

EXPLORING CIVIC ENGAGEMENT IN THE DEMOCRATIC
DISPENSATION AMONG TEACHERS OF CIVIC EDUCATION IN
SELECTED SECONDARY SCHOOLS IN MUMBWA DISTRICT, ZAMBIA.

By

ADRIAN MATOLE

A Dissertation submitted to the University of Zambia, School of Education in partial fulfilment
of the Requirements for the Award of Master of Education in Civic Education.

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DECLARATION

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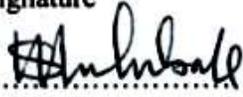
CERTIFICATE OF APPROVAL

This dissertation of **Adrian Matole** has been approved as partial fulfilment of the requirements for the award of the degree of Master of Education in Civic Education.

Examiner 1

DR. SONNY MULUBALE

Signature



Date

27/03/2021

Examiner 2

Dr. G. Masaihi

Signature



Date

29/03/21

Examiner 3

MS. SIMUYABA. E.H.

Signature



Date

29/03/2021

Chairperson/
Board of Examiners

Dr DS Mwanza

Signature



Date

29-03/2021

Supervisor

Dr G. Mulega

Signature



Date

29/03/2021

ABSTRACT

This study explored the status of Civic Engagement in the democratic dispensation among teachers of Civic Education. The study was based on three objectives which include (i) To explore the status of Civic Engagement in democratic dispensation among teachers of Civic Education, (ii) To establish the challenges teachers encounter on Civic Engagement in the face of democracy and (iii) To highlight appropriate strategies to be put in place in order to enhance authentic civic engagement in democratic dispensation among teachers of Civic Education. To achieve these objectives, descriptive research design was used. Participants included 21 teachers of Civic Education all of whom were homogenous purposefully sampled. Data was gathered by using semi-structured interview Guide.

Three secondary schools were purposively sampled as pioneers of Civic Education from its inception in 2004 and their old existence. The study revealed that teachers of Civic Education have robust ideas on Civic Engagement. The researcher established that Civic Education teachers are well informed about Civic Engagement matters while some stakeholders were less involved in civic activities that have wider benefits for communities. The challenges taken into account included, threat to job security, weak national governance system in Zambia, Socio-economic challenges, Political interference and fear of being labeled as ant-government, limited platforms to share civic knowledge and lack of political will among citizens. It was found out that active Civic Engagement can only be revamped through inclusive leadership on Governance matters, teachers of Civic Education to Partnering with local organizations for civic engagement and also by ensuring that engagement activities take place in both formal and informal settings. The study concluded that teachers of Civic Education should be given equal space to exercise their full civic responsibilities at all levels as enshrined in human rights charter as this is likely to reciprocate full benefits of civic participation. The study therefore recommends for clear policies from the Ministry of General Education on how Civic Education philosophy can be planted in the community.

Key words: *Civic Engagement, Civic Education, Democratic dispensation and Democratic governance.*

DEDICATION

This work is dedicated to my Father, Emson Hamainza Matole and my Mother Julia Matole Kambombi who worked hard and eventually became the rock on which my academic foundation was build. I also dedicate this work to my siblings Passmore, Telen, Minister, Lilian, Patricia, Kerina, Gracious and Caroline Matole for their financial and moral support.

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ABBREVIATIONS

CDC	Curriculum Development Center
CSO	Civil Society Organization
CV	Civic Engagement
CVE	Civic Education
DEBS	District Education Board Secretary
EDC	Education for Democratic Citizenship
HR	Human Rights
MOGE	Ministry Of General Education
NGO	Non-Governmental organization
PF	Patriotic Front
POA	Public Order Act
SDGS	Sustainable Development Goals
TCZ	Teaching Council of Zambia
UDHR	Universal Declaration of Human Rights
UN	United Nations
UNDP	United Nation Development Plan
UNZA	University of Zambia
ZCEA	Zambia Civic Education Association
ZP	Zambian Police

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CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter contains background to the study in which some of the issues have been highlighted from a global perspective so as to give a wider context to the topic under study. Statement of the problem, aim of the study, specific objectives, research questions, significance of the study, theoretical framework, definition of key terms and chapter summary have been presented.

1.2 Background to the study

The concept of Civic engagement (CE) has a very long history. It dates back as far as 17th century but it has become more prominent in the 21st century (Dede, 2010). The idea behind was premised upon a belief in the possibility of what we may call collective agency. For instance, Plato envisioned a form of political activity that would enables us to self-consciously direct our affairs in accordance with the aspirations and commitments we have deliberately accepted (Blitze, 2010). Civic Education and the Zambian Constitution is not exempt from this kind of thought. It is believed that civic action is more important than ever before and civic experts are expected to lead the way for such a collective agency (Muleya, 2015). This is because Civic Education is an important area of study that covers a range of topics on how people should leave as citizens. However, in the Zambian scenario, civic engagement is not a new phenomenon, as it has a long tradition, with roots traced back to the early days of colonialism as demonstrated by Matenga, 2010) who argued that during the colonial era, a large number of informal groups and formal institutions such as welfare associations, churches and mining trade unions played an important social and political role at both local and national levels. Other notable actors in the arena of Civic Engagement in Zambia have been political parties, trade unions, cooperatives, environment organisations, service organisations, and human rights activists, among many others.

In generic sense, CE means activities and behaviors aimed at improving the quality of living in a community. However, to make such a difference, there is need to develop the combination of civic knowledge, skills, values and motivation (Putnam, 1970). Additionally, Ketler et al. (2002)

defined civic engagement as individual and collective actions designed to identify and address issues of public concern. This action takes many forms ranging from individual volunteerism, organisational involvement and electoral participation. It can also include efforts to directly address an issue, work with others in a community to solve a problem or interact with the institutions of representative democracy. This would suggest that Civic Engagement is absolutely instrumental for democracy to be reborn and sustained.

On the other hand, democracy is the process through which free human beings can govern themselves in a manner that serve their aspirations in a health functioning democracy for the breed of myriads of personal freedom, economic opportunity, and social justice. Therefore, the ability of connecting effective civic engagement to democratic dispensation has a potential on the success of a community. The advent of the democratic dispensation in the world has brought about significant changes in the political, social and economic spheres of nations. As a microcosm of society, the education sector too has been caught up in the ebb and flow of these democratic changes (Zatman, et al 1997). Consequently, new educational laws and policies that are consistent with the new dispensation have been put in place. The indication is that there is need for nations to come up with Outcomes-Based Education (OBE) which is necessitated by the democratic demands and its implementation.

A study conducted by Angela (2010) on developing Civic Education in United States revealed the importance of learning Civic Education for the sustenance of democracy. The study by Angela indicated that an informed and active citizenry is essential for a well-functioning democracy, and how we teach children citizenship has the potential to invigorate citizen engagement and responsibility. Current and past Youth Congress participants were surveyed as well as non-participants at the high school and college levels to evaluate the effectiveness of Youth Congress as a Civic Education program. Results found that current and past participants of Youth Congress scored higher on measures of political and civic engagement than non-participants. Furthermore, it was reported that Youth Congress is a significant predictor of political and civic action. The researcher concluded that these results provide direction for schools wanting to provide more effective Civic Education for their students.

Similarly, Peterson (2011) explained that Civic Education is primarily designed and organized in content and function so as to produce good and useful people who know what events happen

within the country and globally. Peeping into ideas of Angela and Peterson, the point of contention is that the main aim of Civic Education is to develop and change young people into effective, responsible, good and well informed people, who are active and productive in the society. Therefore, this study was conducted in order to explore the utilization of civic knowledge, skills and values by the teachers of Civic Education in building a well-functioning democracy.

In reference to democratic dispensation, a study conducted by United Nations Development Programme (2012) on enhancing youth political participation throughout the electoral cycle indicated that the core principle in democracy is that youth political participation needs to be meaningful and effective. Capacity development is an integral measure in ensuring that young people are well guided on democratic issues. The inclusion of youth in political processes is a complex, multidimensional challenge that has to be addressed with a variety of tools such as the use of civic education. Transitioning the results given by UNDP (2012) into this study, it was imperative to explore the status of civic engagement in the democratic dispensation among teachers of Civic Education in selected secondary schools.

In reference to civic engagement, stakeholders have cried out for the need of active citizens who are willing to bear the responsibilities of planting civic seed in the community that is providing moral campus on democratic issues (Peterson, 2011). Stakeholders' outcry is born out of the fact that limited civic engagement pose a threat to the health of democracy thus weakening democratic institution and creating a culture of silence (Bawa, 2011). Amidst this outcry, Muleya (2015) added that, in Zambia, teachers of Civic Education are not well grounded on ethics governing civic education. This Paradigm shift does not favor the philosophy of Civic Education. The dictates of Civic Education stresses active engagement of key stakeholders and cross consultation with other civic leaders on democratic matters.

Against this background, this study explored the limited participation in democratic activities among teachers of civic Education. Key issues considered included the awareness and the state of their political right verses professional code of conduct if it is synonymous with human rights chatter, civic knowledge and skill, and awareness of the demand of the course after completing training in a democratic society. The status of Civic Engagement in democratic dispensation explored among teachers of Civic Education was based in a belief that promoting Good

governance that creates a strong future for Zambia requires active engagement from citizenry in democratic activities (Dewey, 2016).

Achieving good governance requires citizens to continuously navigate towards a particular vision and making sure that day-to-day management of affairs is always lined up with nation's goals and aspirations of the people. The assumption for this engagement is to improve the quality of living in the community. In the democratic dispensation, membership implies participation because ideals of democracy are mostly realized when every member of the political community shares in its governance (Kaumba, 2015). At the time Zambia got independence, the nation resorted to take a democratic path. Therefore, since democracy is the path we decided to take at independence, its ideals should be embraced holistically by giving equal space to all the citizenry especially those who understand how democracy operates. The underlying principle of citizens taking part in democratic dispensation is to ensure that level field is created so as to avoid leaving anyone behind (Matenga, 2010).

1.3 Statement of the problem

Civic Education endeavours to produce vigorous citizens who are able to fit in a "civic century". Civic culture as an age when people become the driving force that transforms their own societies because of being grounded on the ethos of democracy (Hauser, 2000). Thus, Peterson (2011) explained that the philosophy of Civic Education focuses on how we can create a society where it is easy for every individual to take action and accelerate impact within their community and around the world. This is premised on a belief that the most powerful force of change in our world is the individuals whose minds have been transformed civically. In a moment of upholding principles of democracy for such a change, stakeholders have cried out on the low participation of civic experts in democratic activities (Habasonda, 2010). Matenga (2010) explained that limited participation of civic experts in community activities weakness the democratic institutions in the sense that democracy demands that people should direct their own affairs provided they operate within the confinement of the law. This in itself is a problem in that when democracy is at threat and culture of silence is created, there is likelihood of abuse of human rights, no respect for the rule of law, increased corruption, and injustice policies. In this regard, several studies have been conducted in the light of civic engagement. For instance, teaching of

civic education in Zambia: An examination of trends in the teaching of Civic education in schools by (Muleya, 2015), an examination of students' perception of public participation in national governance: case of university of Zambia by Kaumba (2015), and exploring the Role of Higher Education in the Formation of Civic Engagement in Contemporary China by Ye Liu and Wenqin Shed (2018).

In spite of the studies done in relation to Civic Engagement and how people should live as citizens, there was still inadequate information on the status of Civic Engagement in democratic dispensation among teachers of Civic Education in selected secondary schools in Mumbwa District, Zambia hence this study.

1.4 Aim of the study

The Aim of the study was to explore civic engagement in democratic dispensation among teachers of civic education in selected secondary schools in Mumbwa District, Zambia.

1.5. Specific objectives

The specific Objectives of the study were;

- i. To explore the status of civic engagement in democratic dispensation among teachers of civic education in selected secondary schools in Mumbwa District, Zambia.
- ii. To establish the challenges teachers of Civic Education encounter on Civic Engagement in democratic dispensation in selected secondary schools in Mumbwa District, Zambia.
- iii. To highlight appropriate strategies to be put in place to enhance authentic civic engagement in democratic dispensation among teachers of Civic Education in selected secondary schools in Mumbwa District, Zambia.

1.6 Research questions

The study sought to answer the following research questions;

- i. What is the status of civic engagement in democratic dispensation among teachers of Civic Education in selected secondary schools in Mumbwa District, Zambia?
- ii. What are the challenges teachers of Civic Education encounter on civic engagement in democratic dispensation in selected secondary schools in Mumbwa District, Zambia?

- iii. What appropriate strategies to be put in place in order to enhance authentic civic engagement in democratic dispensation among teachers of Civic Education in selected secondary schools in Mumbwa District, Zambia?

1.7 Significance of the study

The findings of this study may help:

- a) To contribute to the body of literature that exist in the field of Civic Engagement in the face of democracy.
- b) Teaching of authentic Civic Education and its role on disseminating civic knowledge in the face of democracy for its authentic application in solving societal problems emerging from north to South Pole.
- c) Acts as a basis for further research.

1.8 Theoretical framework

This study was guided by the model on Civic Culture which was proposed by Almond and Verba in 1963. The theory provides an active approach to civic engagement in the affairs of their community. The model on Civic Culture is an attempt to explain characteristics of a political culture that presumably enables nations to develop stable democratic processes.

The Civic Culture framework asserts that citizens in established democracies are broadly aware of the political process and the institutions of government. It is believed that cognition of government and its institutions is an initial step in developing a political culture. They also maintained that positive move toward the institutions of representative government is essential for a well-functioning democracy. In reference to the awareness of government institutions, Civics and Civic Education have well simplified information for such topics. This in itself guarantees the choice for this theory because teachers of civic education are expected to be an informed group.

Model of civic Culture also stresses that in the first place, the civic culture is an allegiant participant culture. Individuals are not only oriented to political inputs, they are oriented positively to the input structures and input processes". This suggests that legitimacy in a democracy seemingly rests upon the public's positive opinions of representative government and

its institutions. Theoretical studies similarly stressed the importance of diffuse support for government as a prerequisite for a stable democratic system (Eckstein 1992; Easton 1965). The Civic Culture did not explicitly measure support for the democratic regime and its principles, but the expectations are that for citizens to support the government, they should be well informed and avenues for participating should be created. This means that a stable, successful democracy requires that the public hold democratic values and support democratic processes freely as long it is done within the confinement of the law.

The Civic Culture model would suggest that public acceptance of democracy presumably requires that the political culture undergoes a long, slow process of attitudinal adjustment and value change. For this process to succeed, people must both support the principles of the newly installed democratic system, and reject those of the old authoritarian system (Almond and Verba 1963). This perspective gives rise to a new style of citizenship among teachers of civic education on civic engagement that has the potential to transform the democratic process.

The implication of civic culture on democratic dispensation is that for citizens to take an active role and make rationality decisions in the affairs of their communities, they should be well informed (Almond and Verba, 1963). This kind of thinking is also in line with what Peterson (2011) suggested when he envisioned what would shape the future and development of Civic Education. He (Peterson) argued that themes such as civic obligation, the awareness of common good, the role of civic virtue, and commitment to deliberative democratic engagement should influence, shape the future and development of approaches to Civic Education. This co-operative thinking of the scholars on this matter makes it more substantial to qualify this model for this study.

Furthermore, Amold and Verba (1963) found out that limited support for governments in many nations seemed to create a fundamental threat for democratic systems that depend on popular support as a basis of legitimacy which may eventually lead to denial of economic liberation and social justice. Almond and Verba (1963) discussed how a limited political cognition can create a “parochial culture” in different nations, with many individuals divorced from politics in either physical or psychological terms. Am of the view that when informed people are divorced from politics in either physical or psychological terms, the nation becomes vulnerable as democracy is left to flourish by chance hence exposing it to accidental ends.

Conceptualising the above theory, to participate in social and political activities, it can be argued that model on civic culture generate effective participation in democratic dispensation. Civic culture depicts citizens to be the driver of their own democracy as basic tenets of democracy demands citizenry to have Civic Knowledge, skills, values and dispositions necessary for Civic Engagement. To this effect, this theory fitted well in the *Zambian context* in this study to explore the status of civic engagement in the democratic dispensation among teachers of civic education.

As is being argued in this study, active civic engagement only occurs when stakeholders in the democratic state have civic Knowledge and skills to determine their inputs and output of their decisions before, during and after an election (Putnam 1970).It is on this basis that the study was guided by the model of Civic Culture because it gives an ideal situation and an opportunity for teachers of Civic Education as an informed group, embedded with Civic Knowledge, skills, values and dispositions to vigorously participate individually and collectively in addressing challenges faced by the communities presently.

1.10 Definition of key terms

Civic Education	<i>means any formative attempt to teach knowledge, skills dispositions and values for participation in public affairs.</i>
Civic Engagement	<i>means activities and behavior aimed at improving the quality of living in the community.</i>
Civic knowledge	<i>is concerned with the content or what citizens ought to know and do with it</i>
Democracy	<i>means the process through which free human beings can govern themselves in a manner that will serve their aspirations for personal freedoms, economic opportunity and social justice within the parameters of the law.</i>
Democratic dispensation	<i>management of the principles of democracy by the citizens who understand how democracy operates</i>

1.11 Chapter Summary

Chapter one has discussed the background to the study. It has been argued that democratic dispensation requires giving equal space to all the citizens to actively engage in their community affairs. It has also been noted that those who understand how democracy operated should lead the way for such an important engagement. Further, problem statement, purpose of the study, research objectives, and research questions, significance of the study, theoretical framework and definitions of key terms have been presented. Each of these has been adequately presented as a single entity. In the next chapter the review of related literature is discussed.

CHAPTER TWO

REVIEW OF LITERATURE

2.1 Overview

This chapter discussed various literature in relation to the topic under discourse. The literature is presented thematically in line with the following headings: Civic knowledge, civic skills, democratic dispensation, Realities of Civic Engagement and Democracy, and capability approach in steering civic engagement. The chapter was concluded with a summary of the knowledge gap in existence.

2.2. Civic knowledge

Civic knowledge as indicated in chapter one is concerned with the content or what citizens ought to know and do with it, while civic engagement are activities and behaviors aimed at improving the quality of living in the community. Coley and Sum (2012) argued that civic knowledge breeds the following:

- Civic knowledge promotes support for democratic values. The more knowledge we have of the working of government, the more likely we are to support the core values of democratic self-government, starting with tolerance.
- Civic knowledge promotes political participation. All other things being equal, the more knowledge people have, the more likely they are to participate in civic and political affairs.
- The more knowledge we have of civic affairs, the less likely we are to have a generalized mistrust and fear of public life. Ignorance is the father of fear, and knowledge is the mother of trust.

Similarly, the study by Muleya (2015) on the teaching of Civic Education in Zambia: An Examination of trends in the teaching of Civic Education in Schools supports the above views given by Coley and Sum (2012). The study recognised many interpretations linked and connected to the concept of Civic Education. According to Muleya (2015) citing in Halstead and Pike (2006: 34) argued that “Civic Education or Citizenship Education may be narrowly or broadly conceived”. In its narrowest sense, Citizenship Education implies producing ‘citizens

capable of taking part in the electoral process, whereas in the broadest sense, Citizenship Education as a subject creates citizens who share in a common social endeavor. The narrow conception is education about citizenship, which is designed to produce informed or politically literate citizens. The broader conception is education for citizenship; in other words, education which is intended to produce active citizens with a commitment to certain public values and practices. Therefore, this study takes into account this important view of Civic Education.

Civic knowledge as ably put by Coley and Sum (2012) is a cornerstone of a strong democracy. It promotes support for democratic institutions and values, builds trust in government and elected officials, and contributes to greater civic involvement in important areas including voting and volunteering.

Thus, following the work of Muleya (2015) and Coley and Sum (2012) closely, it can be argued that participation has nothing to do with partisan politics hence teachers of civic Education ought to teach the subject in its totality and also participate freely in national governance as a way of grounding citizens on principles of democracy. However, the findings by Muleya (2015) established that Civic Education in schools was not modelled on practices that can lead to social change and transformation of society; service learning approaches were rarely promoted in Civic Education lessons; teaching approaches in colleges and the university with respect to Civic Education are greatly lacking; teaching and learning materials in Civic Education were not readily available in schools; teachers of Civic Education were not grounded in the key theoretical and pedagogical perspectives underpinning Civic Education.

The study therefore by Muleya (2015) concluded that with correct pedagogical practices and approaches, teaching of civic education can lead to social change and transformation of society. However, despite such impressive findings by Muleya, there was still a need to carry out this research on exploring perceived limited Civic Engagement in social and political activities among teachers of Civic Education. It can be deduced from this report that teachers can be very instrumental in transmitting the civic knowledge, skills, and dispositions at various levels for immediate actions to the problems communities are facing today. The issue of making civic education a living subject is the focus of this study. The point of departure therefore is that the former looked at the way Civic Education was delivered in schools for social change while the

latter was focusing on how the teachers used civic knowledge, skills and dispositions beyond school zones.

In reference to civic knowledge, Muleya (2015) indicated that the course considers the number of public issues which are based on citizenship. However, it is difficult to conceive of the potential value of this approach if teaching of civic education is centered on passing examinations and employment in tomorrow's job market without paying special attention to citizen's civic engagement in tomorrow's society. In addition to addressing how we learn, Civic Education should address ideas about Civic knowledge and skills outside classroom environment as a way of sustaining healthy democracy (GRZ 1996). This type of education will be increasingly important because it allows us to begin to take ownership of our own participation in complex situations characterized by competing value structures. A broader approach involving more educators and public servants is required to supplement reforms of civic culture. This approach can be attained through the use of civic education. Effective Civic Education requires attention to both how we teach and learn and the substantive topics which will help us to develop a better sense of community. By discussing how we learn, Muleya (2015) observed that two points deserve emphasis; thus the importance of experience and broadening our concept of knowledge considerably beyond the scientific positivist paradigm which permeates our society. Thus, Civic Education should be interactive, participatory and experiential in order to address the complexities of civic issues. Furthermore, it should improve skills related to critical reflection, listening and thinking. Additionally, it should recognize the importance of non-scientific forms of knowledge about how individuals can be productive and effective citizens. Understanding democratic elements requires knowledgeable citizens hence, teachers of Civic Education as the custodian of civic knowledge can be useful human resource in disseminating democratic knowledge to the communities.

The study done by Krammer (2009) on political involvement of young people in Europe established that an accelerated decline of confidence in political institutions and in the political system has been registered. The number of non-voters is increasing, and the phenomenon of those discontent and disenchantment with politics is on the rise. For these reasons, he anticipated to address the question of how political knowledge is effectively provided through Civic Education. He showed the impact which discussions about Civic Education, learning democracy

and political participation can have on the political commitment of young people and the general public.

The Study revealed that young people are showing little interest in politics in their daily lives. It is remarkable that young people have no interest in politics and feel that many politicians and, in particular, political parties have failed to address the needs of young people. Indeed, such serious situations should literally challenge civic education to spark political interest among young people in the classroom and outside school. Processing information into knowledge is the basis for social action and political participation. At this point, he established that Civic Education is introduced to convey the portrayal of politics as a way of promoting good governance. The perception this has to this study is that teachers of civic education has the ability to be the agent of change because of the knowledge that they possess.

Narrowing the study of Krammer (2009), it is ideal to pose the question like what kind of knowledge and which abilities do citizens need to be included in the political system? The word knowledge as opposed to ignorance or being against information indicates a socially validated relation of the psychological system and its environment. The study by Krammer (2009) is relevant to this study in the sense that the perceived decline in Civic Engagement, among teachers of Civic Education is worry some as this can have a negative impact on the health of democracy. However, the point of departure with the current study was that the former was looking at the involvement of young people in political institution in Europe as opposed to the latter who was looking at the involvement of teachers of civic education in social and political activities. This is where the gap is between two studies which this study seeks to address.

Additionally, Civic Education as a discipline, offers an important opportunity to individuals to participate in public life. Teachers of Civic Education should thus, not be detached from the immediate issues of the day in order to identify sustainable solutions to the most serious and long term challenges facing our society but as noted by Omari and Mihyo (1991), teachers of Civic Education as citizens and an informed group, should favour active participation in national governance to protect and defend democracy. Teachers of Civic Education ought to continuously engage in national affairs. Hence, considering exploring perceived limited Civic Engagement in the democratic dispensation among teachers of Civic Education in selected secondary schools in Mumbwa District, Zambia was a worthwhile study to undertake.

2.3 Civic skills

Branson (1998) suggests that if citizens are to exercise their rights and discharge their responsibilities as members of self-governing communities responsibly, they not only need to acquire a body of knowledge, they also need to acquire relevant intellectual and participatory skills. Intellectual skills help citizens to think critically on issues before taking an action. On the other hand, participatory skills help citizens to be informed, effective and participate responsibly in social and political activities.

The study by Sakala (2016) on the responsiveness of Civic Education teacher training curriculum towards democratic citizenship in Zambia showed that for democracy to survive and flourish; critical mass of the country's citizens must possess the skills, embody the values, and manifest the behaviours that are in accord with democracy. Civic Education is critical in this venture as shown by Halstead and Pike (2008) who argued that citizens must practice and know enough about the basic features of democratic political system to be able to access it when their interests are at stake. They must believe in the importance of certain key democratic values, such as tolerance for divergent views and support for the rule of law. This would suggest that civic skills among teachers is necessary on their civic engagement. However, the focus by Sakala as noted was pointing out on having a responsive teacher training curriculum towards democratic citizenship in Zambia. On the other hand, the latter researcher focused on exploring the perceived limited Civic Engagement in the democratic dispensation among teachers of Civic Education. Methodologically, both studies considered a qualitative approach but with a departure on the research design.

As ably put by Bawa (2011), citizens must also be willing and able to participate in local and national politics, and believe that their participation is important to the continued viability of the democratic political system. For instance, in most mature democracies such as Europe, citizens have had the opportunity to absorb democratic beliefs and practices over a life time and practice the virtues in their communities. In the context of Civic Engagement in the democratic dispensation, teachers of Civic Education are expected to showcase their skills by providing moral campus on civic matters.

Having looked at the above argument closely, the teaching of Civic Education should be tailored in such a way that it should be able to help the learners and the general public perform their civic responsibilities and duties responsibly. Thus, it is of the great importance to pay attention to the kind of education that the nation is giving to its citizens.

Mbangweta (2017) argues in his study on an investigation of the role of civic education in the governance of schools in Zambia that there is need for Civic Education to spar civic skills among citizens. The study investigated how civic education can contribute to solving student's unrest, teachers and other stakeholder's discontent in schools. It is argued in this study that following right governance practices, challenges of teachers and students unrest in schools often blamed on unequal participation decision-making processes in schools as a result of poor governance can be resolved. This study employed a qualitative descriptive research design to investigate the role of civic education in school governance and used the model on Ladder of Participation. The study revealed that good governance from democratic practices existed in schools. Stakeholders took part in decision-making processes in schools and that governing bodies such as Students Representative Councils, Parents Teachers Association and Management Boards exist. The study revealed that governance in schools has improved with the coming of Civic Education even though, there are pockets of unruly behaviour from pupils. Even though governance has improved, Schools still experience low participation in decision-making and lack accountability, transparency, experience and confidence due to some poor governance practices. Despite this study by Mbangweta, it was still not yet clear on what might cause the perceived limited Civic Engagement in the democratic dispensation among teachers of civic education of which this study is taking into consideration. His study focused on school governance but this study focused on Civic Engagement in the face of democracy among teachers of Civic Education in social and political activities. However, despite the disparities, both studies considered qualitative approach with narrative research design.

2.4. Democratic dispensation

Democracy as a concept encompasses a lot of definitions. However, for the sake of this study, democracy has been defined as the process through which free human beings can govern themselves in a manner that will serve their aspirations for personal freedoms, economic

opportunity and social justice within the parameters of the law (Peterson, 2011). Having examined this definition, it can be argued that teachers of Civic Education are supposed to be free human beings when it comes to participation in democratic activities. Therefore, this study takes into account such important definition.

One important study on democracy is that of Massing (2002) in Europe. Massing comments that there are various debates and questions about learning democracy which may be answered in terms of philosophy. For instance, Massing (2002) on discussions about learning democracy indicated that learning democracy focuses on the support and participation of active and responsible people in a democratic society. Learning democracy approach is the close relationship between democracy and civic education. Civic education is a future requirement of democracy and can be only effective in a democratic system.

To supplement the work of massing (2002) on democracy, Dewey (2016) extends the approach and defines learning politics as learning democracy. Though the word ‘politics’ is considered by both young and old people as ‘dirty business’ so the notion of democracy might gain in sympathy. Thus, he combines the notion of democracy with lifestyle, social system and form of rule. And from this three-way split, he goes further and defines the specific tasks and objectives of Civic Education. In short, the concept of learning democracy means understanding the function, value and content of democracy. This in turn helps to reborn healthy Democracy.

Furthermore, Masaiti et al (2018) affirms that healthy democracy can be attained if citizens understand state society relationship. Therefore, citizens are to be socialised politically and be able to experience democracy and politics through their own experiences, actions and understanding and, as a result, develop some abilities when it comes to understanding the notion of democracy. As observed, understanding democratic elements requires mediators. Teachers of Civic Education as custodians of civic knowledge have a role to play because civic education is not restricted to classroom environment. The work by massing proved what real democracy is, hence establishing the social and political standing of teachers in the democratic dispensation was the focus of this study.

Therefore, in the light of the above debate, the study by Kaumba (2015) on an examination of student’s perceptions of public participation in national governance: a case of university of

Zambia reported students' views on three major governance issues: human rights, media and access to information and the relationship of the police and society and the role they play in national governance established that students had a positive attitude towards participation in national governance. Further, it was observed that promotion and protection of political rights in Zambia was lacking due to misapplication of the public order act. The existence of police that serves the interest of the government over the public had also negatively impacted the levels of public participation in national governance. The police made it hard for the realization of rights to freely assemble, protest and demonstrate as modes of citizens' engagement in affairs that govern them. Public media as an important element in democratic governance suffered setbacks with a heavy government control.

Based on the findings, the study concluded that there was need to create an environment that could allow for more participation. Zambia has the potential to uphold democratic tenets, coupled with a number of instruments put in place to enhance participation. There should be deliberate policies firstly, that aim to foster sensitization and citizen consultation on decisions of public magnitude. To achieve this, a bottom up approach in decision making processes is required. Other avenues that can enhance public participation include the changing of the Media and Access to Information Act to allow for more freedom of expression among the media institutions as a way to create a transparent and accountable society. However, the line of distinction with the study done by Kaumba (2015) and this study was that, him focused on students' perception of public participation in national governance while this study focused on exploring perceived limited Civic Engagement in the democratic dispensation among teachers of civic education in community activities.

Furthermore, the Study on Civic Education and Learning Democracy by Dewey (2016) also indicated that although there is no substantial and generally accepted definition about civic education in political science, the notion Civic Education must be delineated from the concept of political socialization, and social education. The concept of political socialization is a general term for civic education and training. Dewey indicated that educating young people to become members of society, who actively participate in the shaping of the political environment is a crucial step in the context of political socialization. In this context, the effort to bring the growing generation in contact with politics is the main task of civic education and training, which is defined as 'intended political socialization'. The functional political socialization shapes

the political worldview of an individual. The people who raise awareness in young people about political processes include family, neighbours, peer groups, the media, the military, the workplace and school as an institution that impart knowledge, skills and values. Through the active collaboration in political decision-making processes in schools, such as student newspapers or elections of student council representatives, teenagers gain insight into the basic principles of liberal democracies, which can lead to more motivation and willingness on their part to become engaged in politics in and outside of schools (Meyer, 2009). It can be commented that political socialisation requires agents who are well informed civically. Having looked at Dewey (2016) closely, it can be argued that teachers of civic education have all the necessary tools required of them to participate in social and political activities.

The study by Dewey was also ideal to my study in the sense that, teaching of civic education should not be examination based and entry into job market only as this has a risk on healthy of democracy. Teachers of Civic Education ought to show interest in spearheading political interaction. Though this interaction is important, teachers of Civic Education should practice this in a non-partisan way as demanded by teacher code of ethics generated by Ministry of General Education (MOGE) through its agency the teaching council of Zambia (TCZ).

Additionally, Burdewick (2003) extends the concept of democracy to learning social education. In the context of social education as a subfield of pedagogy, includes Civic Education. This is a targeted effort made by a person who is entrusted with education. One main aspect of social education is to promote the basic social attitudes. This includes the capability for empathy, cooperativeness, loyalty, solidarity and tolerance. Therefore, it can be argued that political socialisation and social education demands for effective political interaction. Modern approach to teaching of civic Education also if well utilised have a potential to aligning individuals on understanding how health democracy can be attained as a way of promoting good governance of the nation. Further, it can be argued that the living democracy depends on citizens who are well informed of their civic responsibilities as prospective members of the community. Therefore, the point of departure with Dewey is that the former was looking at Civic Education and learning Democracy as opposed to the later who focussed on Civic Engagement in the democratic dispensation among teachers of Civic Education. The management of public affairs is not an

exclusive domain of government and the concept of civic engagement goes beyond the realm of the state or public sector (UNDP, 2012).

UNDP (1997) added that “Governance is not something the state does to society, but the way society itself and the individuals who compose it regulate all the different aspects of their collective life in a free and fair man. The above statement tries to suggest that, in a democratic state, citizens have a mandate to participate in deciding what is best for them. For instance, they can participate in constitution making process, referendum, voting, joining or forming civic organizations, attending civic forums in the community and holding their leaders accountable as provided by the law.

However, the prevalence of missing civic engagement values and political philosophy in most of the urban and rural communities of Zambia is an observable phenomenon. While some significant exceptions can be found, a majority of teachers of Civic Education were perceived to pay inadequate attention on how democratic institutions work, how to participate effectively in democratic society, or concepts of citizenship. Ewart and Ann (2011) observed that the mismatch in the management of national affairs, failure of communities to reduce inequalities, continued economic setbacks and created culture of silent comes about when citizens empowered with civic knowledge and skills do not take an active role in civic issues.

In democratic dispensation, teachers of civic education are contextualized to be possessing political values which shape our personality on how to participate in public life as a way of making our democratic institutions responsive in promoting quality of life in the community (Meyer, 2009). According to Burdewick (2003), effective civic engagement requires a sense of history, a knowledge of political philosophy, and clinical experiences in which we learn how our participation affects others. Thus, Public education needs to rediscover and redefine our political participation on how good governance can be promoted rather than just emphasizing the technocratic imperatives of tomorrow's labor market. Based on the argument above, it can be concluded that the critical element of Civic Education is to teach students and the general public on democratic life.

2.5 Reality of Civic Engagement and democracy

The study by Moonga and Phiri (2010) reported that while civic engagement in Zambia might have generally progressed well with certain individuals and institutions, it may not be entirely 'rosy', due to the many challenges including; lack of interest among individuals and institutions bestowed with knowledge and skills to take such an action, the nature of Zambian politics, and results from an acrimonious relationship between the state, the citizens, various opposition political parties, and Civil Society Organisation (CSO) which has inevitably resulted in the fore mentioned parties facing all forms of intimidation from state powers. This is because their activities are often viewed as being hostile to progress and anti-governmental. As to whether this is the case among teachers of civic education in Zambia, Mumbwa District in particular, was not yet known; hence the focus of this study.

Furthermore, Habasonda (2010) contends that Zambia's civil society has been shaped by a history of authoritarian traditions and that for decades CSOs have been largely restricted to activities within the agendas and control of the state. Mumba (2010) further argues that during the leadership of the second republican president Fredrick Chiluba, he (Chiluba) employed Kaunda's strategy of taming civil society using different means. One of the strategies he employed was the use of the Public Order Act in trying to curtail the freedom of assembly and association, which acts as one of the major vehicles used by CSOs in their civic duties. From the above argument, it can be argued that if the state sees civic activities as anti-government, teachers of Civic Education may find it difficult to freely engage themselves in community and national affairs. However, with the advent of civic education and stipulation of the constitution in line with principles of democracy, teachers of Civic Education are hoped to raise and give guidance on what is needed to be done in the face of democracy as a way of contributing to the development of this country Zambia. Despite the impressive findings by Moonga and Phiri (2010), challenges teachers encounter on civic engagement were not yet known. The point of departure is that the former looked at the challenges civil society organisation faces on Civic Engagement while the latter looked at challenges faced by the teachers of Civic Education in Mumbwa District, Zambia.

Despite criticism that democratic decision-making processes are slow, anti-government and that the involvement in politics reveal weak points Frevel (2009) attested that public political participation is a basic principle of democracy and is considered to be the heart of political considerations. New and intensive discussions on civic education should run on for years, such as the adult education in the public in conjunction with professional development. The assumption is that people should be taught about "politics", and they should be able to implement what they have learned in civic education (Beer and Massing 1999). Every citizen is entitled to judge social and political issues differently and, at the same time, to influence the judgments of others with his own judgment and behaviour. Beside voter turnout, participation in protests, membership in political parties, associations and clubs, a large number of possibilities for political participation in modern societies is affected by the means of the mass media (Rhomberg 2009). The political image and judgment of citizens depend on information from the Gurus of Civic Education. The Gurus of Civic Education plays a significant role in transmitting knowledge about politics and how to live as citizens.

The study by Cohen (2013) on conceptions of citizenship and Civic Education: lessons from three Israeli civics classrooms established that students are experiencing significant differences in their orientation to the citizenship and Civic Education process. Cohen established that one group of students mainly from the higher socio-economic status and higher academic level were exposed to the critical approach to citizenship despite the fact that these students are affiliated with families and social groups that take advantage of the social and political structures. On the other hand, most of the students from the lower socio-economic status and lower academic levels were not given this opportunity. Instead, their experience concentrated mainly on the narrow and disciplined approach to citizenship.

Cohen offers an explanation for this gap by stating that it is the central role of the teachers in relation to the context of the school in which they teach as well as in relation to their students' opinions, academic levels and socio-economic backgrounds. It was concluded that each of the teachers that participated in this study framed the civics lessons in a manner that was in congruence to their perception of their students' approach to citizenship. In the case where the teacher saw his students as apathetic (*abandonment*), he promoted the disciplined model of citizenship and Civic Education in order to rebuild the students' trust in the national institutions

and political system. Next, in the case where the teacher saw her students as individuals who have the potential to take part in the political field but seldom do so (between *abandonment* and *activity*), she promoted the participatory conception of Civic Education in order to convince them to become fully active and engaged citizens. Finally, in the case in which the teacher knew that his students already have the ability to understand their political surroundings and have enough social capital to influence it (*activity*), he promoted the critical conception of civic education, in an attempt to frame their future civic actions.

The study by Cohen is critical to this study in that it helped to establish if teachers of Civic Education have taken an exit option even in their teaching approach. This is born out the fact that this study took into account as to whether teachers of Civic Education exemplified their teachings and if not, the study took into account of the challenges faced. The point of departure therefore with this study is that the former was looking at the conceptions of citizenship and Civic Education with special attention to lessons from three Israeli civics classrooms while the latter focused on exploring Civic Engagement in the democratic dispensation among teachers of Civic Education in Zambia.

2.6 Capability approach in steering civic Engagement in the face of democracy.

The study done by Rafi (2011) in Washington DC on broadband use and civic engagement established that having broadband at home has statistically significant effects on two of the five indicators of civic engagement, including political discussion rate and voter registration status. In both cases (as well as in the three models where the variable fails to achieve significance), the coefficient estimates are expectedly positive, suggesting that the presence of a broadband Internet connection at home positively influences those aspects of civic engagement. Particularly of note is that this variable's significance in these two models comes despite measuring it separately from the three associated applications (blogging, social networking, and getting news online) that are also in the model. Therefore, the presence of broadband by itself positively influences certain kinds of civic engagement, irrespective of particular applications.

Furthermore, the study also established that people who hold a value commitment to benefit the collective are more likely to be civically engaged, suggesting that the inculcation of community-centric values can translate into behaviour consistent with those values as also argued by (Funk

1998). In a related vein, the study reported that there is evidence that church attendance and other religious activities also lead to greater Civic Engagement. It is therefore the essence of this study to assess strategies that can enhance authentic civic engagement among teachers of Civic Education.

The above study therefore informed my study in the sense that Rafi (2011) suggested what seemed effective on igniting Civic Engagement in the community. The point of departure therefore is that the former was looking at broadband use and civic engagement. The study was also done in United States of America and quantitative approach was used. However, the latter was focusing on exploring civic engagement in the democratic dispensation among teachers of civic education in Zambia with special attention on strategies to enhance authentic Civic Engagement. The method employed was qualitative.

Another study by Crystal and DeBell, (2002) on children's attitudes towards community service and citizenship reveals that interpersonal trust, religious valuation, and "individualistic attribution of social responsibility" are predictors of civic orientation, which are "the values and habits that lead to Civic Engagement. The study by Crystal and DeBell is relevant to my study in the sense that community service and citizenship are among key issues that this study considered when exploring Civic Engagement. However, the point of departure is that the former were looking at Children's attitudes towards community service and citizenship and the latter was looking at Civic Engagement in the democratic dispensation among Teachers of Civic Education.

2.7 Knowledge gap

This chapter has highlighted the existing literature related Civic Engagement in the democratic dispensation among teachers of civic education and the gap in existence thereby providing a justification to conduct this study. It has been discovered from the revealed literature that the concept of Civic Engagement in Civic Education was introduced in several democratic countries in order to meet the global demands on the concept of citizenship. The concept also exists to address the issues of economic inequality, injustice, abuse of authority by the state, miss management of public resources, tribalism, and violations of human rights in various societies. The literature has revealed what is expected of citizens possessing civic knowledge, skills, values

and disposition in the face of democracy. Nevertheless, despite having several literatures on civic engagement, there seemed to be little or no study done on exploring Civic Engagement in the democratic dispensation among teachers of civic education hence the motivation to undertake this study. This acted as a way of contributing to the gap and consequently have a reference point in case of any future eventuality that may impede our society from developing. This study also builds upon previous research to confirm that Civic knowledge, skills, virtues, dispositions, political associations, non-political associations, including informal, socializing, public attendance, and interpersonal trust, contribute to civic engagement collectively.

2.8 Chapter Summary

This chapter has highlighted the existing literature that is related to exploring Civic Engagement in the democratic dispensation among teachers of Civic Education with a view of putting it into the context of similar works done so far thereby providing justification for this study. The next chapter contains the methodology used when conducting the study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Overview

The chapter describes the method that was applied in carrying out this study. It provides reasons why the chosen method was appropriate. It presents research paradigm, research design, research site, target population, sample size, Sampling technique, data collection instruments, data analysis, trustworthiness of collected data, delimitations of the study, limitations of the study and ethical considerations.

3.2 Research paradigm

The researcher employed qualitative research methodological to provide insights into civic engagement in democratic dispensation among teachers of Civic Education in selected secondary schools in Mumbwa District. Qualitative research approach was chosen for this study because it enabled the researcher to carry out the study in its natural settings based on its relevance on research strategy that is flexible and interactive (Kombo and Tromp, 2006). It allowed the researcher to get in-depth information from teachers in Lusaka district since the paradigm is concerned with what goes on in social settings to understand the social phenomenon (Mulenga 2015). This means that the researcher had an opportunity to interact with participants in their natural setting face to face to observe and make conclusions on hidden feelings and emotions. The paradigm also enabled participants to describe their experiences concerning Civic Engagement in democratic dispensation.

Qualitative approach is a particular tradition in social science which is aligned to interpretivism position. Researchers who believe in this position holds that, there is no objective truth waiting to be discovered instead, knowledge (epistemology aspect) and reality (ontology) has to be socially constructed by human beings. Thus, this approach depends fundamentally on verbal data which helps the researcher in understanding social phenomenon from the participants' perspectives, thereby developing a deeper understanding of the phenomenon under investigation, as it allowed the researcher to probe further in order to get more insight of the problem (Chiyongo, 2010). Qualitative methods were adopted specifically for this study as it allowed for

a detailed and intensive analysis of the nature and complexity of the subject matter (Exploring Civic Engagement in democratic dispensation among teachers of civic education in selected secondary schools in Mumbwa District, Zambia).

3.3 Research design

In this study, the researcher used descriptive research design. Kasonde-Ngandu (2013) explained that a descriptive research design in data collection gives the ability to the researcher to collect accurate data on and provide a clear picture of the phenomenon under investigation. The purpose of this design is description of the state of affairs as it exists. The researcher analyses, presents and discusses the research findings as they are.

A descriptive research design was used because the study aimed at giving a detailed description of civic engagement in democratic dispensation among teachers of civic education by focusing on the status of engagement, challenge encountered and strategies to be employed. Therefore, this design allowed the researcher to collect data on attitudes and opinions from different individuals from the selected secondary schools in Mumbwa District, Zambia.

3.4 Study Area/site

The study was conducted from three (3) selected schools in Mumbwa District. The selection of these schools was based on their old existence as well as pilot schools of civic Education at its reintroduction in 2004. The selection of the research site is essential. It influences the usefulness of the information produced. The idea is to start with a large population and through progressive elimination, end up with the actual site where data is collected (Orodho and Kombo, 2002).

3.5 Target population

Due to large size of the population, the research often cannot interview every individual in the population because it is too expensive and time consuming. Thus, the target population for this study was all teachers of Civic Education in selected secondary schools in Mumbwa District, Zambia.

3.6 Sample size,

In this study, a sample size of 21 teachers of Civic Education from the selected secondary schools in Mumbwa District was considered when conducting a study on Civic Engagement in the democratic dispensation among teachers of Civic Education in selected secondary schools in Mumbwa District Zambia.

Location	Designation	Proposed sample
Y Secondary School	Teachers of Civic Education	7
X Secondary School	Teachers of Civic Education	7
Z Secondary School	Teachers of Civic Education	7
Total sample size		21

Table 1: Shows the numbers of the participants and their positions in the ministry of General education.

3.7 Sampling technique

Homogenous Purposive sampling was used to select 21 participants acting in their own capacity as citizens, while being privileged and knowledgeable in their field of teaching Civic Education. According to (Cresswell, 2009), homogenous sampling is a purposive sampling technique whose units (for example, people, cases, and others) share the same (or very similar) characteristics or traits (for example, a group of people that are similar in terms of background, occupation, practice, beliefs and others). In addition, a homogeneous sample is often chosen when the research questions used were specific to the characteristics of the particular group of interest.

3.8 Data collection instruments and procedure

Interview guide with open ended questions was used to collect primary data. According to Kombo and Tromp (2006), primary data is a type of information obtained directly from first

hand sources by means of survey, observation, focus groups, interviews or experimentations, visual and visual-audio materials. This involved carrying out face to face interviews with each one of the teachers using the designed interview guide.

To support this tool in data collection, Kasonde-Ngandu (2013) argued that no system of inquiry can be as revealing as an interview. It is natural and provides real information about a phenomenon. Data is facts or figures from which conclusions can be drawn. Before one can present and interpret information, there has to be a process of gathering and sorting data. Just as trees are the raw material from which paper is produced, so too, can data be viewed as the raw material from which information is obtained. Data as a general concept refers to the fact that some existing information or knowledge is represented or coded in some form suitable for better usage or processing. Data is collected and analyzed; data only becomes information suitable for making decision in some fashion. Gathering data can be accomplished through a primary source (researcher is the first person to obtain the data) or a secondary source (the researcher obtains the data that has already been collected by other sources (Mesly, 2015).

Additionally, data generation is the gathering of specific information aimed at proving and refuting some facts on how a researcher collects data and with what instruments (Kasonde-Ng'andu, 2013). Therefore, in trying to follow the data collection procedure, clearance and introductory letters were sought from the University of Zambia ethical committee and department of language and social sciences education to allow the researcher to go for data collection, and written permission was sought from the District Education Board Secretary (DEBS) within Mumbwa District. At the school level, verbal permission was obtained from the school managers of respective schools to use their facilities before proceeding with data collection. After the researcher was given permission to go ahead with data collection by the respective school managers, the researcher went on to have semi-structured interviews with teachers of civic education on different days each taking an estimate of 30 minutes. However, before collecting data from the participants, permission was sought from participants and the aim of the study was thoroughly explained to them and assurance was given that data to be collected will be purely for academic purposes. During data collection, a voice recorder was used with permission to record the conversations to capture opinions and views of the participants in order to help the researcher with data analysis.

3.9 Data analysis

As discussed earlier, this study is purely qualitative hence the data collected was analysed qualitatively. The researcher used various themes in line with research objectives of the study. The data analysis involved, transcribing the recorded information into textual data and data cleaning to ensure only necessary information remains. In this approach, the researcher read the transcribed text several times and the statements that appeared to be revealing about the phenomenon were highlighted.

Themes were then identified by highlighting material in the interview transcripts that spoke of status of civic engagement, challenges and strategies to enhance authentic civic engagement in the democratic dispensation among teachers of Civic Education. The searcher then selected each of the highlighted phrases and try to ascertain what meaning was put forward in the highlighted material. After identifying the themes, Thereafter, the researcher embarked on the process of recording the themes and describing how they were interrelated. Rewriting continued until the researcher felt that the themes and the relationship between the themes are identified as accurately as possible.

To simplify the process above for data analysis, the following steps were taken:

- 1) Familiarization- the step is to get to know our data. It's important to get a thorough overview of all the data. This involved transcribing audio, reading through the notes taken and generally looking through the data to get familiar with it.
- 2) Coding- in coding, the researcher highlighted sections of the texts with labels or codes to describe their content. After this all data identified by codes were collected into groups to give an overview of main points and common meanings.
- 3) Generating themes- Next, the codes were observed to identify patterns among them and come up with recurring themes. At this point codes that are considered irrelevant were discarded.
- 4) Reviewing Themes- here themes were reviewed to make sure that they are useful and accurate representations of data.
- 5) Defining and naming themes- here themes were named and defined. Defining themes involved formulating exactly what is meant by each theme and figuring out how it helps

us understand data. Naming themes involved coming up with a sufficient and easily understandable name for each theme.

Writing up- Finally the researcher wrote up the analysis of the data. The results addressed each theme, describe how often the theme comes up and what they mean in relation to the theory that was adopted for this study, the reviewed related literature in chapter 2 and the newly found knowledge.

3.10 Trustworthiness

According to Mulenaga (2015) trustworthiness refers to whether the findings of a study are true and certain. Thus, the research findings accurately reflect the situation and certain in the sense that research findings are supported by the evidence. Therefore, in this study, the researcher relied on four characteristics; credibility, transferability, confirmability and dependability as suggested by Lincoln et al (2011).

3.10.1 Credibility

Credibility addresses the need to ensure that the data are interpreted appropriately and to deal with the patterns in their entirety but to take certain actions that take account of the complexities (Lincoln, et al, 2011). Several actions were used to enhance the credibility of our study. These included briefing with my dissertation supervisor, prolonged engagement with my participants, using more than one interview criteria to clarify or expand on findings, and keeping notes to track decisions and rationale. Since interviews of this nature have the potential to affect the researcher as well, I met regularly with my dissertation supervisor for the purposes of briefing the experience of the interview during the research process.

3.10.2 Transferability

Transferability speaks to the ability to transfer findings from data to other settings (Mulenga, 2015). This also addresses the qualitative researcher's belief that "all social/behavioural phenomena are context bound or context relevant. This study demonstrated transferability by homogenous purposive sampling to "maximize the range of information uncovered, collection of "thick", rich, descriptive data, including the use of field notes on processes observed during the

conversation and clear descriptions of the selection of the participant group used in the study. Ultimately, the purpose was not to transfer my findings to other studies, but rather to clarify understanding of the phenomena from the perspective of participants.

3.10.3 Dependability

Dependability of qualitative studies addresses the concern for the data to remain stable over time and in various conditions (Creswell, 2009). This study demonstrated dependability by providing descriptive details of methods used to gather, analyse, and interpret data. The authenticity of the data was clarified with participants and interpreted, examined, and discussed with the study supervisor.

3.10.4 Confirmability

Confirmability is the final step in demonstrating trustworthiness, and refers to the “objectivity or neutrality of the data” (Gunawan, 2015). This study addressed confirmability by establishing an audit trail consisting of such records as interview transcripts, reflective journaling following interviews, notes on planned activities related to data analysis, and all drafts of reports.

3.11 Delimitation

In order to assure manageability of the collected data and due to the large number of potential participants in the study population, the study focused only on members located within three selected secondary schools in Mumbwa District. The study was delimited only to exploring Civic Engagement in democratic dispensation among teachers of Civic Education.

3.12 Limitation

Due to the small/unique sample available for the study, results may not be generalizable beyond the specific population of the three selected secondary schools from which the sample was drawn but the theoretical contribution the study has made can be applied in different contexts of the subject matter. Furthermore, due to the failure of sample participants to answer with candor, results might not accurately reflect the opinions of others.

3.13 Ethical Considerations

The researcher embraced a range of ethical considerations as Ethics have are a key aspect in conducting a meaningful research. Code of ethics of the psychological profession (2017), states that, psychologist cooperating with a client in research, teaching, expertise or helping practice observes ethical principles in all stages of work: from contract negotiation and signing, when the purpose and objectives of the cooperation and the corresponding psychological methods to be used are defined, through results sharing and reporting, to various manners of documentation protection. In order to ensure the safety and rights of the participants, the following were the ethics considered presented thematically.

3.13.1. Approval and Informed consent

The researcher sought an approval from University of Zambia ethical clearance committee. Thereafter, permission was sought from the District Education Board Secretary (DEBS), Mumbwa District, Zambia. After getting permission from the relevant authority, the researcher sought informed consent from the participants. The researcher ensured that no participant was coerced to participate in the study.

3.13.2. Research description

The researcher has a duty to ensure that the participants are cognizant of the purpose of the study. In the light of this, the researcher informed all the participants the purpose of the study and asked them for their willfully participation on exploring civic engagement in democratic dispensation among teachers of Civic Education in selected secondary schools in Mumbwa District, Zambia.

3.13.3. Benefits and risks

Participants were informed that positive participation in this study is expected as it may help to motivate members of the community on the awareness on the importance of engaging democratic activities. However, the participants were also told that participation in this study shall not subject them into any form of risk as the data to be collected is for academic purposes only.

3.13.4. Anonymity and confidentiality

Considering the importance of ethics in every research, the researcher ensured that responses from participants are treated with maximum confidentiality. Participants were assured that data collected was to be used purely for academic purposes. Names of the schools and participants were not reviewed instead the researcher used codes to represent schools and participants.

3.13.5. Voluntary participation

Furthermore, the researcher ensured that the participants are treated with all the respect they deserve. There was no form of coercion or influence to the participants to respond against their will (Dooley, 2001). In order to gain the goodwill of the participants, the researcher endeavored to establish good rapport with them before the day of the meeting. The participants were also asked to feel free to choose the place of their choice where interviews could be conducted. In addition, participants were requested to withdraw from the study at any time if they felt that they could not give the required information.

3.13.6 Healthy safety of participants

In order not to endanger the lives of the participants as this study was conducted during COVID-19 pandemic, all the health guidelines as provided by the ministry of health were followed. These included, providing face masks to all the participants and observing social distancing when conducting interviews. The researcher also moved with hand sanitizer to ensure that all the participants are sanitized.

3.14 Summary

This chapter has presented the methodology that was used in this study under the following themes: Research paradigm, research design, study site target population, sample size, sampling procedures, data collection instruments, data collection procedure, data analysis, trustworthiness of the collected data, delimitations and limitations of the study, and ethical considerations. The next chapter presents research findings.

CHAPTER FOUR

PRESENTATION OF RESEARCH FINDINGS

4.1 Overview

This chapter presents findings of the study from selected secondary schools in Mumbwa District which aimed at exploring Civic Engagement in the democratic dispensation among teachers of Civic Education. The findings are presented based on the research questions below as outlined in chapter one:

- i. What is the status of civic engagement in democratic dispensation among teachers of Civic Education in selected secondary schools in Mumbwa District, Zambia?
- ii. What challenges do teachers of Civic Education encounter on civic engagement in democratic dispensation in selected secondary schools in Mumbwa District, Zambia?
- iii. What appropriate strategies to be put in place in order to enhance authentic civic engagement in democratic dispensation among teachers of Civic Education in selected secondary schools in Mumbwa District, Zambia?

Fundamentally, this chapter is exclusively devoted to the presentation and analysis of data collected through interviews. Not all issues reflected in the interview guide were included in the presentation but only those that strongly relate to Civic Engagement in the democratic dispensation among teachers of Civic Education in Mumbwa District have been included.

Table 1: Categories of Participants and their rates of Responses

Location	Designation	Proposed Sample	Actual Response
X secondary school	Teachers of civic education	7	7
Y secondary school	Teachers of civic education	7	7
Z secondary school	Teachers of civic education	7	7
TOTAL		21	21

Source: Field data 2020

4.2 Findings on what is the status of civic engagement in democratic dispensation among teachers of Civic Education?

The first research question in this study was to explore the use of civic knowledge, skills and dispositions by teachers of Civic Education in the community activities beyond school zones. Social and political activities were considered. All 21 participants interviewed acknowledged that if Civic knowledge, skills and disposition are well applied, they can lead to improved lives of the people in the community and observance of the values and principles of healthy democracy. The study revealed that out of 21 participants interviewed, 18 participants had detailed understanding on what the concepts Civic Engagement and democracy means. 3 participants had basic understanding on the meaning of Civic Engagement and democracy. It was further revealed that participation of teachers in social and political activities existed but at minimal level. Beyond school environment, most of their Engagement in democratic activities was coupled with element of fear. Participation was hampered by so many reasons that has been reflected in the second objective of this study. Minimal participation was reflected under the following themes:

- (a) Advocacy for good governance and protection of human rights openly.

- (b) Planting of civic seed in the community
- (c) involvement in the electoral process

4.2.1 Advocacy for good governance and protection of human rights.

This section presents results on status of civic engagement in advocacy for good governance and protection of human rights among teachers of Civic Education.

The study revealed that out of 21 participants, only 1 was able to advocate for good governance and protection of human rights openly and 20 participants advocated for good governance and protection of human rights privately.

To demonstrate this trend, teacher A from Y Secondary School explained the following:

I fear to talk about political issues but when we are few I talk. A friend was summoned at District commission's office and cited to be ant government and was questioned. Whenever we say something about governance, they would say aba nibama politics (these are politicians). They think whatever is happening we are trying to politicize. We may want to help people but we are afraid of being reported. Government fear that we may tell people the truth on what is going on for instance on bill 10 (Teacher A from Y Secondary, 2020).

Despite the common expression among most of the participants (20) on advocacy for good governance privately, one participant gave a divergent view on advocacy for good governance.

To demonstrate a paradigm, shift from the rest, teacher B from X secondary school explained the following:

Civic engagement encompasses a lot of things, so I help members of the community to know about their rights, to know how their leaders should rule them, the qualifications needed for one to stand as their president and I also tell them without fear if the government is ruling them in a bad way (Teacher B from X secondary, 2020).

4.2.2 Planting of civic seed in the community

- (i) At school level
- (ii) At family level

(iii) At Community level

This section presents results on status of civic engagement in planting of civic seed in the community among teachers of Civic Education.

The study revealed that 21 participants used their civic knowledge, skills and dispositions at school level. It was revealed that this engagement comes by the virtue of being teachers of civic education. However, beyond school environment, it was revealed that 15 participants were able to plant civic seed to their family members and only 4 were able to plant civic seed beyond family confinement.

Teacher C from Y secondary school had the following views when asked how civic knowledge was applied outside classroom arrangement:

Apart from teaching when I come outside classroom, my first place is my family. I have children, I have relatives, I have grandchildren were I educate them the importance of participating in elections and I really encourage them if they participate it means democracy will be in place. They have to elect the person they would want to rule them or govern the nation in short. Apart from educating my family about the importance of participating in elections, I educate them the importance of gender (Teacher C from Y secondary, 2020).

4.2.3 Involvement in electoral process

- (i) Voting
- (ii) Monitoring party behavior in power

This section presents results on status of civic engagement on involvement in electoral process among teachers of Civic Education.

The study established that huge proportion of participants (21) were able to sensitize people on importance of voting. On the other hand, it was established that only 1 participant was able to monitor the party behavior in power and give sound advice to those who operated outside the parameters of the law during and after electoral process.

From the proportion of the participants who were sensitizing people on importance of voting, teacher D from W secondary school had the following views when asked how they applied their civic knowledge outside classroom:

You know apart from teaching, outside classroom we do interact with the community and in the community there are these people who don't understand a number of issues. Like the way I explained earlier on there are certain issues that some people don't understand. For instance, you hear people NO, me I shall never vote because this government is failing to do this so even the next government it will be the same. So these people are just the same, so me I have stopped voting. So now that one if you have observed, if you ask these one the civil society organizations, it's a concern actually because they have seen that there is voter apathy going on. So you come in as a teacher of civic education to educate those people on the importance of voting (Teacher D from W secondary, 2020).

Despite the common expression among participants on sensitizing community members on importance of voting, the study revealed that there was low engagement when it comes to monitoring party performance in power during and after an electoral process. However, one participant had divergent views on monitoring party performance.

To demonstrate this argument, teacher E from Y secondary school explained as follows:

Sometimes you find that cadres may take it that those members belonging to the opposition, with divergent views, views which are different from them they might take them to be enemies but you tell them that in democracy not everyone will agree with your opinions or with your views. There will be always other people who will also have their own views or perspective on how things should be done. So you try to make them understand (Teacher, E from Y secondary, 2020).

4.3 Findings on what are the challenges teachers of Civic Education encounter on Civic Engagement in democratic dispensation?

The second research question in this study was to establish the challenges that teachers of Civic Education faced on Civic Engagement in the democratic dispensation. Various oral submissions were made from 22 participants. Participants indicated that we rarely participate in democratic activities due to fear of losing employment, lack of systems to protect them, citizens not knowing what to do in democracy and too much politicking on governance issues. Participants further alluded that poverty and lack of social amenities, not having various avenues to interact with citizens on civic issues and not receiving support from fellow citizens were serious impediments to civic engagement. From various oral submissions made, the following key recurring themes emerged which have been supported by verbatim in the following sections below;

- (a) Threat to job security
- (b) Weak national governance system in Zambia
- (c) High levels of illiteracy on democratic principles among citizens
- (d) Socio- economic challenges
- (e) Political interference and fear of being labeled as ant-government
- (f) Limited platforms to share civic knowledge
- (g) Lack of solidarity and political will among citizens

4.3.1 Threat to job security

This section presents results on treat to job security as a challenge on civic engagement among teachers of Civic Education.

The study revealed that 20 participants indicated that threat to job security was a serious challenge when it comes to civic engagement. The fact that teaching was the only source of income to support and sustain their families, the study revealed that there was fear of loss of employment once certain information reached the political party in power. Teacher F from X secondary school expressed the following views:

Children come from various homes, certain topics you need to give examples but then them they go and tell their parents, for example in 2016, some people could

come to ask, ba teacher (sir), what do you think about this, just to pin you down. So even the way you analyse issues you will not be fair. Just make sure it pleases the person who has brought the issue (Teacher F from X secondary, 2020).

Like the above acknowledgement to fear of being reported and loss of employment as a result of sharing information on miss management of public affairs by those who are in government, another teacher G from W secondary school stressed that:

We fear, only free in class to speak hence you cannot be heard. For example, if you are discussing about bad governance then if there is a shushushu (government wing that protect the integrity of the president) you fear to be reported. We use our knowledge only in class (Teacher, G from W secondary, 2020).

4.3.2 Weak governance system in Zambia

This section presents results on weak national governance system in Zambia as a challenge on civic engagement among teachers of Civic Education.

In line with challenges that have been preventing teachers from participating in civic issues, the study reported that weak governance system in Zambia was a serious impediment to civic engagement in the democratic dispensation. The study revealed that huge proportion (20) of the participants showed displeasure on decreasing upholding of democratic values and principles in the country.

Teacher A from Y secondary school had the following views:

Democracy is not observed at some angles. For example, as a civil servant if I want to participate in politics am not allowed. There is infringement of human rights. We fear our mouth are shut. Even if there is democracy, we don't participate the way we should participate as citizens of the country. Even if the constitution provides participation, we are not allowed (Teacher A from Y secondary, 2020).

Another teacher H from X secondary school when asked about the challenges faced on civic engagement in the democratic dispensation in relations to the above acknowledgement expressed the following views:

Yes, we have limitations especially when it comes to bad and good governance, when you look at the governance system in Zambia, when you cite examples, for instance when you give features of bad governance, those that are in politics they would fight us that you are condemning the government. So you don't give details (Teacher, H from X secondary, 2020).

4.3.3 High levels of illiteracy on democratic principles among citizens

This section presents results on high level of illiteracy on democratic principles among citizens as a challenge on civic engagement among teachers of Civic Education. The fundamental principles of democracy which our country is guided as enshrined in the constitution includes, economic rights, political rights, rule of law, respect for the majority and the minority rights, transparency and accountability, good governance and respect for individual dignity and worth among others.

The findings revealed that despite the efforts that teachers of Civic Education would make to ensure accountability and upholding of democratic principles in the country, high illiterate rate in the country was a worry some situation. 12 teachers indicated that high levels of illiteracy on democratic principles among citizens was a hindrance to Civic Engagement as most of them would not stand for the truth and protect value of democracy.

Teacher I from W secondary school observed that:

To a certain extent it is ignorance that people have, because if you go round in the community these rights mostly it's just those who have been exposed to education system those are the ones who are aware of them but those people like the old people they are not aware of the rights so you find that even when certain things are being done to them they will not know if their rights are being violated or not. Say for instance, if a person just comes in a certain community maybe in a village setup give them mealie meal, give them beer give them what, that would easily buy them to vote

for that person and like someone who comes and talks to them (Teacher, I from W secondary, 2020).

Similar to the above sentiment, another teacher J from X secondary school said that:

Very few people understand governance in Zambia, we are still a young democracy, even telling people to go and vote still an issue. Others go to vote without knowing the person they are voting for (Teacher J from X secondary, 2020).

4.3.4 Socio - economic challenges

This section presents results on socio-economic challenges as an impediment on civic engagement among teachers of Civic Education.

The study revealed that economic hardships proved to be a hindrance among citizens when it comes to making rationality decisions on what should be done to improve the quality of living in the community. Most of the teachers (20) were not involved in other economic ventures hence teaching was only source of income to support their families.

When teacher K from X secondary school was asked if she could sacrifice her job and if possible go to prison for defending principles of democracy like Nelson Mandela and Kaunda did, the participant lamented that:

Aah! Those, it is difficult to be like Kaundas and Mandelas. I think times have changed. You find that if you want to be Kaunda of this time you will have a lot to loss. Take for instance if I would be Kaunda of this era, one, employment will be at stake and that means that everyone who is looking up to me for financial help because of the little money that am getting will be affected so it is not possible. I think it's a nonstarter (Teacher K from X secondary, 2020).

In relation to the above manifestation, another teacher L from Y secondary school lamented that:

Aah! That's a trick one anyway, I would say. Many are the times that I would want to do that but one thing that comes in mind is the intimidation that I will receive. Definitely I will lose my job then I have to think on how am going to survive, okay. So here we are talking I think about poverty levels were we know that it is the only

source of income which I have and if I lose this where do I stand myself (Teacher L from Y secondary, 2020).

4.3.5 Political interference and fear of being labeled as ant-government

This section presents results on political interference and fear of being labeled as ant-government as a challenge on civic engagement among teachers of Civic Education.

The study revealed that 20 teachers feared to participate in democratic activities as a results of fear of being labeled as ant-government.

Teacher M from W secondary school expressed the following concerns:

If you are not favoring the government, if you say something concerning their bad deeds you may be deemed to be opposition. Our political system is not health, governors not accepting to be challenged. Those who tell them the truth they are put behind the bars. If you talk against the government you may be retired on national or public interest (Teacher M from W secondary, 2020).

In view of the above, another teacher N from X secondary school observed the following:

I fear to talk about political issues but when we are few I talk. A friend was summoned at District commission's office and cited to be ant government and was questioned. Whenever we say something about governance, they would say aba nibama politics (these are politicians). They think whatever is happening we are trying to politicize. We may want to help people but we are afraid of being reported. Government fear that we may tell people the truth on what is going on for instance on bill 10 (Teacher N from X secondary, 2020).

4.3.6 Limited platforms to share civic knowledge

This section presents results on limited platform to share civic Knowledge as a challenge on civic engagement among teachers of Civic Education.

The study established that 19 teachers lacked platforms where they could share civic knowledge skills and dispositions. It was indicated that apart from classroom based teaching and learning, civic knowledge was hardly shared with other members of the community.

Teacher O from Y secondary school had the following observations:

There are no platforms to teach people on civic issues, we fear, only free in class to speak hence you cannot be heard. For example, if you are discussing about bad governance then if there is a shushushu (a wing that protect the integrity of the president) you fear to be reported. We use our knowledge only in class (Teacher O from Y secondary, 2020).

Despite the common agreement among most of the participants on lack of platforms to share civic knowledge in the face of democracy, 2 teachers had divergent views.

Teacher P from X secondary school gave the following remarks:

Platforms are there to share civic knowledge but not as enshrined in human rights charter (Teacher P from X secondary, 2020).

4.3.7 Lack of solidarity and political will among citizens

This section presents results on lack of political will among citizens as a challenge on civic engagement among teachers of Civic Education. The study revealed that solidarity was lacking among citizens when it comes to civic issues hence posed a challenge.

To justify this argument, teacher Q from W secondary school expressed the following concerns:

At the moment because of too much intimidation and lack of support from other citizens I feel I wouldn't do that. So apart from being scared of being intimidated and losing my job, I feel that those Mandales and Kaundas had people who would rally behind them. They had people who were ready to die with them but in this case, we are talking about me dying just myself. I feel I can just put my family to suffer and the

way democracy is running honestly I cannot do it and depending on what I have explained to you (Teacher Q from W secondary, 2020).

4.4 Findings on what appropriate strategies to be put in place in order to enhance authentic civic engagement in democratic dispensation among teachers of Civic Education?

In view of the observed status on Civic Engagements in the democratic dispensation among teachers of Civic Education, and a number of challenges that characterise it, the third research question of this study was to find out appropriate strategies to be put in place in order to promote and enhance authentic civic engagement. Various oral submissions were made. Among other strategies suggested includes leadership that would accord each and every citizens equal space to contribute to the running of democracy, relevant ministries to seriously plan on how citizens can be engaged on civic matters and consulting those who understand what it takes for democracy to survive. Responses from participants further indicated that bringing more political players would spar Civic Engagement. Participants also argued that policing citizens should be fairly done as it was revealed that police service were not fair the way they carried out Public Order Act (POA). As this was not enough, participants submitted that teaching in class alone is not enough hence, we need other avenues where we can share our civic knowledge, skills and disposition. Responses from participants were analyzed and categorized into the following recurring themes supported by Verbatim in the sections below:

- (a) Inclusive leadership on Governance matters
- (b) Adopting plans for Community Engagement
- (c) Engage key stakeholders/experts on civic matters.
- (d) Partnering with local organizations for Civic Engagement.
- (e) Responsive and neutral police service.
- (f) Engagement in both formal and informal settings.

4.4.1 Inclusive leadership on Governance matters.

This section presents results on inclusive leadership when it comes to constitution processes. The study revealed that constitution making process and amendment in Zambia was done in a manner not supposed to be done. There were close observations from the participants as to why the process of

such a supreme document (constitution) of the land was high jacked by few individuals. The study reported that the executive as a branch of the government seemed to have side-lined the citizens on the grassroots who are mostly affected. In view of this, 16 participants indicated that to avoid lacunas and wastage of resources on the constitution, there was a need for the constitution making and amendment process to be holistic. It was further accounted that a clear constitution that does not need explanation was needed. The holistic process was also necessary so that social and political rights of the teacher can be revisited so as to enable them participate freely in democratic activities.

In view of the above, teacher R from Y secondary school had the following views:

Constitutionally, the constitution of Zambia is well tabulated but I believe most are the times people have abused it, the only problem we have is that people would always want to use the constitution to pin you down because they say it has a lot of lacunas, because it wants someone to explain it to you. Each one would want to explain to his or her own advantage. That's the nature of man anyway. so the only thing is if people would have come up with the constitution that does not need explanations, that states the facts the way it is because when you write a constitution that does not need explanations there will be no need of the other guy to come and cheat you on the explanation ok, and everyone who will read the constitution it will mean the same thing to everyone but as it is now, it means different things to different people. Even if you bring two constitutional lawyers they will not agree (Teacher R from Y secondary, 2020).

Similar to the above sentiment, another teacher S from W secondary school had the following views:

A constitution is supposed to be tailored in such a way that it enhances the bill of rights because the current trend in the constitution there is infringement of the right of the teacher. A Constitution is a driver, a mirror, roadmap of a country, so if you have a constitution that has a lot of defects it results into problems (Teacher S from W secondary, 2020).

4.4.2 Adopting plans for Community Engagement

This section presents results on Government to consider adopting plans for Community Engagement and establish a series of guiding principles as a strategy to promote and enhance civic engagement. The study revealed that teachers had limited platforms where they could share their civic knowledge, skills and dispositions. It was noted that their engagement was only limited to classroom and in their homes. Thus, 16 teachers suggested that there was a need for government to come up with robust capacity building programs as a way of encouraging open civic debates.

Teacher T from Y secondary school expressed the following views:

I would wish that government can bring out platforms or forums that can help Civic Education teachers to participate or to be engaged in civic matters and duties. Teachers of civic education know that one of the civic duties or obligation of a teacher of civic education is to render community service. Doing a community service is only possible that if you come under a different umbrella not as teachers of civic education because they will think these are now politicians, politicians have now come and because of the code of ethics and conduct and then it will be something else (Teacher T from Y secondary, 2020).

Similar to the above sentiment, another teacher U from X secondary school expressed the following suggestion:

Government should create a forum where teachers of civic education can assist to educate citizens. For instance, in school there is a human rights club. Knowledge should not just be kept to ourselves, it has to be shared with others. We need to supplement efforts of the non-governmental organizations (Teacher U from X secondary, 2020).

4.4.3 Engaging key stakeholders/experts on civic matters.

This section presents results on government engaging experts on civic matters as a strategy to promote and enhance civic engagement. The study established that all the 21 participants were

supposed to be key stakeholders when it comes to civic matters hence, there was a need for government to engage them on various democratic platforms. The study also found out that teachers were capable of making rationality decisions on civic matters because of the content which was exposed to them from the various institutions where they obtained their qualifications unlike engaging people who are not experts on civic matters as such are likely to make decisions that are not rationality.

Teacher S from W secondary school observed the following:

Government must fully involve teachers of Civic Education because we know things which are supposed to be done for the country to run well. For instance, when coming up with a constitution, if we are invited, we can give guidance (Teacher S from W secondary, 2020).

Another teacher P from X secondary school expressed the following views in relation to involvement of experts on civic matters:

Government should loosen up some restriction so that key players on civic engagement can come on board to make it a real democracy. Real democracy should give an equal chance and opportunity for people to speak out, of course that comes with its own consequences but I feel that's what real democracy is, and have no boundaries. I feel the government should try to engage everyone regardless of their positions and status in society if we were going to talk about a strong and a health democracy that is going to engage everyone on board (Teacher P from X secondary, 2020).

4.4.4 Partnering with local organizations for Civic Engagement.

This section presents results on Partnering with local organizations for Civic Engagement as a strategy to promote and enhance civic engagement. Following the accounts from 21 participants, it was established that civic education has rich contents hence if well managed collectively, it has a potential to change society. It was found out that prior to 1964, our country fought to become independent, consequently, this was achieved in 1964 and Zambia decided to take the path of

democratic rule. It was further revealed that the freedom we are enjoying today was collectively achieved, henceforth, forming Civic Education association can again collectively help to remind those who would want to trade on the path contrary to the ethos of democracy.

Teacher M from W secondary school expressed the following views:

There is a need of forming associations so that we can be found in some groups so that we are free to talk about issues because there will be no one to say tiyeni tibapeleke uku (let us take them this side) because she is like this. Also the majority of the Zambians are illiterate so it is us to help them share the knowledge that we have (Teacher M from W secondary).

In the same manner, another teacher when asked on what measures to be put in place to promote and enhance civic engagement suggested that, associations would help to come up with civic literature that can further extended to the community.

Teacher R from Y secondary school expressed the following views:

Well, some time back, we had tried as teachers to come up with some magazines entitled rights of the children where we were indicating some of the things which can be further extended in the community outside because once a learner gets that book or magazine, buy that magazine take it home parents may read. Children may also try to explain to their parents what is contained in that same magazine (Teacher R from Y secondary, 2020).

4.4.5 Responsive and Neutral police service.

This section presents results on a demand for responsive and neutral police service to make it more relevant to society as a strategy to promote and enhance civic engagement. The study revealed that police service in Zambia operated in the manner not pleasing to the citizens especially when came to enforcing public order act. It was established that the service only existed to protect the interest of those in authority.

Teacher F from X secondary school had the following reservations:

When you look at the police service, our police are not a police that is there to protect the interest of the citizen of Zambia, it is the service that is there to protect the interest of the ruling party. You see, they are not working independently, that also is supposed to be worked upon especially our police service it is biased the way it is carrying out the public order act (POA). It is there to serve one political party, it is one sided. so even that is also supposed to be worked upon, so that these people can be working evenly. Let me say they should be fair, neutral more especially this POA it is being misused by the party in power from the time when we got our independence (Teacher F from X secondary, 2020).

4.4.6 Engagement activities in both formal and informal settings

This section presents results on engagement activities in formal and informal settings as a strategy to promote and enhance civic engagement. The study revealed that since it was indicated by 17 teachers that the majority of citizens in various community had little or no idea on principles of democracy, there was a need to make civic education a run-off school- community compulsory course having teachers as pioneers and ambassadors of this paradigm shift.

In view of the above sentiment, the study established that there was a need to distribute civic literature in the community as a way of empowering people especially those who are civically vulnerable.

To exemplify the above, Teacher O from Y secondary school explained that:

Well, some time back, we had tried as teachers to come up with some magazines entitled rights of the children where we were indicating some of the things which can be further extended in the community outside because once a learner gets that book or magazine, buy that magazine take it home parents may read. Children may also try to explain to their parents what is contained in that same magazine (Teacher O from Y secondary, 2020).

The study also accounted that civic education was supposed to be standalone subject from grade 8 through grade 12 than putting it under the umbrella of social studies.

Teacher S from W secondary school had the following views:

For example, if I was one of those minister or even minister of education or even a permanent secretary, I would suggest that civic education stand as a subject at grade 8 so that it goes to grade 12, I think that would have made more sense and unlike putting it under the umbrella of social studies first then it becomes civic at senior. I thought it would have been civic education right from grade 8 so that people as they get to grade 9 as vision 2030 says by 2030 we should have a lot of people who will be able to understand these things so that as someone goes to grade 9 they would have basic understanding of democracy (Teacher S from W secondary, 2020).

4.5 Chapter Summary

The chapter presented the findings of the study on Civic Engagement in the democratic dispensation among teachers of Civic Education in selected secondary schools in Mumbwa District. The findings of this study have been presented in line with the three objectives of the study. The study recorded low participation of teachers in social and political activities which included advocacy for good governance and protection of human rights, planting of civic seed in the community and involvement in the electoral process. However, though low participation was recorded in most of the community activities, some significant strides have been made by teachers of civic education. Sensitizing voters on the importance of participating in electoral process was on the rise. It was further revealed that the following challenges hampered participation and these included, threat to job security, Weak national governance system in Zambia, High levels of illiteracy on democratic principles among citizens, Socio- economic challenges, Political interference and fear of being labeled as ant-government, Limited platforms to share civic knowledge, and lack of solidarity and political will among citizens.

The study also found out that with the disengagement by stakeholders in democratic activities, there is likely be an experience in denial of achieving personal freedom, economic opportunity and social justice that may be open for our country to develop as well as achieving sustainable development goals (SDGs) by 2030 especially SDG number 16 which focuses on peace, justice and strong institutions. Limited civic engagement as observed may further threaten healthy of democracy that may result in mismanagement of public affairs and violation of human rights. For democracy to be promoted and sustained, it needs stakeholders who are proactive to enforce

its principles. It was found out that active Civic Engagement can only be revamped through a demand for Inclusive leadership on Governance matters, Government to consider adopting plans for Community Engagement and establish a series of guiding principles, Government to engage key stakeholders/experts on civic matters, Partnering with local organizations for Civic Engagement, a demand for responsive and neutral police service, and also by ensuring that engagement activities take place in both formal and informal settings. The next chapter will discuss the findings of the study.

CHAPTER FIVE

DISCUSSION OF RESEARCH FINDINGS

5.1 Overview

This chapter presents discussions of the findings of the study in relation to the reviewed literature as well as the theoretical framework employed during the study. It highlights the scope to which the objectives of the study as stated in chapter one were achieved based on Civic Engagement in the democratic dispensation among teachers of Civic Education. The implication of the findings is discussed.

5.2 Discussion on Status of Civic Engagement in social and political activities

Authentic Civic Engagement as expressed has a potential to change the lives of the people in the community. Civic engagement requires the breed of citizenry who are well informed on how democratic ethos operates. However, despite the teachers being an informed group on civic matters, there was low engagement recorded among teachers of Civic Education in social and political activities.

5.2.1 Civic engagement in advocacy for good governance and protection of human rights

This study was intended to explore the status of Civic Engagement in the democratic dispensation among teachers of civic education as a way of having a nation where the management of public affairs, protection of human rights, social justice, observance of rule of law and common good is the concern of all. Most of the participants admitted that they are supposed to be key players on civic engagement as a result of the civic content exposed to them.

Participants acknowledged that they took part in advocating for good governance in an event leaders did not live up to dictates of democracy. However, it should be indicated from onset that teacher participation in advocacy for good governance and protection of human rights was done not as enshrined in the constitution of Zambia. The majority of the participants (20) as shown in chapter four did advocate for good governance and protection of human rights privately. Private participation shows that certain section of citizenry is discriminated from enjoying full benefits that comes with true democracy. True democracy should accord each and every citizen an equal

opportunity to be heard. This is supported by Coley and Sum (2012) who indicated that democracy is government in which power and civic responsibility are exercised by all adult citizens. Democracy depends upon a literate, knowledgeable citizenry whose access to information enables them to participate fully in the public life of society. For instance, offering checks and balances in criticizing oppressive government officials or policies. For a free people to govern themselves, they must be free to express themselves, openly, publicly, and repeatedly. However, in resolving to establish the status of civic engagement in the democratic dispensation among teachers of Civic Education, the study revealed that teachers of civic education did not express themselves openly and publicly as expected. Furthermore, the study established that since democracy depends on literate and knowledgeable citizenry, there is a possibility of social change in society if teachers are fully integrated in social and political activities.

5.2.2 Civic Engagement in planting of civic seed in the community

This study revealed that civic engagement in planting of civic seed in the community operated at 3 levels and these include, school, family and community level respectively. In a nutshell, planting of civic seed in the community means knowledge applications by civic experts to the citizenry on what is required of them as member of the prospective communities. Knowledge application may include teaching citizens on what it means to be a citizen as well as the responsibilities attached to. Citizens should be taught to be the guardians of their own responsibility and how democracy operates. It should be made clear that democracy is not a machine that can move own its own. There is need to change the habits of the mind as well as the habit of the heart in that democratic ethos are not inherent but they have to be taught from one generation to the other.

In the light of the above, the study recorded high planting of civic seed at school level, fair at family level and very low at community level. At school level, all 21 participants were involved in transmitting civic knowledge, skills and dispositions to the learners although some elements of abstract teaching were recorded when it comes to giving examples of bad governance. Teachers were not free to do that especially if the example was to involve the leader belonging to a ruling political party. It should be indicted that civic education is a living subject hence teachers of civic education should not teach in abstract. They need to bring their teachings to real life

situation. The findings of this study are in line with the findings of Muleya (2015) who indicated that Civic Education in schools was not modelled on practices that can lead to social change and transformation of society.

Furthermore, this study noted a fair planting of civic seed at family level. 15 participants had time to talk to their families on number of civic issues ranging from child abuse, financial independence, human rights, gender and importance of voting among others. It is interesting to note this important gesture by teachers of civic education to take care of their own families civically. As the say goes charity begins at home. Knowledge transmission about citizenship should begin with individuals, families and then collectively as a whole. The findings suggested that it is not easy to plant civic seed to the next door if someone is failing to do that to his or her own family.

The study also revealed that, when it came to planting of civic seed beyond family zones, low participation was recorded. Huge proportion of participants had fear to do that. Only a smaller fraction of participants could take up this role. This shows that democracy is at risk. For healthy democracy to be realised, Bowa (2011) argued that citizens must be willing and able to participate in local and national politics, and believe that their participation is important to the continued viability of the democratic political system. He further highlights that in most mature democracies such as Europe, citizens have had the opportunity to absorb democratic beliefs and practices over a life time and practice the virtues in their communities. This suggest that participation should be open to all citizens as demanded by the Zambian constitution.

5.2.3 Civic Engagement in electoral process

The study found out that, the major activity outside classroom teachers did was involvement in the electoral process. It was revealed that 20 participants involved themselves in voter education. This step is supported by department of state on information programs (2018) in USA who argued that elections give the power to the people and enable them to choose their leaders who make decisions on their behalf. Other forms of government like dictatorships do not have this option. Democracy is based on all people having the same rights and having the country ruled by the people. Because of this, elections are essential.

During elections, people have the opportunity to choose who they would like to represent them. The leaders that are chosen then have the opportunity to vote and institute rules that represent what the people would have selected. Without elections, democracy isn't based on the wants and needs of the people. It turns into another type of government where decisions are made by one person or a group of person based on their own motivating factors.

Implicit in the concept of free choice is that of an informed choice. Credible and transparent electoral processes must reflect the political will of the voters. Voters can neither express, nor formulate their will without access to information about candidates, political parties and the practical, procedural, aspects of the electoral process. Well-organized, non-partisan information programs and unhindered distribution of political party information are therefore critical elements of genuine elections. Legal frameworks are required to ensure relevant public and private bodies take the necessary steps to allow voters to make informed choices (DSIP, 2018).

In view of the above sentiment, it can be argued that Civic Education offers information designed to increase the comprehension of knowledge about civil rights and responsibilities. Civic Education activities can also include specifically targeted training for certain professional groups, such as police and security personnel, the media and political parties, in order to prepare them for their respective roles in the electoral process. In turn, voter education is defined as an activity that raises awareness of the electoral process and the requirements and procedures for voter registration, voting, and other elements of the electoral process. Finally, voter information is typically implemented as short-term programs that focus on specific electoral information, providing relevant factual information on a specific electoral process to voters on a timely basis.

Additionally, non-partisan voter education should aim to inform voters as to the 'who, what, where, when and how' of registration and voting. It can also help to inform the public on issues, such as why they should participate and what guarantees are in place to protect their right to participate in the process. Voter education should be accessible to all members of society, regardless of their language or level of literacy (DSIP, 2018). As such, voter education material should be multimedia and multilingual and culturally appropriate for various social groups.

Public and private bodies, such as the electoral commission and civil society organization where applicable, usually bear primary responsibility for civic and voter education programs.

To the contrary, the study found out that there are diminishing efforts by the civil society organizations when it comes to this exercises. On the other hand, the electoral commission has not been effective in undertaking this exercise as one of the participants vividly contented that there are a lot of people in this country who do not know the importance of voting and to those who may attempt to do so, it's either they go to the polls without knowing the person they are voting for or they are bought. This is supported by the study done in Zambia by Muchanga 2017 on what influenced voter's choice in Mandevu and Munali constituency. The study concluded that elections in both constituencies would hardly pass without the involvement of bribery among both the candidates and voters. This suggests that, this act comes about when citizens are not civically born again. Further, the study found out that the other fraction of teachers did not participate in this exercise because there was no motivation given.

When it comes to monitoring the behavior of the cadres and leaders in power during the electoral process, the study established that a smaller number of participants were courageous to approach those who operated outside the parameters of real democracy. The study revealed that the large proportion of participants (20) paid a blind eye to the leaders and cadres belonging to the political party in an event they operated outside the law during electoral process. The majority of participants could not speak on issues that were directly involving the party in power. 20 participants indicated that as civil servants we are required to support the government of the day even when they are doing something wrong. Their views were that they did that just to protect their jobs. It is sad to note of this development because in a democracy those who hold different opinions from others should be respected.

Despite the common sentiments on monitoring the Party performance in power, the study revealed that only one participant was courageous to inform leaders appropriately once they operated outside the law. It can be argued that true democracy and civic education endeavors to produce such citizens. This finding is supported by the model on civic Culture propounded by Amolnd and Verba (1963) who confirmed that Civic knowledge, skills and dispositions are necessary tools on civic engagement.

5.3 Discussion on Challenges on Civic Engagement

The study showed that civic engagement in the democratic dispensation among teachers had various challenges which are easily eye marked. These challenges are a danger to the promotion and enhancement of healthy democracy which can serve as a basis for achieving economic opportunities, planting of civic seed in the community, personal freedom, social justice, protection of public affairs, respect for human rights, observance of rule of law and achieving of sustainable development goals especially SDG number 16.

5.3.1 Threat to job security

While Civic Education endeavors to produce vigorous citizens to participate in community affairs as enshrined in the constitution, the study found out that teachers had challenges on civic engagement. Threat to job security was found to be a hindrance to teachers who wanted to participate in social and political activities that affects their lives. 20 participants had fear of losing their employment. It was narrated that if teachers were found discussing about bad governance or any ill activities done by those in authority, shushushus (a wing that protect the integrity of the president) could report them for further disciplinary measures. The study also revealed that the unions and the labor movements have not been of grate help when it comes to protection of the rights of the teacher to employment. There has been a mismatch in terms of the presentations by the unions where issues of employment rights are concerned. Unions have been seen threatening teachers who would want to give views or opinions on governance issues.

The study revealed that unions and those in authority should not forget the aim of civic education. The aim of civic education is to have an informed, active and participatory citizenry who can stand for what is right. Henceforth, teachers of civic are mentored in such a way that they can participate formally in transmitting civic values to both the learners and the general public. However, the employers (government) have appeared to have paid a blind eye on what transpired on arriving at introducing Civic Education in the country. This scenario however, shows that teachers of Civic Education cannot act in their own capacity as citizens to defend the value of democracy if civic knowledge, skills and disposition is only linked to the job market by those who undergo civic training in higher learning institutions.

5.3.2 Weak national governance system in Zambia

This study established that apart from challenge of lack of job security, there is a challenge of weak governance system in Zambia. 15 participants indicated that some leaders in authority do not understand how democracy operates. The implication with this on democratic dispensation is that when leaders do not understand how real democracy operates, there is likely to be violation of human rights, miss application of human resource, restriction on the rights to freedom of speech and assembly, misapplication of public order act, abuse of power, misapplication of public affairs, high level of poverty among citizens, lack of employment and conflict among citizens.

The participants reported being reluctant to take up the leading role when it comes to civic engagement. The recorded low engagement is on the basis of not having systems that can protect them in an event there were conflicts on what the role states on participation in social and political activities. However, it should be made clear that, by the virtue of teachers having the right to vote, they should also have the right to monitor the operations of their leaders.

5.3.3 High levels of illiteracy on democratic principles among citizens

The study established that, apart from the challenges of lack of job security and weak governance system in Zambia, there is a challenge of high illiteracy level on democratic principles among citizens. 12 participants indicated that high levels of illiteracy among citizens posed a challenge on civic engagement. The study revealed that the majority of citizens in the community have no basic understanding on democracy. When a country has citizens who are illiterate, it means that fundamental principles of democracy which our country is guided can be at risk. These fundamental principles enshrined in the constitution includes, economic rights, political rights, rule of law, respect for the majority and the minority rights, transparency and accountability, good governance and respect for individual dignity and worth among others. The perception for this is that those with low literacy level can be easily manipulated by selfish politicians.

The study by Almol and Vebar 1963 on Civic culture, a model under which this study is anchored states that, for citizens to fully participate in community activities, they should be informed and actively participate in community affairs. On the aspect of informed, this means

that citizens should undergo some form of training formally or informally. The implication this has is that formal or informal training will help them have basic knowledge, skill and disposition needed for one to participate in community affairs. On the aspect of activeness, citizens should be alert on what is going on their community. As lightly put it by Almond and Verba, active citizenship is a combination of knowledge, attitude, skills and actions that aim to contribute to building and maintaining a democratic society. Active Citizenship supports democratic cooperation that is based on the acceptance of universal human rights and the rule of law, values diversity and includes the whole community. Education towards gaining this knowledge and developing and practicing the skills take place in all levels of our shared social life, but schools play a very important role in it.

Additionally, Zambia is faced with a lot of challenges, therefore, extreme solutions are in demand when it comes to Zambia's problems. Active citizenship has a crucial role to play in this context to allow citizens to interrogate real solutions to problems rather than indulging in scapegoating, discrimination and other tactics peddled by extremists. Precautions however should be taken that, there are citizens who are informed but they rarely take an active role in community activities. This pose a danger to democracy and such citizens can be equated to a hunter who has a gun but cannot shut on a wounded animal to protect himself or herself.

5.3.4 Socio- economic challenges

Apart from lack of job security, weak governance system in Zambia and low literacy level among citizens, the study recorded socio-economic challenges. The study found out that 20 participants did not engage themselves civically due to the rate at which our country economy is trading. It was found out that the majority of the teachers had no means of survival in an event they lost employment. Teaching was only source of income, hence it was difficult for them to remind leaders in an event they operated outside the characteristics of good governance.

Furthermore, the study also established that, in an event teachers took part in community activities, there was no cooperation with most of the members of the general public. It was indicated that talking to a Zambian without giving them something was not enough. It was accounted that this has hampered civic engagement because most citizenry no longer turn up to listen to civic discussions in an event a civic forum was organized. It was accounted that poverty

levels in the country have gone up hence the majority of the citizens are willing to sacrifice even the little knowledge they have in exchange for material things at the expense of true democracy.

This could be likened to the assertion by Muchanga (2017) in Zambia who reported that to a greater extent poverty at house level could also be a factor to consider by candidates as they design their manifestos as any candidate who directs efforts towards poverty alleviation may gain some political fortunes during tripartite elections, while on the other hand poverty may also be used by those seeking political power to manipulate the voters. This is so when and if at the time of elections candidates suddenly begin to care about the welfare of the citizens just for purposes of winning elections.

The study done in Ghana by Osei and Kufuor (2014), established that effective community participation may lead to social and personal empowerment, economic development, and socio-political transformation. The potential of community participation in reversing power relations and providing the poor with agency and voice is well noted in the development literature. As such most development projects are expected to have some modicum of community participation revealing the widespread appeal for community participation in contemporary development thinking and practice. The perception with is that, community participation is the only way in which the voice of the citizens affected can be heard. However, it was pointed by the majority (20) of the participants that the level of poverty in the country has caused many citizens to make irrational decisions.

5.3.5 Political interference and fear of being labeled as ant-government

Political interference and fear of being labelled as an- government was recorded as a serious challenge when it comes to civic participation among teachers. 20 participants had to shun away from participating in civic matters. The majority of the participants admitted that they are supposed to be key players when comes to civic engagement but they did not engage to the expected degree of democracy and the Zambian constitution. It was found out that those who did not favor the government of the day they would be deemed to be members of the opposition or ant-government. However, this study noted that civic engagement is not about politics. The goal of Civic Engagement is to address public concerns and promote the quality of living in the community.

This assertion could be likened to the study by Moonga and Phiri (2010) under the auspices of Zambia council for social development who reported that challenges faced by civil society organizations when it comes to civic engagement is political in nature, and results from an acrimonious relationship between the state and CSOs which has inevitably resulted in civil society facing all forms of intimidation from state powers. This is because their activities are often viewed as being inimical to progress and anti-governmental.

Additionally, Mumba (2010: 8) argues that he (Chiluba) employed Kaunda's strategy of taming civil society using different means. One of the strategies he employed was the use of the Public Order Act in trying to curtail the freedom of assembly and association, which acts as one of the major vehicles used by CSOs in their civic duties. The implication this has is that government has been contributing to the recent recorded decrease on civic engagement by those who wish to help the poor Zambians or to voice out on behalf of the voiceless. This was noted from the participant's views as the huge proportion (20) indicated that they would want to help the people but they fear, their mouths are shut.

5.3.6 Limited platforms to share civic knowledge

The study revealed that limited platforms to share civic knowledge by civic experts was another challenge that has contributed to the recorded decrease on civic engagement. 20 participants interviewed showed a serious concern on this. The study found out that the participants had an understanding on the concepts civic engagement and democracy. However, when comes to knowledge application, the study found out that civic knowledge was mostly applied only in class. Some teachers interviewed showed concerns on the disappearing of their leaders after being voted into office. It was found out that some teachers last saw their ward councilor during 2016 elections. It was suggested that leaders are supposed to be in touch with their electorate from time to time. They should be the one taking the frontier line in organizing civic meetings were people can share ideas on how their communities can develop.

Country to the above, a smaller fraction of participants acknowledged the availability of the platforms for civic engagement but not as enshrined in the constitution and in the human rights charter. Human rights charter provides free participation of all citizens in national affairs as long as they are operating within the confinement of the law.

5.3.7 Lack of solidarity and political will among citizens

Apart from the above discussed challenges that teachers faced on Civic Engagement, the study further revealed lack of solidarity and political will among citizens as an impediment to Civic Engagement. It was found out that teachers possess the necessary tools needed in day to day community activities however teachers indicated that when it comes to working together with members of the general public, there was no unit and support. It was further established that most of the citizenry had taken an exist option on a number of community activities. It was counted by referring to the days when freedom fighters could unit and give solidarity to another. It was indicated that the freedom fighter had people to Larry behind them but now times have changed. If you are to be implicated, it is just you to suffer alone and your family. Few citizens would stand with you.

The implication this has is that culture of silence has been created. This has also created disunite among citizenry. People are no longer being brother's keeper. This has made it difficult for people to fight socio and economic challenges faced by the world today. For instance, the world today is faced with a deadly disease COVID -19. The disease has come with its own short comings. For instance, most of the world economies have been damaged and for us to repair the damage, it calls for solidarity and unity of purpose among citizens. This view has been supported by United Nations (2020) who indicated that the coronavirus disease (COVID-19) is attacking societies at their core. One that is killing people, spreading human suffering, and upending people's lives. In the face of such an unprecedented situation in recent history, the whole societies must come together. Every country must step up with public, private and civic sectors collaborating from the outset. But on their own, national-level actions will not match the global scale and complexity of the crisis. This moment demands coordinated, decisive, and innovative policy action from the world's leading economies, and maximum financial and technical support for the poorest and most vulnerable people and countries, who will be the most hit.

5.4 Discussion on Strategies to enhance and promote authentic civic engagement in the democratic dispensation among teachers of civic education.

The study showed that civic engagement in the democratic dispensation among teachers had various challenges which are easily eye marked. The implication this has is the call for strategies

or measures on how authentic Civic Engagement can be enhanced. It is in this view that the third objective of this study focused on proposing strategies that can be used to enhance Civic Engagement among teachers of Civic Education.

5.4.1 Inclusive leadership on governance matters.

The idea behind this was to ensure that the voice of every citizen is heard. Teachers expressed concerns on how their social and political rights were overshadowed by regulations put across by the ministry of general education on how far a teacher can go in participating in social and political activities. The majority of the participants suggested the revisiting of the rights of the teacher in the *Zambian constitution* and the only way possible was to bring on board the affected stakeholders. It was accounted that the constitution amendment process in Zambia has been high jacked by the executive as an arm of the government.

The study also found out that the content and the nature of *Zambian constitution* was not clear. This has contributed to several attempt to amend the document with huge sums of money being spent at the expense of improving the lives of the people in the community. It should be made clear that the state should drive its power from the people. The will and aspiration of the people should be allowed to prevail. The call for holistic approach to constitution amendment is acritical issue among teachers of civic education. It was found out that, teachers were left out on number of governance issues hence forth demanded the kind of document as expressed by Institute for Democracy and Electoral Assistance (2014) under the following observation:

- Constitutions that can truly declare and define the nature and authority of the political community.
- Constitutions that can truly express the identity and values of a national community.
- Constitutions that can truly declare and define the rights and duties of citizens.
- Constitutions that can truly establish and regulate the political institutions of the community-defining the various institutions of government; prescribing their composition, powers and functions; and regulating the relations between them.
- Constitutions that can truly divide or share power between different layers of government or sub-state communities.

- Constitutions that can truly commit states to particular social, economic or developmental goals.

It was in the light of the above that teachers demanded for the holistic approach to constitution amendment. The perception was that the holistic process to constitution amendment can help to bring everyone on board and be part of developmental process of the nation especially where the social and political development is concerned.

5.4.2. Adopting plans for Community Engagement.

The study revealed that in order to encourage Civic Engagement among teachers of civic education, there was a need for government to create an enabling environment for teachers to engage civically and the only possible way out was creating of capacity building programs by the government itself where various civic issues can be discussed. Creating capacity building programs by the government suggest that teachers of civic education would feel free to participate as opposed to a mere teacher coming up with a program that maybe viewed as anti-government. The perception of the capacity building programs is to help both the teachers and the rest of the citizens to obtain, improve, and retain the skills, knowledge and the tools needed for building up strong democratic institutions.

These findings are in tandem with the findings of Kaumba (2015) on student's perception of public participation in national governance. The study revealed that there was need to create an environment that could allow for more participation. It was found out that Zambia has the potential to uphold democratic tenets, coupled with a number of instruments put in place to enhance participation. This therefore suggest that teachers of Civic Education as an informed group can help to ignite civic participation once the enabling environment is created where these teachers can be free to discuss matters without fear.

5.4.3 Engage key stakeholders/experts on civic matters.

The study further revealed that, there was need for government to engage key stakeholders on civic matters. It was clearly shown from all the 21 participants interviewed that there were really key stakeholders when it comes to civic engagement. This was demonstrated through their understanding of civic engagement and democracy. Although 2 participants had only basic

understanding of the concepts civic engagement and democracy but they had the content that can help them to engage civically. The study revealed that despite teachers of Civic Education being key stakeholders on civic matters, there were being sidelined by the government on a number of democratic activities. For instance, on constitution amendment process, teachers had shown displeasure in the manner the process was handled. They wished to be party of the process so that they can give an informed submission. The participants however appreciated the engagement on voter education by the government but it was shown that there is more to democracy than just engagement in voter education exercise that comes rarely.

As competently put by Muleya (2015) who argued that Civic Education as the course consider the number of public issues which are based on citizenship. However, it is difficult to conceive of the potential value of this approach if teaching of civic education is centered on passing examinations and employment in tomorrow's job market without paying special attention to citizen's Civic Engagement in tomorrow's society. The perception of this is that teachers of civic education should not be restricted to classroom teaching and learning only. They should be allowed to extend their civic services to the general public by government engagement them on a number of civic matters.

5.4.4 Partnering with local organizations for Civic Engagement.

The study revealed that the majority of the participants (19) did not belong to any form of Civic Education association. Therefore, it was suggested that in order to encourage authentic civic engagement, there was a need to partner with local organizations on civic matters for instance Civic Education Association. It was shown that CEA would help to deepen the dialogue and action between teachers and the government on number of civic activities. Zambia Civic Education Association as a nonprofit making organization was registered in 1993 and since then it has embarked on a number of noticeable activities. ZCEA promotes and advocates for children's rights in line with the provisions of the United Nations convention on the Rights of the child (UNCRC) and the African Charter on the Rights and Welfare of the Child (ACRWC). For instance, ZCEA in 2016 introduced Triza Kanyanga Childrens' Awards. The award was introduced in honour of Triza Kanyanga, a 13-year-old girl who died in Monze in March 2014 in the process of saving a one-year-old child from being electrocuted. The toddler she saved lived.

The story was carried in the media on 7th march 2014. ZCEA picked up the story and engaged in discussions and consultations about how it relates to their work (Lusaka Times, 18th November, 2016).

Consequently, ZCEA introduced the award in acknowledgement and celebration of children's evolving capacities and the contribution they make to society. Triza Kanyanga paid the ultimate price for her heroic deed and through her, ZCEA wants to honour other children who perform outstanding deeds in the service of others. ZCEA hopes that the award will be a source of inspiration to both children and adults in Zambia and a motivation to children to make a difference in their communities. Furthermore, through this award, ZCEA desires to contribute to meaningful child participation through recognizing and nurturing the strengths, interests, and abilities of children by providing real opportunities for them to take a lead or become actively involved in decisions that affect them, both at the individual level and within the society (Lusaka Times, 18th November, 2016). Therefore, through these forums, it can be said that civic engagement among teachers of civic education can be transformed where democratic practices are found and can be from this basis that teachers can begin to engage massively in transforming the lives of the poor.

5.4.5 Responsive and neutral police service

The study revealed that police service in Zambia operated in undesirable manner on how they carried their task as a service that provides security to all citizens. Participants shown displeasure on the police service especially on how they carried the public order act. It was revealed that Zambian police service was there only to service the interest of the party in power. The link between civic engagement and police service comes about on security and protection to be given to citizens when caring out different democratic activities. It has been observed in the recent past on how the Ps has been carrying out public order act. On several occasions, citizens have been denied permission to associate and discuss issues affecting them in their various community. The study revealed a worse scenario especially were granting permission to opposition political party to hold a rally was concerned. This act by the police has affected citizen's engagement in democratic activities. It was therefore suggested that police service should be worked upon to make it more relevant to society.

This finding is consistent with the study done in Zambia by Kaumba (2015) who revealed that promotion and protection of political rights in Zambia was lacking due to misapplication of the public order act. The existence of police that serves the interest of the government over the public had also negatively impacted the levels of public participation in national governance. The police made it hard for the realization of rights to freely assemble, protest and demonstrate as modes of citizens' engagement in affairs that govern them.

5.4.6. Engagement activities in both formal and informal settings.

The study found out that, apart from making civics a standalone course, it was suggested that distribution of civic education literature in the community can work as a for runner, simplify the work of teachers. The implication this has is that, once civic literature is distributed in the community, citizenry will have basic information about their rights, their civic responsibilities and duties even before they become into contact with the civic experts. At the point of meeting with the experts, citizens now have an opportunity to interact with civic experts to gain true knowledge for proper understanding about the concept democracy.

The study also revealed that in order to enhance Civic Engagement, there was need for government to make civic education a stand-alone subject at grade 8 through grade 12. The perception was that transmitting of civic values was much easier at an early age. It was believed that since learners come from different communities, they can be agent of change together with teachers of Civic Education. The participants however were grateful to the government for making Civic Education a compulsory subject. However, the born of contention hinged on making civics at grade 8 and 9 fall under the umbrella of social studies. The projection was that this formal arrangement would create dilemmas in the subject henceforth fail to produce effective citizens who would formally engage in community activities.

5.5 Chapter summary

This chapter has discussed the findings of the study as presented. The study brought out issues that impede Civic Engagement and strategies that can be employed to promote and enhance Civic Engagement. Accounts from participants paint a picture of them having robust ideas on Civic Engagement as a result of exposure to the principles of democracy through Civic

Education. It is clear that teachers have the will to participate in civic issues of the country. However, threat to job security, weak national governance system in Zambia, high levels of illiteracy on democratic principles among citizens, Social and economic challenges, Political interference and fear of being labeled as ant-government, limited platforms to share civic knowledge, and lack of solidarity and political will among citizens proved to be a hindrance to their democratic participation.

For strong institutions and principles of democracy to be promoted and enhanced, were citizens are free to participate in political, social, economic and cultural activities, it is clear that there should be Inclusive leadership on governance matters, government to consider adopting plans for Community Engagement and establish a series of guiding principles, Government to engage key stakeholders/experts on civic matters, Partnering with local organizations for Civic Engagement, a demand for responsive and neutral police service, and also by ensuring that engagement activities take place in both formal and informal settings.

The next chapter presents the overall conclusion of the study which further provides recommendations and suggestions for further research.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 Overview

This chapter presents conclusion and recommendations of the study drawn from the findings of the study. It must be emphasized that the aim of this study was to explore Civic Engagement in the democratic dispensation among teachers of Civic Education in selected secondary schools in Mumbwa District, Zambia. The chapter ends with recommendations and suggestions for further studies.

6.2 Summary

The study focussed on exploring Civic Engagement in the democratic dispensation among teachers of civic education in selected secondary schools in Mumbwa District. It was divided into six chapters. Chapter one gave background information to the study and brought out the objectives of the study, the significance of the study, theoretical and conceptual frameworks of the study. In chapter two the study focused on literature review based on similar studies across the globe. Chapter three dealt with the methodology employed during the study and brought out salient aspects such as research paradigm as well as tools for data collection and analysis.

Chapter four was mainly concerned with presentation of results qualitatively in form of verbatim from participants. Chapter five discussed the results as presented in chapter four. It mainly brought out the status of civic engagement in democratic dispensation for the advocate of human rights, planting of civic seed as well as participation in electoral activities. Challenges teachers encountered on Civic Engagement and strategies to be employed were comprehensively dealt with. Thereafter, chapter six made conclusions and recommendations based on the objectives of the study.

6.3 Conclusion

Having closely considered the status of Civic Engagement in the democratic dispensation among teachers of Civic Education, the study concluded that teachers of Civic Education as citizens of this country are rarely consulted on the democratic dispensation. Despite possessing the

knowledge and skills that informs ethos of democracy, they have appeared to be participating in abstract. It was observed that the idea of Civic Engagement can explain a great deal about the course of politics and social change, and serve as a practical framework for finding alternative solutions to social, economic and political problems in the country. On the other hand, it was observed in the study that teachers of Civic Education are usually active at school level by planting civic seed in the learners for the immediate actions to the civic and social problems faced by the communities.

It was also observed in the study that the means of Civic Engagement among teachers of Civic Education was hampered by political, social and economic challenges. The economic well-being of teachers in Mumbwa District was critical in the sense that the majority of them shunned away from participating in civic life due to fear of losing employment. This situation possesses a danger to the health of our democracy which is not a machine that can move on its own. Democracy has to be sustained by citizens whose hearts and habits of the mind have been transformed civically. Many teachers supported the government of the day even when wrong things were being done by leaders.

On issues to do with the strategies to promote and enhance authentic Civic Engagement, the study concluded that inclusive leadership on governance matters was needed. As this would make it lighter in providing avenues for teachers to participate in civic life freely without fear. Ensuring that engagement activities take place in both formal and informal settings would also help to plant civic seed in the community as a way of having informed, involved, caring and civic duty bound citizens. Therefore, Civic Engagement should be a goal to aim, the concern of all citizens who would want to see a country where rule of law is observed, where human dignity and worth is acknowledged and the common good is the concern of all. However, in order to have crops of citizens who can drive such agendas, there is need to reflect on the kind Civic Education provided to the nation whether it is education for, about and through. This means that provision of Civic Education should aim at helping citizens to be well informed on civic matters as well as engaging in community affairs.

6.4 Recommendations

In view of the observed status on Civic Engagements in Zambia among the teachers of Civic Education and number of challenges that characterise it, the following are the recommendations made by the researcher.

1. Government to frequently consult civic experts on civic issues as one way of reciprocating to the community benefits of learning Civic Education.
2. Government through the Ministry of General Education to create Civic Engagement platforms with proper guiding principles so that teachers of Civic Education can become more relevant in both formal and informal settings on planting of civic seed for the enhancement of democracy.
3. There is need to strengthen Civic Education associations that operate at local level by partnering with other civic actors as a way of building Civic Engagement base, thus, soliciting for more support from individual citizens.
4. Civic Education to be made a compulsory school community run off course. This can be achieved by distributing Civic Education literature in both English and local languages. This can help citizens to understand their personal and civic responsibilities in management of public affairs.
5. There is need for continuous research and sensitisation programmes on Civic Engagement. More research will help in providing well balanced information on the actual situation on the ground and also help in developing new strategies to ensure increased participation by the citizens.

6.5 Suggestions for further research under the following:

Based on the information gathered from the field, there is a need to conduct studies on;

1. Exploring the contribution Civic Education to the democratic dispensation in Zambia. This should also include officials from the Ministry of General Education.
2. The teaching of civics under the umbrella of social studies from grade eight to nine.

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APPENDECES

Appendix 1: Semi-structured Interview guide for Teachers.

The University of Zambia, School of Education Department of Language and Social Sciences Education

Topic: Exploring Civic Engagement in the democratic dispensation among teachers of Civic Education in selected Secondary schools in Mumbwa District, Zambia.

(i). Opening Protocols.

(ii). Research Questions.

1. Briefly explain how you understand the concepts Civic Engagement and Democratic dispensation?
2. As a teacher of Civic Education, apart from classroom based teaching and learning, how do you apply civic knowledge and skills in your community activities?
3. Teachers of Civic Education are key players on civic engagement in the democratic dispensation. Comment.
4. In the light of teacher code of conduct, what challenges do you face on Civic Engagement in the democratic dispensation?
5. What strategies do you think can be employed to promote Civic Engagement in light with the demands of Civic Education and the *Zambian Constitution*?
6. Any other comment you would like to share with me concerning the topic under discourse?

Appendix 2: Consent and Assent Form

RESEARCH TOPIC: Exploring Civic Engagement in the democratic dispensation among teachers of Civic Education in Selected Secondary Schools in Mumbwa District, Zambia.

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 an 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 programme.

2. Purpose

The researcher wishes to explore Civic Engagement in the democratic dispensation among teachers of Civic Education in selected secondary schools in Mumbwa district.

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 no 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.

Participant's Name.....

Signature.....

Date.....

Appendix 3: Permission Letter

The District Education Board Secretary,
Ministry of General Education,
P.O Box 50093,
Mumbwa.
March, 2020.

Adrian Matole
University of Zambia,
Department of Language and Social Sciences Education
P.O Box 32379,
Lusaka.

Dear Sir,

RE: PERMISSION TO CONDUCT AND COLLECT DATA FROM SELECTED SCHOOLS IN MUMBWA DISTRICT.

Refer to the above subject matter. I am a student at the University of Zambia pursuing a Master’s Degree in Civic Education focusing on Exploring Civic Engagement in the democratic dispensation among teachers of Civic Education. The target population for my proposed study are teachers of Civic Education in selected Secondary Schools in Mumbwa District, Zambia. I am preparing for data collection for my study and therefore seek permission through your office to enable me collect Data from the selected schools in your Ministry.

Thanking you in advance

Yours sincerely

Adrian Matole - 2018244701

Appendix 4: Proposed Research Budget

			UNITY	TOTAL
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S/N	DESCRIPTION	QUANTITY	PRICE (ZMW)	COST (ZMW)
1	Stationery - Reams of paper - Box of pens - Flash disk 4GB	02 01 01	60 30 75	120 30 75
2	Research equipment -Typing proposal and report -Printing: copies of proposal and Report. - Binding: copies of proposal and report - Communication processes (air time)	08 08 08 -	200 200 100 600	1600 1600 800 600
4	Research cost - Transport - Lodging per night - Feeding per day	- 14 14	- 180 80	1440 2520 1120
5	- Ethical clearance - Poster	01 01	500 300	500 300
5	Miscellaneous			800
6	GRAND TOTAL			K9,905

Appendix 5: Proposed Work Plan and Time Table

S/N	ACTIVITY DETAILS	DATES	DURATION
1	Preparation of research proposal	September - November, 2019	Twelve weeks
2	Development recasting of data collection instruments	October, 2019	Two weeks
3	Data collection processing and analysis	March- May 2020.	Eight weeks
4	Report writing-typing and editing	May- July 2020	Five weeks
5	Proof reading, production & submission of first draft	July, 2020	Three weeks
6	Refining and submission of second draft report	August, 2020	Four weeks
7	Refining and presentation of final draft	September, 2020	Four weeks

Appendix 6: Approval of Study from DRGS



THE UNIVERSITY OF ZAMBIA

DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

Great East Road | P.O. Box 32379 | Lusaka 10101 | Tel: +260-211-290 258/291 777
Fax: +260-1-290 258/253 952 | Email: director@drgs.unza.zm | Website: www.unza.zm

APPROVAL OF STUDY

11th March, 2020

REF NO. HSSREC-2020-JAN-015

Mr. Adrian Matole
LUSAKA

Dear Sir,

RE: "EXPLORING CIVIC ENGAGEMENT IN THE DEMOCRATIC DISPENSATION AMONG TEACHERS OF CIVIC EDUCATION IN SELECTED SECONDARY SCHOOLS IN MUMBWA DISTRICT, ZAMBIA"

Reference is made to your protocol submitted in January 2020. HSSREC resolved to approve this study and your participation as Principal Investigator for a period of one year.

Review Type	Ordinary	Approval No. HSSREC-2020- JAN-015.
Approval and Expiry Date	Approval Date: 11 th March, 2020	Expiry Date: 10 th March, 2021
Protocol Version and Date	Version - Nil.	10 th March, 2021
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	Three Hundred Eighty Six (386)	

Excellence in Teaching, Research and Community Service

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

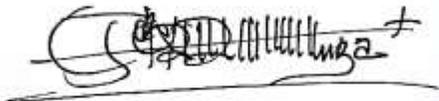
secondary data or have any direct or indirect contact with the research participants or animals for the study.

- 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. Jason Mwanza

Dip. Clin. Med. Sc., BA. M.Soc., PhD

**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

Appendix 7: Permission Letter from Assistant Dean (Ed, PG)



THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

Telephone: 291381
Telegram: UNZA, LUSAKA
Telex: UNZALU ZA 44370

PO Box 32379
Lusaka, Zambia
Fax: +260-1-292702

=====
Date... 17/01/2020

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: FIELD WORK FOR MASTERS/~~PHD~~ STUDENTS

The bearer of this letter Mr. ~~Ms.~~ **ADRIAN MATOLE**..... Computer number... **2018244701**..... is a duly registered student at the University of Zambia, School of Education.

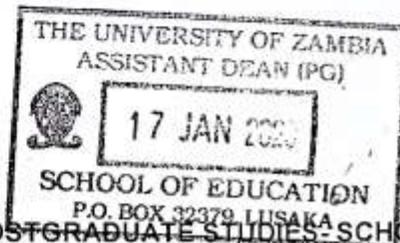
He/~~She~~ is taking a Masters/~~PHD~~ programme in Education. The programme has a fieldwork component which he/~~she~~ has to complete.

We shall greatly appreciate if the necessary assistance is rendered to him/~~her~~.

Yours faithfully

Emmy Mbozi (Dr)

ASSISTANT DEAN POSTGRADUATE STUDIES- SCHOOL OF EDUCATION



cc: Dean-Education
Director-DRGS

Appendix 8: Permission Letter from DEBS Office, Mumbwa

All Correspondence should be addressed
to the District Education Board Secretary
Telefax: + 0211-800137



In reply please quote

No.....

REPUBLIC OF ZAMBIA
MINISTRY OF GENERAL EDUCATION
DISTRICT EDUCATION BOARD SECRETARY
P.O. BOX 830039
MUMBWA

2nd April, 2020

To all Head Teachers
MUMBWA DISTRICT

RE: INTRODUCTORY LETTER: ADRIAN MATOLE

This letter serves to introduce to you Mr. Adrian Matole who is a student at University of Zambia pursuing a Masters programme in Education and it is a course requirement that he undertakes a research.

He has been authorized to collect any such relevant information for his studies.

The data collected is confidential and solely for academic purposes.

Kindly help him, in any way possible.

Yours faithfully,


KANENKA, P.
DISTRICT EDUCATION BOARD SECRETARY.
MUMBWA