olarinoye, 2001; Offiah & Achufusi, 2010). Educated people who commit themselves to their community, to an open-minded society, to solidarity, and to social equity is what civilized society needs. Civic education refers to both formal and informal training given to the citizens to develop in them that knowledge, values and skills needed for effective participation in the political process and the civil society (Finkel, 2000b; Azebamwan, 2010).

The failure of civic education among learners at the school level has serious negative effect on the learner's attitudes (Adeniran, 2010). It is therefore not amazing, today, to see some of the Nigerian youths engaging in violence, non-tolerant attitudes and antisocial behaviour. This could be the reason why the federal government of Nigeria re-introduce civic education as a compulsory subject. According to Sam Egwu, the former Minister of Education, it is part of President Umaru Yar'Adua's 7-point reform agenda to focus towards the growth of the human capital development. The introduction of the civic education is to refocus and reposition the country to further realize her full inert potentials as envisioned by our founding leaders. In the light of this, Nigerian school system will help to develop in the students' desirable social norms and national ethics. This is because primary and secondary school levels are the basic foundation for other stages of the education system upon which students will be taught the basic norm and ethics and becomes responsible adults for their own actions. Fan, Ekpo and Ita, (2008) reveals that Nigeria is facing many problems of which decline in education and cultural values is among with a very large proportions. Some of these problems include antisocial activities, undemocratic behaviour, huge examination mal-practice and misconduct among learners, that are not in our characters. The socio-political and economic problems

¹Science Education Department, Modibbo Adama University of Technology Yola

²Science Education Department, Modibbo Adama University of Technology Yola

³Science Education Department, Modibbo Adama University of Technology Yola

emanate majorly from loss of civic values and unpatriotic practices demonstrated by some Nigerian citizens. Ajibade (2011) reveals that this system of education is concerned with the democratic skills and values that citizens need to function effectively in participatory democracy towards civilization. Civic education is capable of inducing those values, attitudes and skills that will enable the learner to live patriotic and democratic lives and contribute meaningfully to the progress of the nation (USAID, 2002; UNDP, 2004).

Finkel (2000) reported that Civic education aims at providing learners with useful information on their rights, responsibilities and requirements for political engagements with the purpose of enabling the citizens to make meaningful contribution to the political system. The introduction of civic education into the Nigeria system of education is to enhance the attainment of the objectives of education. Teaching of this subject in our schools will lay a strong and effective citizenship education and public participation in governance and other ethical issues that affect our lives and culture as Nigerians. According to Adenipekun (2010), the new review Senior Secondary School Education Curriculum which include civic education and whose implementation is to commence from September 2011 has placed big challenge to educators, especially secondary school teachers.

The quality and competence of civic education teachers at the school level cannot be over emphasised. The National Policy on Education (2008) pointed out that “no educational system may rise above the quality of its teachers”. For the implementation of every curriculum development, the teacher is the most important key. Teacher under training in social studies education is one of the most relevant programmes that presently prepare teachers for the teaching of civic education in the Nigerian schools. Oyekan, (2006) have observed that most social studies students do not acquired the proper knowledge and relevance of civic education within Nigerian contest. Civic education teachers are expected to have good knowledge of civic and political concepts. Absolute knowledge of the subject will help to strengthen the teacher to explain and simplify the concept being taught to learners (Jibril & Abba, 2011). The competence of a civic education teacher, to a large extent, depends on his knowledge of civic issues and concepts. This is because the teacher cannot teach effectively any concept that he is not well grounded in (Danjuma, 2005). There is no doubt that if a teacher does not have thorough knowledge in the subject matter he is not an authority in the classroom (Adepoju, 2008). Mkpa (2000) thinks the mistake of the past must not be repeated in this new dispensation where quality of teachers recruited was grossly defective since the quality of teachers is a major determinant of the degree of success of Education and the society which is at the receiving end. Odo (2000) laments that many teachers in our schools still teach courses without any specialized knowledge and skills in the subjects. According to Adu, and Olatundun, (2007); Ali (2009) and Akinsolu (2010) the availability of qualified teachers determines the performance and attitude of students in both school and society. However, the attainment of the objectives of civic education in Nigerian schools depends to a large extent on the effective implementation and teaching of civic concepts. Especially, the qualities, competence and knowledge of secondary school teachers on civic matters and concepts are of great significant to the attainment of national objectives. In view of these, this study examines the implementation of civic education in secondary schools in Adamawa State.

Statement of the Problem

Education is the major instrument for civilization and every nation aspiring to be civilized must invest in its educational sector. The neglect of civic education at the Secondary school level may have effect on the behaviour of the secondary school students. It is therefore, not surprising, today to see some secondary school students engaging in indiscipline, antisocial behaviour, examination malpractice and violence. In line with this, the re-introduction of civic in the new curriculum of secondary education may encourage morals and national ethics. However, this paper examines the implementation of civic education in secondary schools in Adamawa State.

Purpose of the Study

The purpose of the study is to assess the implementation of civic education in secondary schools in Adamawa State. Specifically, the objectives of the study are:

- To determine if civic education is taught in secondary schools in Adamawa State.
- To determine the availability of civic education teachers in secondary schools in Adamawa state.

Research Questions

- Do secondary schools in Adamawa State have available civic education teachers?
- Do secondary schools in Adamawa State offer civic education?

2. Methodology

The study adopted a descriptive survey research design because it involves seeking the opinions of secondary school teachers and students on the implementation of civic education. The population comprise of all secondary schools' teachers and students across the six educational zones in Adamawa State. Two schools were stratifiably sampled from each of the six educational zones and in each school fifty (50) students and six (6) civic education teachers were sampled through random sampling technique by balloting. This gives a total of 300 students and 36 teachers across the state. The instrument used for data collection was a questionnaire developed by the researchers, based on four point likert scale of Strongly Agree (SA), Agree (A), Strongly Disagree (AD) and Disagree (D) and was validated by two (2) Ph.D holders which were senior lecturers from School of Technology and Science Education Department, Modibbo Adama University of Technology, Yola. Their recommendations on the areas of content and appropriateness of the language and the instrument was corrected before utilisation for this study.

Mean was used for analyzing the data obtained from this study. The analysis was done on the basis of the research questions which was stated for the study.

3. Result

Research Question 1: Do secondary schools in Adamawa State have available civic education teachers?

Table I: Mean Responses of Students and Teachers on the Availability of the Civic Education Teachers in Adamawa State

S/N	Items	Mean	Decision
01	Secondary schools in Adamawa state have civic education teachers.	3.30	Agree
02	Civic education teachers are well train professional in Adamawa State.	2.61	Agree
03	Secondary schools in Adamawa state have adequate civic education teachers.	2.12	Disagree
04	Civic education is a compulsory subject in secondary schools in Adamawa state.	2.73	Agree
05	All secondary schools in Adamawa state has civic education teachers.	2.81	Agree
	Grand mean	2.71	Agree

From table I, item I which seek opinion on either there is civic education teachers' has the mean of 3.30. A mean of 2.61 indicates how well trained and professionally civic education are. Item 3 with a mean of 2.12 shows that civic education has no enough civic education teachers. Civic education is a compulsory subject with a mean 2.73 while secondary schools has civic education curriculum with a mean of 2.81. This reveals that Adamawa state has secondary schools civic education teachers but they are not adequate.

Research Question 2: Do secondary schools in Adamawa State offer Civic Education?

Table II: Mean responses of students and teachers on if Civic Education is offered in Adamawa State.

S/N	Items	Mean	Decision
01	Civic education is taught by professional teachers.	2.88	Agree
02	Civic education is taught by social studies teachers.	2.51	Agree
03	All secondary schools in Adamawa state teaches civic education.	2.23	Disagree
04	There is a provision for civic education in the school time table	2.63	Agree
05	Secondary school teachers teach the basis of civic education effectively.	2.88	Agree
Grand mean		2.62	Agree

From table II, item 1 which seek opinion on either civic education is taught by professional teachers has the mean of 2.88. A mean of 2.51 indicates that civic education is taught by social studies teachers. Mean of 2.23 shows not all secondary schools in Adamawa state teach civic education. There is a provision for civic education in the school time table shows a mean 2.63 while secondary schools teachers taught the basis of civic education effectively has a mean of 2.88. This indicates that not all secondary schools in Adamawa State teach civic education.

4. Findings of the Study

This study revealed that secondary schools in Adamawa State of Nigeria have available teachers who taught civic education. Majority of the teachers had obtained professional workshop training and conform to curriculum requirements. However, the study established that few of the teachers who taught civic education do not have professional qualification in civic education and this may affects teacher's attitude to civic concepts and issues. This indicates that Adamawa State of Nigeria has implemented civic education in their education sector by having teachers who can teach civic education in secondary schools but they are not adequate and professionally trained. It is deduced from the findings of this study that teacher availability in civic education programmes in Nigeria should be the top priority to the teaching of civic and implementation of the civic education.

5. Discussion of Results

The findings of this study showed that most of the secondary school in Adamawa State has available teachers who teach civic education in the state but they are not adequate. With this, it is expected that the teachers should be able to teach civic concepts with respect to their professional qualifications. This is in agreement with the findings of Fadela and Fadela (2012) that most of the sampled teachers possessed the necessary qualifications and teaching experiences to enable them teach civic related concepts. The study also revealed that, civic education is a compulsory subject in secondary schools and all secondary schools in Adamawa state has civic education curriculum, which is in line with the provision of National policy on education (2004). This is not consistent with Akintunde (2008) who reported that Civic education has not been given the required priority in our teacher education curriculum. Similarly, the result indicate that civic education is taught by professional teachers with a mean of 2.88 and social studies teachers with a mean of 2.51 . This view is in line with Akintunde (2008) who revealed that it is not enough to teach civic education as means of inculcating patriotic and citizenship values, because most of the teachers are NCE and auxiliary teachers. It is also in agreement with the findings of fadela and fadela (2012) which revealed that most teachers are not exposed to qualitative training in civic education as a subject. This is also against the content of the Nigerian teacher education programme and therefore, Oyekan (2006) reveal that all the practicing

teachers in our educational institutions should be professionally trained to handle the current diversified curricula.

6. Recommendations

On the basis of the findings of this study, the following recommendations are made:

1. Civic education should be taught by professional teachers.
2. In-service training on civic education should urgently be giving to secondary school teachers in Nigeria. Such in-service training can be achieved through regular seminars and workshops.
3. There is the need for proper supervision of the implementation of the teaching of civic education in all secondary schools in Nigeria

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