# THE USE OF ACTIVE PEDAGOGICAL APPROACHES IN TEACHING CIVIC EDUCATION IN SELECTED SECONDARY SCHOOLS OF KASAMA AND LUWINGU DISTRICTS

**BY**

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

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# DECLARATION

I, **Chewe Musonda K** do hereby declare that this dissertation represents my own work and it has not been submitted at this or any other university**.** All scholarly work used in this report has been duly acknowledged.


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**Author's signature**                           **Date**



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**Supervisor: Dr. Masaiti G**                      **Date**

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# CERTIFICATE OF APPROVAL

This dissertation of **Chewe Musonda, K** is approved as a partial fulfilment of the requirements for the award of the degree of Master of Education in Civic Education, of the University of Zambia.


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## DEDICATION

This dissertation is dedicated to my beloved late mum, **Edina Chileshe Chota** and my late dad, **Lameck Musonda**, who unfortunately did not live to see how far I have moved up the education ladder. I still thank you, appreciate your efforts and decisions you made to see me advance in my education.

To my brothers and sisters, thank for your financial and moral support during my educational journey.

# ACKNOWLEDGMENTS

# ABSTRACT

The study sought to assess the use of active pedagogical approaches in teaching Civic Education in selected secondary schools of Kasama and Luwingu districts.

The study was guided by three research objectives; to ascertain the commonly used active teaching methods in teaching Civic Education in Secondary Schools; to determine the extent to which learners are engaged in Civic Education in Secondary Schools; and to explore challenges teachers and pupils encounter in using active teaching approaches to teach Civic Education. Social Constructivism Theory was invoked to support the study due to its emphasis on interactive and collaborative learning.

An embedded design was employed to collect both qualitative and quantitative data. The sample of the study comprised 200 senior secondary pupils, 8 Civic Education teachers and 4 Social Sciences Heads of Department. Typical purposive sampling and systematic random sampling were used to select the participants. Data was collected using lesson observations, interview guide, focus group discussion guide and questionnaires. Qualitative data was analysed thematically while quantitative data was analysed using mean descriptive statistics, frequencies, tables and graphs. The questionnaire was trail tested and the Statistical Package for Social Sciences (SPSS) was used to analyse the co-efficient of internal consistency of the instrument using Cronbach Alpha. The result of the reliability testing was 0.661 which was acceptable to be used for the study.

The study established that the commonly and frequently used active teaching methods were; question and answer; research work; brainstorming; and sometimes discussion. The learners were engaged during the lessons through questioning and learner-centred activities. Among the challenges teachers and pupils faced in using Active Teaching Methods (ATMs) include; limited time to cover the entire content of the syllabus, the difficulty in implementing the methods in large classes due to over enrolment, the language barrier emanating from failure by learners to use the official language (English) to participate in the lesson activities, inadequate teaching and learning materials and support equipment among others. Based on the key findings above, the study recommends that the school authorities should strictly monitor the teacher's preparation of work to avoid use of the same Active Teaching Methods (ATMs) and secure enough teaching and learning materials to enhance the use of various ATMs in schools.

**Keywords:** Active Teaching Methods, Active Learning, Civic Knowledge, Civic Skills, Civic Disposition.

# TABLE OF CONTENTS

## CHAPTER ONE: INTRODUCTION

## CHAPTER TWO: LITERATURE REVIEW

## CHAPTER THREE: METHODOLOGY

# CHAPTER FOUR: PRESENTATION OF RESULTS

# CHAPTER FIVE: DISCUSSION OF FINDINGS

# CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS

# LIST OF FIGURES

# LIST OF TABLES

# LIST OF APPENDICES

# ACRONYMS

ATM             - Active Teaching Methods

CE              - Civic Education

CPD             - Continuous Professional Development

CIRCE           - Center for Information & Research on Civic Learning & Engagement

DEBS            - District Education Board Secretary

FGD             - Focus Group Discussion

HOD             - Head of Department

IEA             - International Association for the Evaluation of Educational Achievement

Q/A             - Question and Answer

MOE             - Ministry of Education

MESVTEE    - Ministry of Education, Science, Vocational Training and Early Education

NCSS            - National Council for the Social Studies

SPSS            - Statistical Package for Social Sciences

USAID           - United States Agency for International Development

# CHAPTER ONE: INTRODUCTION

## 1.1 Overview

This chapter presents the background to the study, statement of the problem, research objectives and research questions. It further provides the significance of the study, definition of terms, the theoretical framework and conceptual framework and ends with a summary.

## 1.2 Background to the Study

Over the past years, there has been renewed interest in the teaching of Civic Education in Universities, Colleges of Education and Secondary Schools in Zambia. The aspiration to introduce Civic Education in the learning institutions began soon after the country changed from a one party participatory democracy to a multiparty democratic system of government in 1991. Operating from the belief that democracies are most likely to function effectively when the populace endorse the values and norms inherent in democratic regimes, Civic Education among primary and secondary school children has become a commonplace in developing democracies (Finkel, 2005). For Zambia this led to the resurgent of the teaching of Civic Education in secondary schools.

Studies on the teaching and learning of Civic Education establish that the teaching method used to deliver Civic Education is important to enhance its effectiveness (Browne, 2013). Use of participatory and interactive methods, are best-received and appear to deliver better and longer-term results. Konopka (2015) argues that, active learning improves the understanding and retention of information and that it is effective to develop higher-order cognitive skills such as the problem solving ability and critical thinking among learners. While Mukhongo (2010) advises that teachers should adopt participatory teaching and learning, activity-based methods such as problem-solving, group work, drama, and role play to teach Civic Education.

Active pedagogical approaches refer to opportunities provided by schools to engage students in meaningful learning experiences such as role plays, debates, mock trials, classroom deliberations, student councils, service-learning and other active teaching

strategies to facilitate their development as politically and socially responsible individuals expound (Homana, 2006). Bell and Kahrhoff (2006) describe active learning as a process wherein learners are actively engaged in building understanding of facts, ideas, and skills through the completion of instructor directed tasks.

All genuine learning is active, not passive. It involves the use of the mind, not just the memory. It is the process of discovery in which the student is the main agent, not the teacher (Adler, 1982). Traditional lessons, which are focused on the teacher, have been used as dominant educational strategies since the first universities were launched in Western Europe, over 900 years ago (Brockliss, 1996). However, the use of active teaching or learning methods has attracted strong advocates among the faculty looking for alternatives to traditional teaching methods, while sceptical faculty regards active learning as another in a long line of educational fads elucidates (Prince, 2006).

Even though some scholars such as Kauchak and Eggen (1988) support the use of traditional methods of teaching, recent studies by Freeman (2014) and Buchana (2011) have questioned the effectiveness of this teaching model and, at the same time, discussed the need for the construction of knowledge by the students themselves. Freeman *et al* (2014) have argued that active methodologies engage students in the learning process through activities and debates in the classroom, instead of passively listening to the teacher. They emphasize higher-order thinking and often involve teamwork. Classroom discussion being a multifaceted, invitational classroom practice presents possibilities for classroom teachers to engage learners in academic content while developing their discussion skills, deliberating social and political issues, and preparing them to find solutions to common societal problems Buchanan (2011).

Through the use of active teaching methods, learners are able to make themselves relevant to the needs of society and also respond to the transformation of society in the long run (Muleya, 2015). Active behaviours, within the small-group setting, allow pupils to practice or try out new orientations within a safe environment; and these kinds of exercises stimulate attitude change that is consistent with the behaviours that are being acted or explained (Campbell, 2008). Therefore, as observed by Galston (2005) the viability and efficacy of Civic Education in schools can be improved through better

teacher preparation, a greater focus on participatory approaches and the inclusion of critical discussion without being partisan.

Active learning fosters understanding (rather than rote learning of facts), which students can then apply to diverse contexts and problems (Freeman, 2014). It also fosters students' learning and their autonomy, giving them greater involvement and control over their learning and giving them skills to foster life-long learning in the future. Additionally, active learning enhances learners' ability to revise for examinations in the sense that revision really is 'revision' of the ideas that they already understand (Michael, 2007).

Cultivating civic knowledge, civic skills and democratic values among learners may require the adoption of pedagogical approaches that offer learners an opportunity to engage actively in the learning process. As observed by the National Council for the Social Studies [NCSS] (2008) through discussions, debates, the use of authentic documents, simulations, research, and other occasions for critical thinking and decision making, students learn to apply value-based reasoning when addressing problems and issues. Further, Reich (2002) argues that an education that attempts to develop the critical and independent reflective capacities of children is an extremely important vehicle for nurturing the capacity for autonomy. According to Reich (2002) autonomy is an important virtue in a diverse society.

School is a remarkable location for rich discussion, affording countless opportunities for young people to engage in shared discourse contends Buchanan, (2011). One form of classroom discourse is discussion, which is a shared dialogue between two or more individuals; it may include multiple perspectives, and may or may not include the classroom teacher (Parker, 2003). CIRCLE (2003) postulate that discussion of controversial issues in the classroom leads to greater interest in politics, improvement in critical thinking and communications skills, more civic knowledge, and more interest in discussing public affairs out of school.

Studies on the application of active pedagogical approaches to teach Civic Education indicate that there has been a problem or low use of such strategies as teachers resort to using traditional lecture methods in most cases. Muleya (2015: 237) observes that "the teaching of Civic Education in schools is not firmly rooted in the practices that allow or

encourage a climate of open space and discussion". Similarly, Boekaerts (1997) notes that despite studies demonstrating the effectiveness of innovations in teaching approaches; no changes have been seen in school environments because most classrooms are still occupied by students that are not engaged with their learning process. In most cases, teachers direct and guide the learning process, a situation that does not invite students to use and develop their cognitive and motivational skills.

Therefore, the need for the teachers to use active pedagogical approaches in teaching Civic Education in secondary schools cannot be ignored due to the benefits it brings to the learners and the society at large. Research carried out by Kirlin (2005) in United states of America, shows that to participate in public life, an individual needs to acquire civic and political skills, civic and political knowledge, and civic attitudes; possessing only one of these is insufficient for engagement. Thus, carrying out a study to assess the use of active pedagogical approaches in teaching Civic Education will highlight the prevailing situation and suggest the remedies to the situation that will be found in secondary schools.

## 1.3 Statement of the Problem

The aim of Civic Education is to prepare active, accountable, and knowledgeable citizens, committed to the fundamental values and principles of democracy (Center for Civic Education, 1994). Zambia like any other democratic state in the world requires democratic citizens, whose specific knowledge and competences would contribute to the well-functioning of society. However having a general citizenry with democratic knowledge, values and skills entail the use of specific teaching methodologies in the teaching Civic Education. According to USAID (2002) if the goal of Civic Education is to encourage a lasting change in democratic behaviour, then more active methods are necessary. Therefore, if active teaching methods are not used in teaching Civic Education in secondary schools it may result in the long term having learners with values and attitudes that do not uphold democratic ethos.

**1.4 Purpose of the study**

The purpose of the study was to explore the use of active pedagogical approaches in teaching Civic Education in selected secondary schools of Kasama and Luwingu Districts.

**1.5 Specific Objectives**

1. Ascertain the commonly used Active Teaching Methods in teaching Civic Education in secondary schools.
2. Determine the extent of engagement of pupils during the teaching and learning of Civic Education in secondary schools.
3. Explore challenges teachers and pupils encounter in using active teaching and learning approaches in teaching Civic Education in secondary schools

**1.6 Research Questions**

1. What are the commonly used Active Teaching Methods in teaching Civic Education in Secondary schools?
2. To what extent are the pupils engaged in the teaching and learning of Civic Education in secondary schools?
3. What challenges do teachers and pupils encounter in using active teaching approaches to teach Civic Education in Secondary Schools?

**1.7 Significance of the Study**

The findings of this study may contribute to the existing body of knowledge on the use of active pedagogical approaches in teaching Civic Education in secondary schools. It might also awaken the need for teachers of Civic Education to adopt various active teaching approaches to cultivate not only civic knowledge but also civic skills, democratic values and civic attitudes among learners.

The study may similarly help teachers to consider creating a conducive learning environment to promote active learning among pupils in Civic Education lessons.

Further, the findings of the study may bring to light the extent of engagement of the pupils in Civic Education lessons and the challenges teachers and pupils face in using Active Teaching Methods and use the results to come up with strategies to mitigate the effects of the challenges.

## 1.8 Scope of the Study

Active teaching methods are applicable to all the subjects in the school curriculum. However, the study endeavoured to assess the use of active teaching and learning methods in Civic Education in the four selected secondary schools of Kasama and Luwingu districts. The secondary school included; three secondary schools in Kasama district and one secondary school in Luwingu district.

## 1.9 Theoretical Framework

It is important to understand the theoretical framework that underpinned this study. There are a number of theories that have commonly been used to describe teaching and learning processes in a classroom. However, this study used the theory of Social Constructivism to support its emphasis on the use of active teaching methods in teaching Civic Education in secondary schools.

### Social Constructivism Theory

The theory of Social Constructivism states that learning happens primarily through social interaction with others, such as a teacher or a learner's peers (O'Neil and Schacter, 1997). Many schools have traditionally held a transmissionist model in which a teacher or a lecturer transmits information to students. In contrast, Vygotsky's theory promotes learning contexts in which students play an active role in learning. Roles of the teacher and student have therefore shifted, as a teacher should collaborate with his or her students in order to help facilitate meaning construction in students. Learning, therefore, becomes a reciprocal experience for the students and the teacher clarifies (O'Neill and McMahon, 2005).
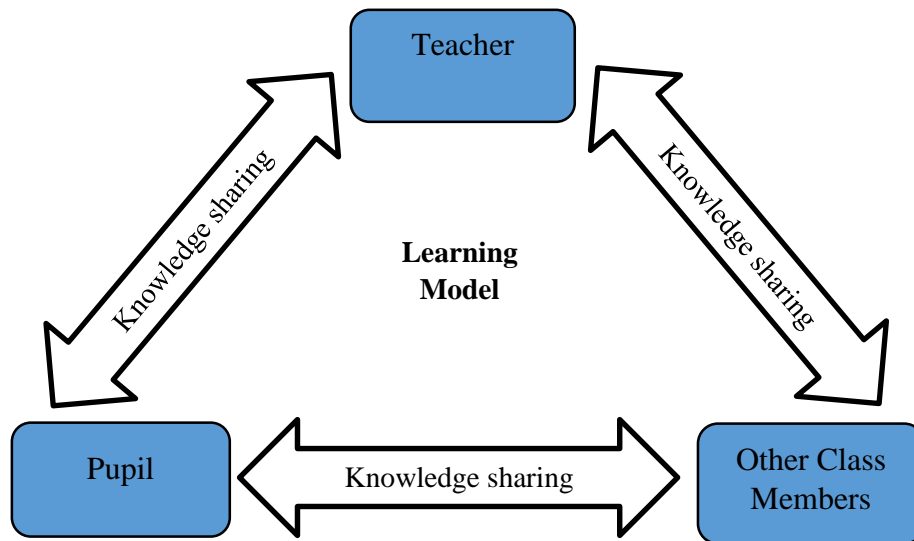
**Figure 1:** Shows Social Constructivist Theory learning model

**Source: Constructivist Theory**

Figure 1 shows how the interaction occurs when using active pedagogical teaching and learning approaches. The pupil works in collaboration with the other class members under the guidance of the teacher to generate information or answers to the task given. Hermin and Toth (2002) state that active teaching or learning approach is intended to make the students active rather than passive participants in the learning process. Many students learn best and become proficient in skills by practicing them rather than merely being a spectator to the skill, such as listening to teachers talk about the skill, reading about the skill or watching others perform the skill. Chickering & Gamson (1987) states that learning is not a spectator sport. Students do not learn much just by sitting in class listening to teachers, memorizing prepackaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to experiences, and apply it to their daily lives. They must make what they learn part of themselves.

For Civic Education, Kirlin (2005) suggests to incorporate discussion of current, local, national, and international issues and events in the classroom, particularly those that young people view as important to their lives and may lead to effective learning and retention of information. Students often retain information better if it is connected to the

real world. Social Constructivism Theory was employed in this study to underscore that meaningful learning occurs through the use of participatory teaching approaches that offer chances to the learners to interact freely amongst themselves or with the teacher by sharing the knowledge.

The Learning pyramid in figure 2 shades more light on how learning takes place when using either passive teaching or (participatory teaching methods) active pedagogical approaches. Participatory methods such as group discussion, learning by doing and other interactive methods tend to have more lasting impression on the mind of learners than the passive teaching methods as indicated in percentages. Freeman *et al* (2014: 8411) contends that "active methodologies engage students in the learning process through activities or debates in the classroom, instead of passively listening to the teacher. They emphasise higher-order thinking and often involve teamwork". For Civic Education use active teaching methods leads to the development of democratic values and attitude among learners. Democratic states require democratic citizens, whose specific knowledge and competences would contribute to the well-functioning of society.
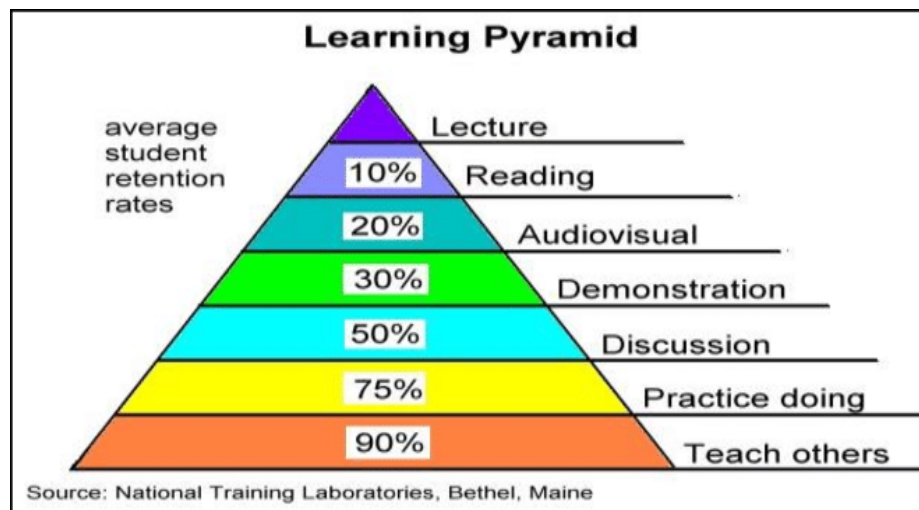


**Figure 2:** Shows the learning pyramid by Dale (1969).

Teaching methods such as discussion, practice by doing, debates among others may create long term impression on the minds of learners. The skills gained and that attitudes

developed by the learners may radiate outside the classroom and make them respond positive to the needs of society.

**1.**10 **Conceptual Framework**



**PEDAGOGICAL APPROACHES**

Active teaching methods

Engagement of learners

Challenges in using ATM

Well taught Civic Education leads to the development;

- Civic knowledge
- Civic skills
- Civic dispositions and values for effective citizenship
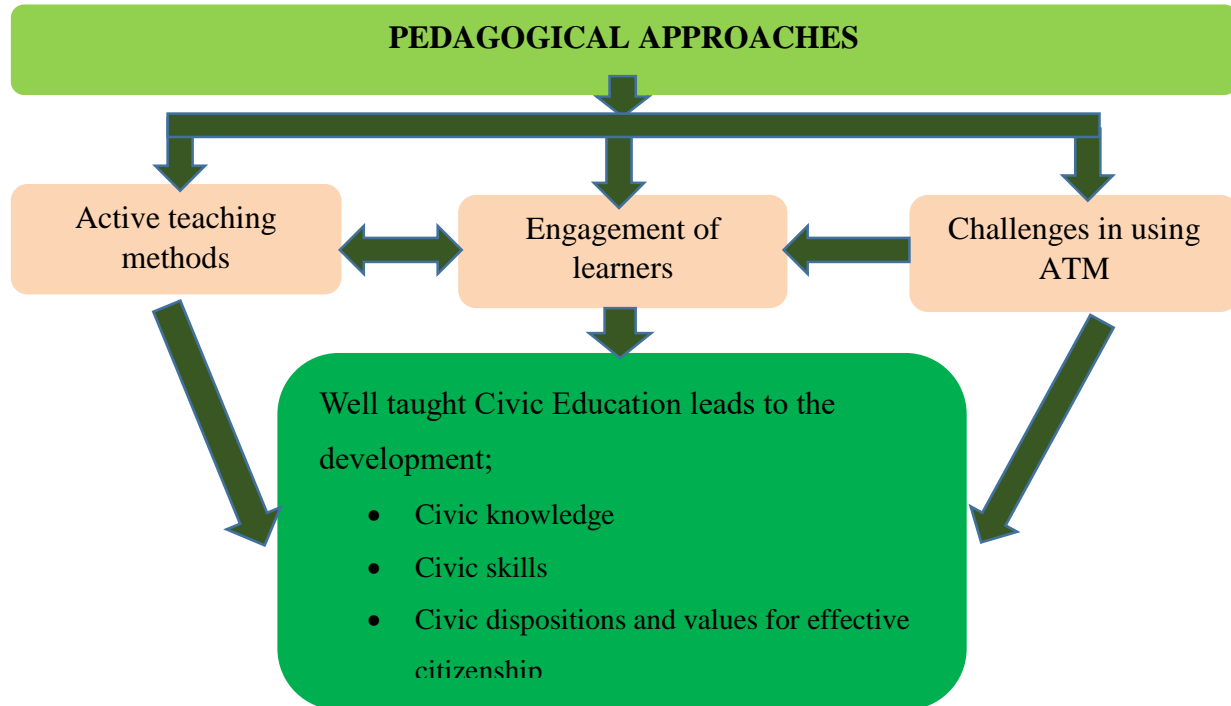
**Figure 3:** Show the conceptual framework of the study.

The conceptual framework in figure 3 was delivered from the Social Constructivists' Theory of learning. As the teacher interacts with the pupils through the application of appropriate active teaching methods learners will acquire civic knowledge, Civic skills and dispositions for effective citizenship. Similarly, engagement of the learners in the learning activities through the use of active methodologies will result in holistic development of learners in civic issues. Challenges in the teaching and learning process may impede meaningful engagement of learners and use of active teaching methods eventually affecting the attainments of the aims of Civic Education.   As observed by Osler and Starkey (2004) an open and democratic climate should be provided to create positive working relationships and providing enjoyable learning experiences among the learners.

According USAID (2002) Civic Education programmes are most effective when methods used are participatory in nature. The USAID report further established that breakout groups, dramatisations, role-plays, problem solving activities, simulations, and mock political or judicial activities led to far greater levels of change than did more passive teaching methods such as lectures or distribution of materials. Schulz (2010) contends that an open learning environment is vital for successfully conducting a lesson using active methods and for the development of skills such as free expression of one's mind and respect for divergent views. However, the successful use of the active pedagogical methods highlighted above hinges on the ability of the teachers to prepare adequately and use them for the benefit of the pupils.

Finkel and Ernst (2005) observed that, under the right pedagogical and "classroom climate" conditions, Civic Education can be an effective agent not only for increasing democratic values and skills, but also for facilitating the integration of these orientations into a more general democratic belief system. Discussion of civic and social issues increases the knowledge about current events, creating a reservoir of examples for understanding more basic concepts about the civic and political world. Discussion pedagogy helps students form, express opinions and gain important skills in articulating their own positions explains Kirlin (2005).

Taking on specific roles as part of the simulation, students gain knowledge about current issues, civic processes and gaining of political skills. As the pupils act out their roles, they also develop an appreciation of the importance and complexity of government, leading to improved civic attitudes. Introducing active learning activities (such as simulations, games, contrasting cases, labs) before, rather than after lectures or readings, results in deeper learning, understanding, and transfer of knowledge postulates (Bonwell *et-al*, 1991). The interaction between concepts and action gradually produces the ability in learners to think in terms of values and to refer to them (Crick, 1999).

## 1.11 Operational Definition of Terms

**Active pedagogical approaches:** refers to all the participatory, interactive, learner-centred and active teaching methods. **Active Learning:** is generally any activity that gets pupils involved or engaged in the teaching and learning process.

**Civic Knowledge:** refers to having information about historical cultural heritage, philosophy, law, ethics, sociology, the government, democracy and knowledge about institutions and current events.

**Civic Skills:** refers to the ability to think critically, analysing information, expressing opinions, taking part in discussions and debates, negotiating, conflict resolution and participating in community action.

**Civic Disposition:** refers to traits and ethos such as openness, tolerance, courage to defend a point of view and willingness to: listen to, work with and stand up for others.

## 1.12. Summary

The chapter discussed the background to the study, statement of the problem, research objectives and questions. It further provided the significance of the study, operational definition of key terms, a theoretical framework and a conceptual framework. The next chapter addresses the literature review.

# CHAPTER TWO: LITERATURE REVIEW

## 2.1 Overview

This chapter addresses related literature on the use of active pedagogical approaches in the teaching of Civic Education in secondary schools. It begins by discussing the Social Constructivism Theory, use of active teaching and learning methods in secondary schools and highlights some of the proven strategies the teachers can use to teach Civic Education. It further cover factors necessary for using active teaching and learning approaches in Civic Education in secondary schools which include; teacher competency, selection of materials for active learning and open classroom environment.

## 2.2 Social Constructivism Theory

Social constructivism stresses that all cognitive functions including learning are dependent on interactions with others (e.g. teachers, peers, and parents). In a classroom situation it is the interaction of the teacher and learners in a conducive learning environment. Similarly, Schunk (2012), states that learning is critically dependent on the qualities of a collaborative process within an educational community. Learning must be seen as more than the assimilation of new knowledge by the learners, but also as the process by which learners are integrated into the body of knowledge.

With this in mind, Social Constructivism Theory postulates that, instructors should assume the position of 'facilitators' and not teachers Bauersfeld (1995). A teacher is an imparter of knowledge, whereas a facilitator encourages the learners to achieve their own appreciation of the content. In the first scenario, the learner can quite easily play an unreceptive role, whereas with a facilitator they are encouraged to play a more functional and effective role within their own learning. Therefore, the importance is placed on the learners and what they are capable of doing (Gamoran, Secada, & Marrett, 2006). Moreover, this dramatic difference in the expectation of a facilitator as opposed to a teacher suggests that within the social constructivist learning, the educator plays a largely different role to what is expected of a teacher (Brownstein, 2001).

The theory was employed to anchor the study because of its emphasis on interactive and collaborative learning processes. When applied to the teaching of Civic Education, both the teacher and the pupil are active agents in the teaching and learning process. Jonas and Araje (2002) argue that although the teacher's intervention in children's learning is necessary, it is the quality of the teacher-learner interaction which is seen as crucial in that learning process. Therefore, the more a teacher uses the active teaching methods in Civic Education, the more likely the learners will develop in civic knowledge, civic skills and dispositions.

**2.3 Review of Related Studies on the Teaching of Civic Education**

According to UNDP (2004: 5) "Civic Education is learning for effective participation in a democratic and development processes, and it is an important way for capacity development in the society by empowering people for effective civic engagement". For the learners to engage in community activities they need, first and foremost, to learn the art of engagement from the teachers in the Civic Education lessons Muleya (2015). Active pedagogical approaches allow for the engagement of learners in reading, writing, discussing, or engaging them in solving problems. Active teaching or learning approaches demand that learners be actively involved, learners be engaged in such higher-order thinking tasks as analysis, synthesis, and evaluation and transfer of knowledge from one situation to another (Bornwell and Eison, 1991). Burean (2016) perceives active methodologies as necessary for students to learn what their roles in a democracy are and how they make a difference in their communities and their countries. It is an experience through which students become active participants in public life.

Guilfoile and Delander (2014) argue that while lecture can be an effective strategy for instruction, it's known that developing the skills and dispositions necessary for engaged citizenship takes practice. In addition, USAID (2002) and Homana *et-al* (2006) reported that Civic Education is most effective when methods are participatory in nature. In order for students to cultivate a commitment to civic participation and to become active members of vibrant communities, they need regular opportunities to engage in civic learning activities from pre-school through college. Students cannot be expected to be

civically engaged simply by reading. They can only learn how to be civically engaged by being civically engaged. Commenting on the use of active teaching methods in Civic Education (social studies), Chandler and Ehrlich (2016) claimed that it is in our subject matter courses that students should be given opportunities to grapple with decision-making, reaching consensus, participation in groups, and controversy in preparation for life in and outside of school.

Studies among school-age children by (Niemi and Junn 1998; Torney-Purta *et al,* 2001) and in adults (Finkel 2002, 2003) show that in both developed and developing countries contexts, exposure to democracy training that makes use of open discussion and participatory methodologies has significantly greater effects on democratic orientations than does lecture-based instruction. Equally, the study by Finkel and Ernst (2005) stressed on the development of democratic values and attitude among adults in South Africa through the use of participatory methodologies established that exposure to Civic Education per se had weaker effects on democratic values and skills; what mattered were specific factors related to the quality of instruction and the use of active pedagogical methods employed by civics (instructors) teachers. Under the right pedagogical approaches and classroom climate conditions, Civic Education can be an effective agent not only for increasing democratic values and skills, but also for facilitating the integration of these orientations into a more general democratic belief system.

Strauss & Fulwiler (1990) state that experience makes it increasingly clear that purely verbal presentations - lecturing at large groups of students who passively expect to absorb ideas that actually demand intense deductive and inductive mental activity coupled with personal experience leave virtually nothing significant or permanent in the student mind. According to Bonwell and Eison (1991):

> Students must do more than just listen: They must read, write, discuss, or be engaged in solving problems. Most important, to be actively involved, students must engage in such higher-order thinking tasks as analysis, synthesis, and evaluation. Use of these techniques in the classroom is vital because of their powerful impact they have upon students' learning.

Effective application of active teaching methods in the teaching and learning of Civic Education culminates in the development of democratic citizenship. Besides engaging learners when they are young in Civic Education classrooms provides them strong ground for future participation in national affairs.

According to the USAID (2002: 10), "if the goal is to encourage a lasting change in democratic behaviour among learners, then more active methods are necessary." The use of different active pedagogical approaches in teaching Civic Education comes with diverse benefits. Research conducted by Finkel and Ernst (2005) in South Africa revealed that if Civic Education programmes are well designed and well taught and if they use participatory methods, stress learning by doing, and focus on issues that have direct relevance to participants' daily lives, they can have a significant, positive impact on democratic participation and attitudes. Similarly, Crick (1999) states that Citizenship education if taught well and tailored to local needs, its skills and values may enhance democratic life for all of us, both rights and responsibilities, beginning in school and radiating out. However, it must be emphasis that effective use of participatory methods demands creating the positive learning environment that will motivate the learners to engage fully in the lessons. Without taking this into consideration active teaching methods may be employed in classes but with no meaningful outcome on the part of the learners.

The study by Muleya (2015) on the teaching of Civic Education in Zambia established that the teaching of Civic Education in schools is not firmly rooted in the practices that allow or encourage a climate of open space and discussion. Further, it noted that most of the approaches that generate interest and debate among the learners were rarely adopted during teaching and teachers relied mostly on traditional approaches especially those that projected the teachers as the only source of information and knowledge thereby denying the learners opportunities of engagement and real learning. Similarly, Meyer (1995) notes that the major flaws in civics instructions have been that it fails to bring democracy to life in schools, and remains at the stage of merely enunciating principles and describing institutions. However, this way of teaching Civic Education is likely not have an impact on the development of democratic values and skills among the learners. The model of teaching adopted within a Civic Education lessons is likely to shape the degree to which

the Civic knowledge, civic skills and dispositions are instilled among the learners. Print and Milner (2009) state that successful civic education programs are those that foster an open climate, where opinions are freely expressed and deliberation practiced and encouraged. Such programs encourage the practice of democracy rather than simply learning about it in the abstract

Active teaching as a classroom approach acknowledges that learners are active in the learning process by building knowledge and understanding in response to learning opportunities provided by their teacher. Learners replace or adapt their existing knowledge and understanding (based on their prior knowledge) with deeper and more skilled levels of understanding (Rata, 2012). Skilled teaching being active provides conducive learning environment, opportunities, interactions, tasks and instruction to foster deep learning. Civic and individual virtues taught in Civic Education should not end up in classrooms and but be internalised by learners to be made part of their lifestyle even after classes or finishing schools. Through using activities that invoke learners' participation, Civic Education will not be learnt for the sake of passing the examination and but as a subject to bring about social transformation in their communities.

Hermin and Toth (2006) refer active learning to the level of academic student engagement in and out of the classroom. One thing commonly held by the scholars is that active teaching involves the active engagement of learners in the learning process. In other words, active learning is learner-centred, not teacher-centred, and requires more than just listening and that active participation of each and every student is a necessary aspect in active learning process (Bonwell and Elson, 1991). Although, active teaching or learning approaches are intended to make the students active rather than passive participants in the learning process, it requires serious planning by the teacher in order to maintain pupils' interest and eagerness in the lesson. Open classroom environment must be created to encourage learner participate in the learning process. The pupils must also get used to playing an active role in their learning, with the teacher as an activator of learning, rather than an instructor.

The theoretical framework used in this study illustrates that learning happens primarily through social interaction with others, such as a teacher or a learner's peers. The pyramid of learning by Dale (1969) further shows that methods that involve interaction and deliberation tend to reinforce retention of the material learnt by learners than passive methods. Active learning approaches engage students in two aspects; by doing things and thinking about the things they are doing expound (Bonwell and Elson, 1991). Equally, Dewey (1966) cited in McCartney *et-al* (2013:15) supports the above assertion that "people learn best when they join their knowledge with actions, many teacher-scholars have been moving beyond traditional lecture formats." The benefits of using active learning approaches in teaching Civic Education are numerous as they lead to the development of civic knowledge, civic attitudes and the desire to participate in community and political activities of their society. Nevertheless, the effectiveness of active teaching methods lies in the ability of the teacher to create a conducive learning environment and asking appropriate questions that engage learners in various learning activities.

McCartney *et-al* (2013) claimed that active learning broadened student learning beyond facts and theories. Students are empowered to engage in and find solutions to problems they see as relevant to their lives. Besides (QCA, 1998: 56) quoted in Oulton *et al* (2004) also posit that "Education should not attempt to shelter our nation's children from even the harsher controversies of adult life, but should prepare them to deal with such controversies knowledgeably, sensibly, tolerantly and morally." Evidence has shown that when teachers provide information in an active environment, students gain deeper levels of insights into the material because they advance their critical thinking and analytical skills and learn how to connect ideas with consequences. In essence, pupils learn better and retain the information longer when active approaches are used to teach Civic Education.

The study by Carnegie Corporation of New York and CIRCLE (2003) revealed that well-designed pedagogical approaches, integrated across the curriculum, can help to boost students' civic knowledge, skills, and dispositions and drive improvement in academic performance and other student outcomes. Similarly, Guilfoile and Delander (2014) observed that, high-quality, school-based civic learning fosters civic knowledge, skills, and attitudes; promotes civic equality; builds 21st century skills; improves school climate;

and lowers school drop-out rates expound. This however, calls for reflection on the teaching methods being employed in our secondary schools. To development of a body of active youths in our communities may require changes in the way the subjects are taught in schools. For Civic Education, this may demand the use of methodologies that expose learners to actual happenings in the society and making them relevant to the needs of society.

Schulz *et al* (2009) define civic engagement as attitudes, behaviours, and behavioural intentions that relate to more general civic participation as well as manifest political participation. Civic engagement is essential for meaning-making. Sherrod *et al* (2010), states that by interacting in groups and trying to persuade peers, we create narratives about ourselves and our communities and develop opinions. As observed by Speck & Hoppe (2004) in Civic Education use student-centred or active pedagogies can have a positive impact on many dimensions of moral and civic learning as well as on other aspects of academic achievement." Arendt (1958:179) observed that "in acting and speaking, men show who they are, reveal actively their unique personal identities and thus make their appearance in the human world". Civic participation rewarded eloquence, and eloquence was a way to make meaning. In her secondary analysis of United States data from the IEA CIVED study, Richardson (2003) emphasizes the role of political discussion as a predictor of both feelings of efficacy and expected participation. Participation in political discussions with peers, parents, and teachers proved to be a more influential predictor than civic knowledge.

Carcasson (2015) considers deliberative pedagogy as a teaching philosophy that prepares students for the public life that is challenged by what he calls "wicked problems". Practicing deliberation in the classroom necessitates active participation and helps prepare students to make collaborative decisions that embrace respectful exploration and discussion of opposing views. However, lessons that involve discussion methods involve much from the teacher to prepare and to help where learners fail to reach a compromise. Henning *et al* (2008); Holden & Bunte, (1995); Lockwood (1996) argued that the complexity of teaching with discussion demonstrates the importance of planning for such opportunities and thinking through what the focus of the discussion will be. Because of the

18

complexity of classroom discussions, spontaneous discussions are often less meaningful and engaging for students than intentional discussions that the teacher has prepared for. Moreover, the teacher must understand the capacity of the pupils to engage in dialogue with others for a successful pupil-centred lesson.

Hemmings (2000) quoted in Rossi (2006) states those students who participate in classroom discussions are more likely to make connections outside of the dialogue to their personal life and community and become empowered through sharing in the classroom dialogue with others. Moreover, students can develop civic competence as they take part in structured conversations with others (Hess, 2009; Kelly, 1989), and through the process, active listening skills can be honed (Parker, 2006). This, therefore, entails that for a nation to cultivate informed and democratic citizens deliberative teaching methods (active teaching methods) must be employed in classrooms to expose learners to the environment of controversy. Deliberative methods however must be used to instil analytical knowledge, skills and to learn how to constructively put up a balanced argument. Hess (2009) contends that deliberation requires articulation of values and ethical considerations in addition to factual and empirical evidence, including lived experience.

## 2.4 Proven Approaches to Teach Civic Education

According to the research by Carnegie Corporation of New York and CIRCLE (2003) carried out in America found that there are six proven approaches that engage learners actively in Civic Education classrooms. Gould (2012) argues that the six approaches constitute well-rounded Civic Education learning in schools. However, the effectiveness of the approaches are dependent on the teacher's preparedness. They include providing classroom instruction in government, history, law, and democracy, incorporating discussion of current, local, national, and international issues (controversial issues) and service learning that is linked to the formal curriculum and classroom instructions. Other approaches include; offering extracurricular activities that provide opportunities for young people to get involved in their schools or communities, encouraging student in school governance and encouraging students' participation in simulations of democratic

processes and procedures. The approaches highlighted above have also been echoed by Kirlin (2005) who stated that the six approaches create different skills, knowledge, and attitudes, underscoring the importance of multiple approaches being used simultaneously.

Even though all the approaches are important in developing well-rounded democratic citizens, high quality classroom instruction in government, history, law, and democracy remains at the centre of Civic Education learning as they make the curriculum of Civic Education (Campaign for the Civic Mission of Schools, 2011). The other five approaches act as supplements to the quality of the knowledge, skills and dispositions learner learn. This therefore highlights the importance of using various methods to ensure effective teaching and learning of Civic Education in schools. Use of multiple approaches in teaching Civic Education curriculum content makes it even more effective as all the aspects required by the learners are instilled in them.

### 2.4.1 Discussion of Current, Local, National, and International issues

Cazden (1988) suggests that peer discourse during school gives students the unique opportunity to engage in academic discourse. These very basic principles of traditional classroom discourse provide a foundation for research in classroom discussions, demonstrating the potential for children to learn by talking with one another. Fallace (2010: 24) quoted in Chandler and Ehrlich (2016) states that discussing fundamental controversies and issues within social science disciplines opens pathways for students to develop "the skills, understandings, and processes of disciplinary experts." Thus, active learning, in contrast to passive learning, appears to be associated with higher levels of achievement. Nevertheless, this does not imply completely doing away with lecture methods of teaching but the two teaching approaches must be intertwined to get the best out of them.

The study carried out by Hess (2004) in America, revealed that discussion in social studies classrooms are not an organic development that occurs without prior planning and thought. In fact, the opposite is true. Teachers who attempt discussions in social studies are stymied by several problems: the tendency of teachers to talk too much, asking

inauthentic questions, lack of focus and depth in student contributions, and unequal participation of students. Chandler (2013: 40-43) advises that "successful classroom discussions require careful planning in at least three areas: having an explicit structure (or rules) for governing the discussion, choosing exciting and thought-provoking content, and having students develop or create a product.   However, it is critical to state that as much as planning of how the content will follow in Civic Education is vital, learners must be trained prior to using methods such as class discussion and role play. Open classroom environment must be created to allow free expression of the pupils during the lessons.

Buchanan (2011) claims that discussion has recently been examined in secondary social studies education. As a multidimensional teaching and learning tool, it develops unique opportunities for students to engage in classroom discourse about academic content and controversial issues while developing their discourse skills, learning to create solutions to shared problems, and even honing their own positions towards contentious problems. It also creates a unique location for students to develop their own ideas and learn from each other, while engaging in the academic content. Equally, the study by Kirlin (2005) found that Students increase their knowledge about current events, creating a reservoir of examples for understanding more basic concepts about the civic and political world when the discussi0n is within the confinement of issues that affect them. Hess and Posselt (2002) confirmed that students generally have positive attitudes about classroom discussion. In addition, as students form and express opinions they gain important skills in articulating their own positions.

Kahne *et al* (2000) indicates that there is more evidence now than we did a decade ago that high-quality and inclusive discussion of important current issues and events is a critical component of civic learning. Such discussion helps young people develop the knowledge, skills, and dispositions needed for effective political and civic engagement and it also teaches them intrinsically significant content. Conversely, Kirlin (2005) adds that students often retain information better if it is connected to real world events. The assumption above parallels the theoretical frame work which underpinned this research. According to the Social Constructivists, knowledge is constructed in groups through social interaction. Encouraging in discussion of current events in Civic Education classrooms

allow learners to share knowledge and deals with challenges that comes with discussion of controversial issues where people hold divergent views.

Students often retain information better if it is connected to real world events. When the discussion is open young people are encouraged to ask questions and voice their opinions. Research conducted by Carnegie Corporation and CIRCLE (2003) in United States of America link classroom debates and discussions about current events to civic engagement. Caution must be taken when discussion is to be employed that the material for discussion must first be of interest to both the instructor and the students. This implies that during preparation of lessons the teacher should choose appropriate activities and additional content that will stimulate the interest of learners. Bonwell and Eison (1991) state that good discussion leaders constantly search for appropriate materials to spark responses from students and carefully hoard materials that have worked successfully in the past. Secondly, good reading selections must be complex enough to engender different points of view regarding the issues or problems presented.

Allen (1997), Beck (2005) and McCall (2006) observed that discussion methods create an opportunity for students to listen to points of view that are different from their own and even see varying perspectives on controversial issues, learn about current affairs and wrestle with the complexities of making decisions about important issues. Supporting the above deductions Gould (2003) stated that when young people have opportunities to discuss current issues in a classroom setting, they tend to have greater interest in politics, improved critical thinking and communications skills, more civic knowledge, and more interest in discussing public affairs out of school. Although there are considerable good reasons for using active teaching or learning methods to teach Civic Education, conversations about current issues should be carefully moderated so that learner's feel free to speak from a variety of perspectives without the discussion generating into confusion. Besides, the teachers should guide the discussion on controversial issues in classrooms to avoid learners taking partisan stances.

Hess (2009) shows that discussing current issues engages young people. Numerous studies like the study by Carnegie Corporation of New York and CIRCLE (2003) have

demonstrated that students are more interested in, and say they have learned more from, civics classes that include frequent and high-quality issues discussions than those that do not. Studies indicate that open discussion of current events matters as they increase students' knowledge about current events, creating a reservoir of examples for understanding more basic concepts about the civic and political world. In addition, as students form and express opinions they gain important skills in articulating their own positions (Kirlin, 2005). Dahl (1998) and Parker (2003) cited in Gould (2003: 27) note that "Political controversy is ever-present in democratic nations, and that is what it should be, since controversy is an intrinsic part of the political process and is necessary for the very survival of democracy." The fact that democratic politics are controversial learners must be equip with qualities to tolerate differing opinions, know that consensus is required to move forward, and that positive civic attitudes can be developed through discussions.

Gould (2003) suggests that to ensure that school based civic learning is authentic; there is need to dramatically increase the attention given to discussing controversial political issues meaningfully and timely questions about how to address public problems. In classrooms where students are exposed to real world political issues, they are introduced to the lifeblood participatory democracy, namely; discourse and debate. Rather than dry, abstract lessons on the institutional mechanisms of the political system, students are provided with an opportunity to wrestle with political and social issues (Campbell, 2008). Ericksen (1984: 51) in Bonwell *et al* (1991) mentions that, "Students learn what they care about and remember what they understand." From such discussion they glean knowledge about the political process. Nonetheless, conducting a successful classroom discussion may be problematic in the absence of a protocol to guide. Thus, if properly planned and structured, the discussion methods develop pupils in higher order cognitive skills such as analysis, synthesis and evaluation of the situation. To capture the interest of pupils, the discussion strategy must be linked to current local, national, and international issues and events in the classroom, particularly those that young people view as important to their lives.

**2.4.2 Instruction in Government, History, Law, and Democracy**

Brody (1994) confirmed that classroom instruction matters. Research by Niemi and Junn (1998) established that after nearly three decades of uncertainty about the benefit of government and civics courses, new research demonstrates that classroom-based education does make a difference. Students who have had courses in government and history performed better on tests designed to measure civic knowledge. More knowledgeable adults vote more consistently and vote on issues rather than personalities. Preliminary research from "We the People" demonstrates that alumni are more likely to vote, pay attention to political issues, and work for political candidate or issues than peers who did not experience. Kahne and Middaugh (2002) carried out an evaluation study of "City Works" the results showed similar trends that students who participated in city works were more committed to participatory citizenship, more interested in service, and had a greater sense of political efficacy than peers who did not participate in "City Works".

Classroom instruction about government functions, history, law, and democracy is vital in developing civic knowledge. These areas provide the needed knowledge to the learners on how the government operates and provides the basis for further development in civic skills and dispositions. This however should not perpetuate the consistent use of teacher-centre method as they may disadvantage the holistic development of the learners in schools. As observes by Gould (2012: 26) "schools should avoid teaching only rote facts about dry procedures, which are unlikely to benefit students and may actually alienate them from politics."

**2.4.3 Use of Service Learning Approaches to Teach Civic Education**

Service learning is another approach to teaching Civic Education in schools. Muleya (2015) states that service learning is the leading pedagogy to achieve higher education's civic mission and develop citizens prepared to serve the local community. It is a common form of Civic Education that integrates classroom instruction with work within the community. Service learning provides students with the opportunity to apply what they learn through performing service that is linked to the formal curriculum and classroom

instruction explains (Gould, 2012). Service learning has evolved from community service and voluntary activities to a more structured experience that includes a strong relationship between service and classroom learning objectives. Service learning allows students to venture into the community, performing work that is explicitly connected to their academic work through writing, discussions, and reflection. The process helps reinforce classroom learning and allows students to make connections between what is being learned and the world they will enter as adults (Kirlin 2005).

Research done by Yates (1998) and Streb *et-al* (2001) in Europe indicates that carefully structured service learning do appear to enhance civic attitudes; especially those related to tolerance and respect for others' opinions. Service learning, with a more explicitly political focus, appears to produce better civic engagement results and it is most effective when students have a legitimate voice in the project, supporting the point that civic skills (communication and collective decision making) can be learned through it. Although as observed by Muleya (2015) in the study done in Zambia service learning as an approach in the teaching of Civic Education was clearly missing in the schools that were sampled and in some cases teachers were not even aware that there was such an approach that could be applied in the teaching and learning of Civic Education lessons in schools. The absence of use of service learning as an approach in most Zambian school could be attributed to a number of factors. It could be lack of time due to the school setup where the same pupils taking Civic Education are expected also to attend to other subjects, inability of the teachers to linking service learning to classroom work among others. Service learning should not be used as a replacement for other civic education instructions strategies but use side by side with the other methods to enhance the development of democratic skills and values.

On the other hand, Carpini (2003) at the Pew Charitable Trusts revealed that as good as a lot of service learning work is, it does not encourage political involvement and policy involvement, but it may, in fact, even discourage it. However, this does not take away the use of service learning from being used to teach Civic Education as it also has areas of development that cannot be achieved by other approaches. Active teaching methods are used to encourage learner participation in public life, by acquiring civic and political

skills, civic and political knowledge, and civic attitudes. Tovmasyan and Thoma (2008) in their research advise that most effective Civic Education design should include direct teaching of the scholarly content knowledge and the balance of participatory skills with the modelling and teaching of civic values and dispositions.

## 2.4.4 Use of Civic related Extracurricular Activities in Civic Education

Civic Education takes different forms including classroom-based learning, informal training, experiential learning, and mass media campaigns Kamp (2011). In all these forms Civic Education employs a wide range of teaching methods, and often a combination of participatory approaches to teaching. Active learning in Civic Education takes place through various activities and experiences. Research done by scholars such Beck and Jennings (1982), Hanks (1981), McFarland and Thomas (2006), Smith (1999) and Verba *et al* (1995) examined the impact of participation in extra-curricular activities on the learning process. These studies consistently showed that belonging to clubs, groups, and associations in adolescence is a pathway to other forms of civic and political participation in adulthood. Linking extracurricular activities to the teaching of Civic Education provides opportunities for young people to get involved in their schools or communities (Guilfoil and Delander, 2014).

Extracurricular activities are after-school activities such as clubs or school governance, but excluding sports. They give young people the chance to work toward a common interest, or even an interest in an academic area (Kirlin (2005). According to the study conducted by Barber *et al*. (2003), Youniss, McLellan, Yang Su, and Yates (1999) and Kirlin (2003) in America found that extracurricular activities provide forums in which students can use skills and knowledge in purposeful experiences that have both meaning and context. Correspondingly, Ministry of Education (1996) states that:

> Schools can contribute through helping pupils to develop 'life-skills' which equip them for positive social behavior and for coping with negative pressures. A core set of life-skills for the promotion of the health and well-being of pupils includes decision-making, problem-solving, creative-thinking, critical-thinking, effective communication, interpersonal relationships, self-awareness, stress

and anxiety management, coping with pressures, self-esteem and confidence.

The development of these life skills may depend largely on the whole ethos of the school and on its programme of extra-curricular school activities, such as clubs, societies, school debates, drama and cultural presentations, meetings of cultural among others. Barber *et al* (2003) explain that extracurricular activities provide opportunities to acquire and practice skills that may be useful in a wide variety of settings [… to] help students to develop a sense of agency as a member of one's community; to belong to a socially recognized and valued group, to develop support networks of peers and adults that can help in both present and future; and to experience and deal with challenges. Extracurricular activities approach is similar to service learning in terms of engaging learners in activities that develop their participatory skills. However, the difference is that extracurricular activities are carried out within the school setting and are usually on the school programme which makes them a suitable avenue to expose learners to participatory skills.

**2.4.5 Student Participation in School Governance**

Involving pupils in self-government within the school context is another way through which pupils can actively participate in the learning process as it develops democratic knowledge, skills and attitudes. Guilfoil and Delander (2014), postulate that students often have good ideas about how to improve their schools and communities. Learning institutions are places for civic life and learning, and formal structures for considering students' views are a valuable way of modelling democratic practices and teaching students civic skills. A long tradition of research submits that giving students more opportunities to participate in the management of their own classrooms and schools, builds their civic skills and attitudes. Thus, giving students a voice in school governance is a promising way to encourage all young people to engage civically even after completing school (Gould, 2003). Needless to mention is the fact that full pupils' participation in school governance has been difficult in most schools because of fear of uprising by pupils. However, this contradicts the assertion by Chola (2016: 63) who argued that "One way to teach democracy is to provide opportunities to practice it in schools and communities."

According to the study by Brady (1995) in Europe and United States of America, it established that there is a strong consistent relationship between those who participate in student government and adults who are politically and civically active. Students who believe their student government matters are more likely to vote as adults, even if they are not involved in student government themselves. Notwithstanding the positive impact that the above active learning approach has on the quality of civic knowledge, skills and attitudes of the learners, most schools in Zambia have not embraced the participation of learners in the school governance system. As recent study by Chola (2016) confirms that schools are not democratic to allow pupils have formal or informal discussions within school premises. However, this should not deter learners from participating in school governance matters as they are stakeholders and any decision by the school administration affects them.

## 2.4.6 Use of Simulations to Teach Civic Education

Research by Kahne, Chi, and Middaugh (2002) on classroom-based simulation showed that students who participated were more committed to participatory citizenship more interested in service and had a greater sense of political efficacy than peers who did not participate in City Works. Taking on specific roles as part of the simulation, students gain knowledge about current issues and processes and also civic and political skills. As they act out their roles, they also develop an appreciation of the importance and complexity of government, leading to improved civic attitudes (Youth for Justice Trainers, 2006).

Simulations of democratic processes in a classroom enrich civics courses and ensure that the maximum number of students reap the benefits of those simulations (Gould 2003). According Bagley and Shaffer (2011) simulations of voting, mock-trials, legislative deliberation, and diplomacy in schools can lead to heightened political knowledge and interest. Taking on specific roles as part of the simulation, students gain knowledge about current issues, civic processes and political skills. As they act out their roles, they also develop an appreciation of the importance and complexity of government, leading to improved civic attitudes (Kirlin, 2005). Skills gained through simulation prepare students for both active citizenship and for future academic and career success. Nonetheless, it is

important to take note that simulation or role play does not involve all the learners in a classroom at the same time. This demand for interchangeably teaching methods to complement its weakness so that all the learners take turns in carrying roles.

In simulations, students must apply what they have learned in a low-risk but real-life situation, which allows teachers to assess whether students have internalised information so that they can actually use it in their role as citizens. Students are engaged by simulations and they learn more because they are so involved. Simulations require students to use higher order thinking skills (Youth for Justice Trainers, 2006). However, while simulations have numerous benefits, they are also complex learning activities that require considerable preparation on the part of teachers and carry the risk of failure. As teachers consider using simulations, the option of real-life civic experiences should be kept in mind. In fact, it may be useful to think about activities that engage students in democratic processes and procedures as being on a continuum, moving from very distant from reality, to simulated but very like reality through to authentic real life experiences.

## 2.5 Teachers' Competency in using Active Teaching Methods

Mulenga and Luangala (2015: 39) stress that, "teachers are one of the most critical assets of any formal education system." Equally Ali (2015:142) assets that, "no educational system may rise above the quality of its teachers." This is due to the critical role they play in the implementation of the curriculum. They facilitate the acquisition of desirable knowledge, skills, values and attitudes. Teacher quality is, therefore, crucial and has been globally accepted to be significantly important in order for effective learning to take place in schools (Mulenga and Luangala, 2015). The teachers select and decide what to teach from the prescribed syllabus or curriculum. Whitaker (1979) cited in Chaudhary (2015) argues that since implementation takes place through the interaction of the learner and the planned learning opportunities, the role and influence of the teacher in the process is indisputable. The use of participatory methods requires well-informed and skilled teachers who can instil skills such as public speaking, teamwork, analytical thinking and ability to argue both sides of a topic in pupils. Unfortunately, as Meyer (1995) notes the major flaws in civics instructions have been that it fails to bring democracy to life in schools, and

remains at the stage of merely enunciating principles and describing institutions. This can be attributed to a number of factors which may include inability to use active pedagogical practices by teachers among others.

Jibril and Abba, (2011) quoted in Ali (2015) stated that teachers need to know the subjects they teach and how to teach them to students; appreciate how knowledge in their subject is created, organised, and linked to other disciplines and applied in real world settings; develop the critical and analytical capacities of their students. Absolute knowledge of the subject could help to strengthen the teacher to explain and simplify the concept being taught to the learners contend (Jibril & Abba, 2011). Equally, Mulenga (2015) highlighted that central to any discussion of teacher preparation is a judgment about what content knowledge and skills teachers should possess so that they are able to teach effectively. Therefore, there is no doubt that pupil learning depends largely on the teacher's knowledge and skills of what he or she wants the pupils to learn. Use of active teaching approaches involves adequate preparation by the teacher. Inability by the teacher to prepare well may result in poor execution of tasks of teaching such as selecting worthwhile learning activities, giving helpful explanations, asking productive questions, and engaging in meaningful discussions with pupils.

The competence of Civic Education teachers, to a large extent, depends on the knowledge of civic issues and concepts. This is because the teacher cannot teach effectively any concept that he is not well grounded Ali (2015). There is no doubt that if a teacher does not have thorough knowledge in the subject matter he is not an authority in the classroom explains (Adepoju, 2008). In other words a competent teacher is likely to select appropriate teaching methods, teaching activities and create a conducive learning atmosphere to teach different topics in a class. This assumption, correlates with Adepoju (2008) cited in Ali (2015:142) who postulated that "there is no doubt that if a teacher does not have thorough knowledge in the subject matter he/she is not an authority in the classroom." Well trained teachers will avoid thinking 'one size fits all assumption' but will select appropriate teaching strategies, suitable available teaching and learning materials in relation to the topic and the level of understanding of the pupils.

Development of civic knowledge, skills and democratic values among learners may not only be impeded by the teaching approaches the teacher uses but also external factors. Okoro and Tamunoibuomi (2016) in their study on "Civic Education: Implementation Challenges of Curriculum Content in Rivers State" established that the negative roles demonstrated by teachers, hindered the implementation of Civic Education in the classrooms. Finkel and Ernst (2005) in their study in South Africa found that when students are taught by instructors of highly perceived competence, likeability, interest, and the like, more significant gains were registered on democratic values and skills; similarly students whose civics classes were taught with a high degree of active, participatory instructional methods showed significant gains on virtually all of the democratic orientations that were examined. Having in mind that there are many factors to consider for holistic development of learners in Civic Education the teachers should take care that they attend to them for effective teaching and learning to take place.

Correspondingly, the study by Schulz (2010) in Europe revealed that when students perceived their teachers to be highly knowledgeable, competent, likeable, and inspiring, they appeared to internalise attitudes and values supportive of democracy, such as an increased sense of responsibilities of citizens in a democratic system and trust in political and social institutions, to a greater extent than students who received training from "poor" instructors or not at all. They found little effect of exposure to civic education *per se* on these orientations: what mattered for changes in democratic values, attitudes, and skills is not merely receiving the message itself, but the environment and the methods in which the messages are imparted.

The study by Pepper, Burroughs, and Groce (2003) show that student learning depends on teacher preparation and will be more productive if the teacher can connect the classroom environment with home and apply theoretical knowledge about the principles of democracy in practice, within a home setting. Values may be taught directly, developed through classroom through the way in which activities in and outside the classroom are organised (Soley, 1996). Further, the scholars contended that if education is the key to ensuring that people are responsible and effective citizens, then one must look to the teachers to assist in carrying out this feat, as well as they should guarantee the flow of

smooth discussions and facilitate debates. It is clear from the studies above that Civic Education teachers are important in the cultivation of informed and democratic learners in schools and society. Although there is this evidence to support that teachers are key to the formation of civic knowledge, civic skills and dispositions, learners' home and school community also tend to affect the efficacy of instilling democratic ethos among pupils.

According to USAID (2002) and Finkel and Ernst (2005) when students were trained in the civics classroom using interactive and participatory teaching methods, they developed political tolerance and trust, as well as important civic skills and supportive participatory attitudes to a greater extent than students who were trained using more traditional pedagogical approaches or who received no civics training whatsoever. Fraillion (2010) equally, argued that students learn democratic values and skills much as adults do: by practicing and engaging in democratic participation in the venues available to them and not necessarily through discussing controversial issues or being encouraged to give their opinions.

## 2.6 Teaching and Learning Environment for Teaching Civic Education

Print and Milner (2009) observed that the most successful Civic Education programs are those that foster an open climate, where opinions are freely expressed and deliberation practiced and encouraged. Such programmes encourage the practice of democracy rather than simply learning about it in the abstract. The model of citizenship adopted within a civics programme is likely to shape the degree to which this occurs. In other words, openness during classroom discussions is dependent on the type of citizens the country aspires for.  Countries that take Civic Education as key to laying the groundwork for responsible democratic citizenship will encourage free expression of opinions by both teachers and pupils. However, as observed by Bonwell and Eison (1991) in an event that the teacher fails to recognise students as individuals, uses sarcasm, is upset or preoccupied when students ask questions, is defensive about policies or procedures, and is inconsistent or unpredictable it may affect pupils active participation. Learners become interested and feel respected when given attention and are called by their name though this assertion has not been explored yet.

Research carried by Niemi and Junn (1998) in the United States of America established that, the extent to which current events are discussed in civics classes showed that frequent discussions of politics in the context of current events increases factual knowledge by an additional 4% leading to an overall potential effect of civic education of nearly 11%. Taken together, factors related to the civics curriculum and classroom environment represent "major positive influences on student knowledge . . . above and beyond individual motivation and family-socialisation." Futher Torney-Purta *et al* (2001) in their research argued that the successful transmission of political attitudes, values, and participatory dispositions, however, is likely to require additional factors related to credible and likeable instructors, active methodologies and an open environment for political discussion. And to the extent that students in these contexts have less experience with democratic processes both inside and outside the school environment, we expect that favourable classroom characteristics and active teaching methodologies should impart less "redundant" information regarding democratic values, skills, and attitudes than in developed democracies and thus exert potentially greater classroom effects than have been found in previous United States and European-based research.

According to Schulz (2010) students' learning in the area of civic and citizenship education, is influenced by how the subject is taught and its purposes, as well as by students' experiences at school. School climate and classroom climate are key factors influencing the learning process. Homana, Barber, & Torney-Purta (2006: 3) define school climate as "impressions, beliefs, and expectations held by members of the school community about their school as a learning environment, their associated behaviour, and the symbols and institutions that represent the patterned expressions of the behaviour." For democratic citizenship to be entrenched among learners the environment around them must be supportive the culture of youth participation. Although creating a conducive teaching and learning climate is crucial to the teaching of Civic Education and development of democratic ethos among pupils, it must be supported with quality teachers and availability of quality teaching or learning materials and equipment.

According to Walsh (2013) learning is the result of interaction between the environment and the individual it is not solely an individual's responsibility, conditions in schools can

either foster or hinder the effectiveness of teaching and learning explains. A democratic classroom climate is taken to be one that seeks to implement democratic and liberal values in the classroom. A democratic classroom climate can help students understand the advantages of democratic values and practices and may have a positive effect on the assimilation of these values by students. Schulz (2010) claim that a democratic and open climate has the advantage of creating positive relationships within the classroom.

Open classroom environment refers to the extent to which the learners are free to contribute to the topic being presented to them by the teacher. It may also imply the level of tolerance and encouragement the teacher allow for learners to voice out their opinions on the subject matter in the classroom explains (Fraillion 2010). Other than the teachers' openness to create conducive classroom climate for discussion Levin-Goldberg (2009) suggests that students should be mindful and respectful towards the opinions and beliefs of others. This should be nurtured from the inception of the school year. An atmosphere of security, reassurance, and acceptance should resonate from the classroom during class discussions and debates. Role playing and practicing appropriate responses and behaviours toward others who have an opposing view are essential to cultivating an inviting academic environment. However, these values may not be found in learners at first but learners should be encouraged to observe them for successful discussions and eventually this may become part of their lifestyle.

## 2.7 Gaps from Studies on the Teaching of Civic Education

Although the studies cited in this research have touched on the teaching of Civic Education and its' purpose in different parts of the world, they did not addressed specifically the active teaching methods that teachers have been using in teaching Civic Education in secondary schools in Zambia. In addition the studies did not highlighted the level of engagement of learners in Civic Education lessons and the challenges teachers face in using active teaching methods in secondary schools.

The studies reviewed in this research mostly were using descriptive surveys, exploratory and explanatory designs to assess the use of discussion method as well as the use of controversial issues to teach Civic Education, besides most of the studies were carried

outside Zambia. However, this research used the embedded design and focused its attention on assessing the use of active teaching methods (including discussion) in selected secondary schools in Zambia.

On the other hand, from the reviewed studies it is evident that the use of active teaching approaches in a conducive learning environment allowed free expression and participation of learners leading to the development of democratic values and attitudes. Learners can actively participate in Civic Education lessons if taught the art of engagement through the use of different active teaching approaches. Development of the civic knowledge, skills and attitudes can fully be achieved by creating an enabling climate for the pupils to interact meaningfully with the subject content. This calls for adequate of training teachers in various teaching or learning methods recommended by the curriculum specialists to avoid over use of same teaching methods.

## 2.8 Summary

The chapter reviewed literature on the theoretical framework (Social Constructivism Theory of education), the teaching of Civic Education, and the use various approaches in teaching of Civic Education in schools. It further addressed some of the factors necessary for effective use of active teaching approaches in teaching Civic Education in secondary schools.

# CHAPTER THREE: METHODOLOGY

## 3.1 Overview

The previous chapter reviewed literature on the use of active pedagogical approaches in the teaching of Civic Education thematically. This chapter presents the research design and methodology that was used in this study. In doing so, the chapter discusses paradigmatic orientation of the study, the research design, area of study, the targeted population, sample and sampling procedure, sampling techniques, sample size, data collection methods and instruments, data collection procedures. It further addresses the ethical considerations and ends with a summary.

## 3.2 Paradigmatic Orientation of Research

The study is reinforced by pragmatic world view. Pragmatism arises out of actions, situations, and consequences rather than conditions of post-positivism Cresswell (2009). Pragmatism according to Peirce (1992) is an action-oriented philosophy of science. It studies the link between action and truth, practice and theory. Equally, Dewey (1931) defined pragmatism as the doctrine that sees as reality possesses practical character. Pragmatists see the world as a set of practical actions that are born from thinking. The concept of truth is a key area in pragmatic thinking. As a philosophical underpinning for mixed methods studies, authors such as Morgan (2007) and Patton (1990) express its importance for focusing attention on the research problem in social science research and then using pluralistic approaches to derive knowledge about the problem.

Pragmatism is not committed to any one system of philosophy and reality. It applies to mixed methods research in that researchers draw freely from both quantitative and qualitative assumptions when they engage in their research (Cresswell, 2009). In this way researchers are free to choose the methods, techniques and procedures of research that best meet their needs and purposes. Thus, for the mixed methods researcher, pragmatism opens the door to multiple methods, different worldviews, and different assumptions, as well as different forms of data collection and analysis. In attempting to assess the use of active pedagogical approaches in teaching Civic Education in secondary schools, mixed method design and different data collection instruments were used. This was to ensure that a clear

understanding of the use of active teaching methods is generated based on what was prevailing in schools.

## 3.3 Research Design

Orodho (2003) cited in Kombo and Tromp (2006) defines a research design as a scheme, outline or plan that is used to generate answers to the research problems. It can also be seen as an arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance with the research purpose. Commenting on research designs, McMurray (1990) cited in Chola (2016) also espoused that research designs are a set of instructions to the researcher to gather and analyse data in such a way as to control whom and what to study. Therefore, a research design is a framework in the whole process of research aimed at pointing the researcher in the direction of that research.

This study used a mixed methods design to collect both qualitative and quantitative data. An embedded design was employed. The qualitative data collected from the interviews, lesson observations and focus group discussions was supported by quantitative data in the questionnaire. According to Creswell & Clark (2011), a mixed methods research design is a procedure for collecting, analysing, and mixing both quantitative and qualitative methods in a single study or a series of studies to understand a research problem. An embedded design is one of the type of mixed methods design and involves as well either the convergent or sequential use of data, but the core idea is that either quantitative or qualitative data is embedded within a larger design and the data sources play a supporting role in the overall design (Creswell, 2005). In this study the quantitative data from the learners was embedded in the qualitative data from lesson observations, the teacher's interviews and focus group discussion. The data from the pupil's questionnaires enhanced the truthfulness of data collected from the teachers and the Heads of Department.

The mixed methods design was selected to ensure that the data collected through lesson observations and interviewing of the teachers was triangulated with responses from learners through the questionnaires about the use of active pedagogical methods in the teaching of Civic Education. Thus, as argued by Creswell, (2013: 264) "mixing or

blending of data, provides a stronger understanding of the problem or question than either by itself."

## 3.3 Area of Study

The research was conducted in Kasama and Luwingu Districts of Northern Province because the two towns host most of the schools which offered Civic Education since its introduction in the Zambian school curriculum. Four (4) secondary schools which were near to the central town were purposefully selected for the study.

## 3.4 Target Population

According to Kombo and Tromp (2006) a population is a group of individuals with at least one or more characteristics, which distinguish that group from the rest of individuals and the group should be of interest to the researcher. Singh (2006) defines a target population as an aggregate or totality of objects or individuals to which inferences during the study are made. Accordingly, the population of this study consisted of the Heads of Departments for Social Sciences Departments, the teachers of Civic Education and the pupils taking Civic Education in the selected secondary schools. The teachers of Civic Education were the main informants while the rest were respondents to the study. According to Babbie (2007: 186) "an informant is someone who is well versed in the social phenomenon that you wish to study and who is willing to tell you what he or she knows about it."

## 3.5 Sample Size

Rajah (2011), defines a sample as a subgroup of the population you are interested in. Sidhu (2012: 253) defines sampling as "the process of selecting sample from the population..." In this study the sample population comprised two hundred twelve (212) respondents from four selected secondary schools, and were distributed as follows: eight (8) teachers of Civic Education, two hundred (200) pupils who took Civic Education, and four (4) heads of department for Social Sciences.

## 3.6 Sampling Techniques

Sampling is the process of selecting a few (a sample) from a bigger group (the sampling population) to become the basis for estimating or predicting the prevalence of an unknown piece of information, situation or outcome regarding the bigger group (Rajah, 2011). The study employed both non-probability and probability sampling procedures. Cohen *et al* (2005) describes purposive sampling as a process where researchers handpick the cases to be included in the sample on the basis of their judgment of their typicality. Similarly, Kombo and Tromp (2006: 82) define purposive sampling as a "method in which researchers purposely targets a group of people believed to be reliable for the study." In this way, they build up a sample that is satisfactory to their specific needs. Typical purposive sampling was used to select the teachers of Civic Education and Heads of Departments for Social Sciences in the selected secondary schools. Typical case sampling uses one or more typical cases (individuals) to provide a local profile. Pupils were picked using systematic random sampling. Cohen *et al* (2005:100) states that "this method is a modified form of simple random sampling. It involves selecting subjects from a population list in a systematic rather than a random fashion."

## 3.7 Research Instruments and Data Collection Procedures

Kothari (1997), defines a research instrument as a tool or device chosen by the researcher to collect required information. Qualitative researchers typically gather multiple forms of data, such as interviews, observations, documents, and audio-visual information rather than rely on a single data source explains (Creswell, 2013). The method of data collection for this study included face to face interviews, lesson observations, Focused Group Discussion (FGD) and pupils' questionnaires.

## 3.7.1 Observation Schedule

Observation is a tool that provides information about actual behaviour (Kombo and Tromp (2006). Observation is one way of collecting primary data. Observation is a purposeful, systematic and selective way of watching and listening to an interaction or phenomenon as it takes place (Kumar, 2011). Similarly, Creswell (2005) describes it as the process of gathering open-ended, first-hand information by observing people and places at a research

site. Lesson observations were carried with 8 Civic Education teachers in the selected schools. The use of observation in this study helped the researcher to observe the behaviour, learning environment and interaction between the teachers and pupils in Civic Education lessons. Thus, observation was deemed to be suitable to collect information on how teachers used active pedagogical approaches to teach Civic education in secondary schools.

### 3.7.2 Interview Schedules

An interview schedule is a set of questions that are asked to the respondent by an interviewer. Kombo and Tromp (2006: 92) define an interview as "questions asked to the respondents orally." An interview provides a researcher with an insight on things he/she cannot observe by asking people who have or are experiencing such a situation. An interview guide was employed to collect in-depth qualitative data from teachers and Heads of Departments for Social Sciences. The advantage of an interview schedule is that it allows for new questions to be brought up during the interview as a result of what the interviewee says (Lindlof and Taylor, 2000).

### 3.7.3 Focus Group Discussion Schedule

Focus group discussions were also used to collect data from pupils on their view on the levels of engagement in the teaching and learning process in Civic Education. The focus groups were made up of 8 pupils in each group. The focus group discussions were structured according to the research objectives.

### 3.7.4 Questionnaires

Kombo and Tromp (2006:89) define a questionnaire as "a research instrument that gathers data over a large sample." Cronbach alpha technique was used in determining the reliability coefficients of the pupil's questionnaire. Copies of questionnaire were administered to 200 pupils (male and female) in all the selected secondary schools. From each selected secondary school 50 pupils were systematically random picked. The questionnaires were administered after each lesson observation session. Their responses were analysed using Cronbach alpha with reliability coefficients of 0.661 which was

acceptable to be used for the study. This method estimates the internal consistency of the measuring instruments. The researcher then distributed questionnaires to two hundred (200) pupils taking Civic Education who helped in assessing the use of active pedagogical approaches to teach Civic Education by the teachers.

## 3.8 Validity and Reliability

Validity determines whether the research truly measures that which it was intended to measure or how truthful the research results are (Joppe, 2000). It is the extent to which an instrument fairly and comprehensively represents the factors under study (Cohen *et al.*, 2007). On the other hand, reliability is described as the extent to which results are consistent over time and is an accurate representation of the total population under study contends (Joppe, 2000). If the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable.

Validity and reliability in quantitative and qualitative research, however, means different things in both designs. Patton (2001: 14) states that "while the credibility in quantitative research depends on instrument construction, in qualitative research, the researcher is the instrument." In a qualitative paradigms the terms credibility, neutrality or conformability, consistency or dependability and applicability or transferability are to be the essential criteria for quality (Lincoln & Guba, 1985). Qualitative research depends on the ability and effort of the researcher. Validity is one of the strengths of qualitative research and is based on determining whether the findings are accurate from the standpoint of the researcher, the participant, or the readers of an account (Creswell & Miller, 2000). Reliability and validity are conceptualised as trustworthiness, rigour and quality in qualitative paradigm explains (Golafshani, (2003).

To ensure that the study is valid and reliable, the researcher triangulated the finding from the lesson observations with in-depth interviews with the heads of department, teachers and pupils to increase its trustworthiness. Patton (2001) states that triangulation strengthens a study by combining methods. Equally, Creswell and Miller (2000:126) describe triangulation as "a validity procedure where researchers search for convergence among multiple and different sources of information to form themes or categories in a

study". Therefore, in order to enhance credibility and trustworthiness on the use of active pedagogical approaches in the teaching of Civic Education in schools the researcher triangulated data collected from various research instruments and conduct member checking so as to ensure validity and reliability of the findings. The data collected from the four employed research instruments when triangulated the results were to a larger extent similar and consistent.

## 3.9 Data Analysis and Verification

According to Creswell (2013) to organise and prepare the data for analysis involves transcribing interviews, optically scanning material, typing up field notes, cataloguing all of the visual material, sorting and arranging the data into different types depending on the sources of information. Therefore, all the interviews conducted were recorded and later on transcribed into written information. Silverman (2006:20) points out that, "transcripts of such recordings, based on standardised conventions, provided an excellent naturally occurring interactions, and could offer a highly reliable record to which researchers could return to as they develop new hypothesis." The study used the objectives and the coding process to generate a description of themes for analysis of issues that emerged from the assessment of the use of active pedagogical approaches to teach civic education in secondary schools. These themes were the ones which appeared as major findings in the study and were used as headings in the findings sections (Chapter Four) of the dissertation.

Observations were recorded using narrative recording. Kumar (2011) describes narrative recording as a form of recording where the researcher records a description of the interaction in his or her own words. Usually, a researcher makes brief notes while observing the interaction and then soon after completing the observation makes detailed notes in narrative form. In addition, some researchers may interpret the interaction and draw conclusions from it. This process provided an advantage to the researcher as the narrative recordings delivered a deeper insight into the use of active pedagogical approaches to teach Civic Education in the selected secondary schools. Quantitative data

on the use of active pedagogical approaches from the questionnaires were analysed using mean descriptive statistics.

## 3.10 Delimitation of the Study

The study was restricted to selected secondary schools in Kasama and Luwingu Districts of Northern Zambia. The schools included in the study consisted of 3 secondary schools in Kasama and 1 secondary school from Luwingu district. The sampled population comprised the Heads of Departments (HODs), teachers for Civic Education and pupils from Grade 11 and 12

## 3.11 Limitations of the Study

Although this study was carefully prepared and achieved its aims, there were some unavoidable limitations. The study involved a relatively small sample size of only four Heads of Department and eight teachers teaching Civic Education. For that reason, the findings of the study may not have been easily be generalised to all secondary schools in Northern Province and the rest of secondary schools in the country. Hence, this calls for a future nation-wide study.

Some of the teacher respondents were hesitant to have lesson observations and interviews with them about the use of active teaching methods to teach Civic Education. Besides, analysing the two data sets of the study was a challenge.

## 3.12 Ethical Considerations

Ethics refers to morality or a position of doing what is right both morally and legally (Furrow, 2004). Lipson (1994) cited in Creswell (2007) clusters ethical issues into informed consent procedures; deception or covert activities; confidentiality toward participants, sponsors, and colleagues; benefits of research to participants over risks; and participant requests that go beyond social norms. Wimmer and Dominick (1994), state that the principle of confidentiality and respect are the most important ethical issues requiring compliance on the part of the researcher. The basic ethical requirements demand that the researcher respects the rights, values and decisions of the respondents. Singh (2006), contends

that a researcher should not mention the name of subjects anywhere in the report and if possible names of institutions where sample subjects have been selected for data collection should not be mentioned even in the appendix.

To guarantee privacy, justice, respect and beneficence to the participants, a clearance letter was obtained from the University of Zambia Ethics committee. Before embarking on the study and interacting with the participants in the schools, ethical clearance was also be sought from the respective administrative offices at the Ministry of Education in Kasama. In addition, the respondents were informed of the use of the information gathered; that it was purely to be used for academic purposes and no names would be revealed or used. The respondents in the study included Heads of Department for Social Sciences, teachers of Civic Education and learners that took Civic Education in the selected schools. The participants were also given consent forms which they signed.

## 3.13 Summary

This chapter presented the research design and methodology that was employed to collect data in this study. A mixed method design (embedded) was used to collect data from the participants. The chapter also covered target population, study sample, sampling procedures and data collection methods. Instruments for data collection included; interview schedules, observation protocol and focus group discussion schedules. Validity and reliability and ethical issues had also been taken into consideration

# CHAPTER FOUR: PRESENTATION OF RESULTS

## 4.1 Overview

This chapter presents the findings of an assessment of the use of active pedagogical approaches in teaching Civic Education in selected secondary schools of Kasama and Luwingu Districts. The findings were presented thematically and through descriptive and inferential statistics as guided by the three research objectives and research questions set out in Chapter One of this study. Sub-titles were used to discuss the findings of the lesson observations, interviews and focus group discussions. Findings from the questionnaires were used to support the outcome from the observations, interviews and focus group discussions. Nevertheless, not all the issues reflected in the interviews, focus group discussions and lesson observations were part of the presentation. Only those issues that strongly related to the use of active pedagogical approaches to the teaching of Civic Education were included in the study.

The research questions that guide the study were as follows:

1. What are the commonly used active teaching methods to teach Civic Education in Secondary schools?
2. To what extent are the pupils engaged in the teaching and learning of Civic Education in secondary schools?
3. What challenges do teachers and pupils encounter in using active teaching approaches to teach Civic Education in Secondary Schools?

## 4.2 Demographics of the Respondents

This section presents the demographics of the respondents who participated in this study. In order to have a clear picture of the sample observed, a background check was important to discover the necessary demographics that were captured.

They were 12 teacher respondents, 6 were males while the other 6 were female. The Heads of Department for Social Science were 4 and 8 were class teachers.

Figure 5 shows the gender distribution of the pupil participants, it can be seen that out of the total of 200 respondent pupils, 111 respondents, representing 55%, were males, while 89 respondents, representing, 45%, were females.
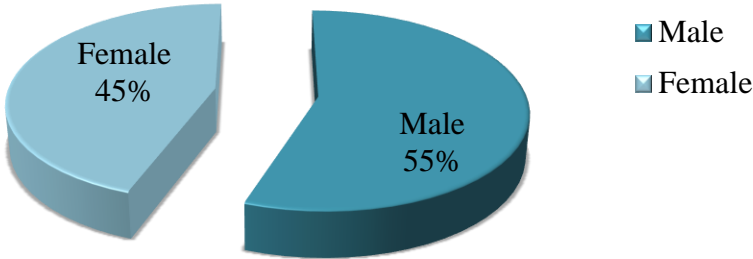


**Figure 4:** Shows the gender distribution.

Figure 6 highlights that, the majority of pupil respondents were grade 12s making up 82.5% of the sample while 17.5% was composed of grade 11 pupil respondents. The selection of more grade 12 pupil respondents was purposively done due the period they had been learning Civic Education in schools.
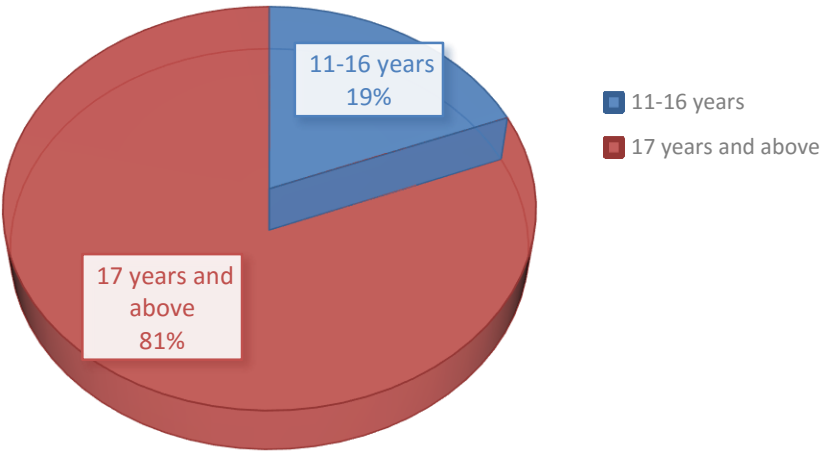


**Figure 5:** Shows the grades of the respondent pupils.

Figure 7 shows the percentages pupil respondents. 19% of the respondents were between the age range 11-16 years and 81% were 17 years and above.
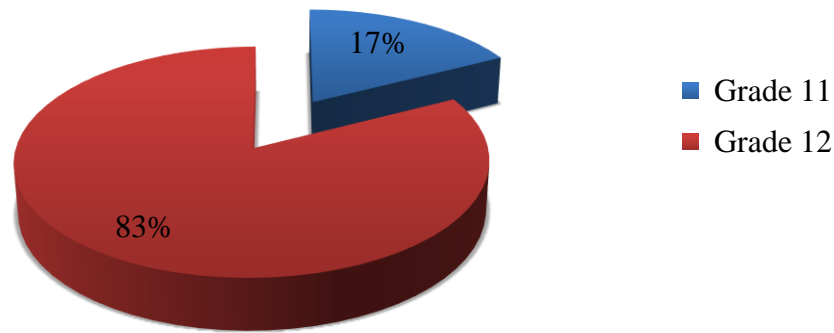


**Figure 6:** Shows age of the respondent pupils

## 4.3 Commonly used Active Teaching Methods in Teaching Civic Education

There were three research objectives for this study and one of them was to ascertain the commonly used active teaching methods in teaching Civic Education (CE). The research question was: *What are the commonly used active teaching methods to teach Civic Education in secondary school? (See Appendixes 1&2).* In trying to get the correct responses, the researcher targeted the teachers for Civic Education, the Heads of Department for Social Sciences and the pupils taking Civic Education. Lesson observations were conducted in order to observe what took place with regard to the use of active teaching methods in teaching Civic Education in the selected secondary schools. Four secondary schools were visited and 8 lesson observations were undertaken with 8 different teachers.

The first research question was asked in the interview schedule, the pupil's questionnaire, focus group discussion and observed it application during lesson observations. In an interview with 12 teachers, a number of active teaching approaches were mentioned as being used to teach Civic Education in schools.
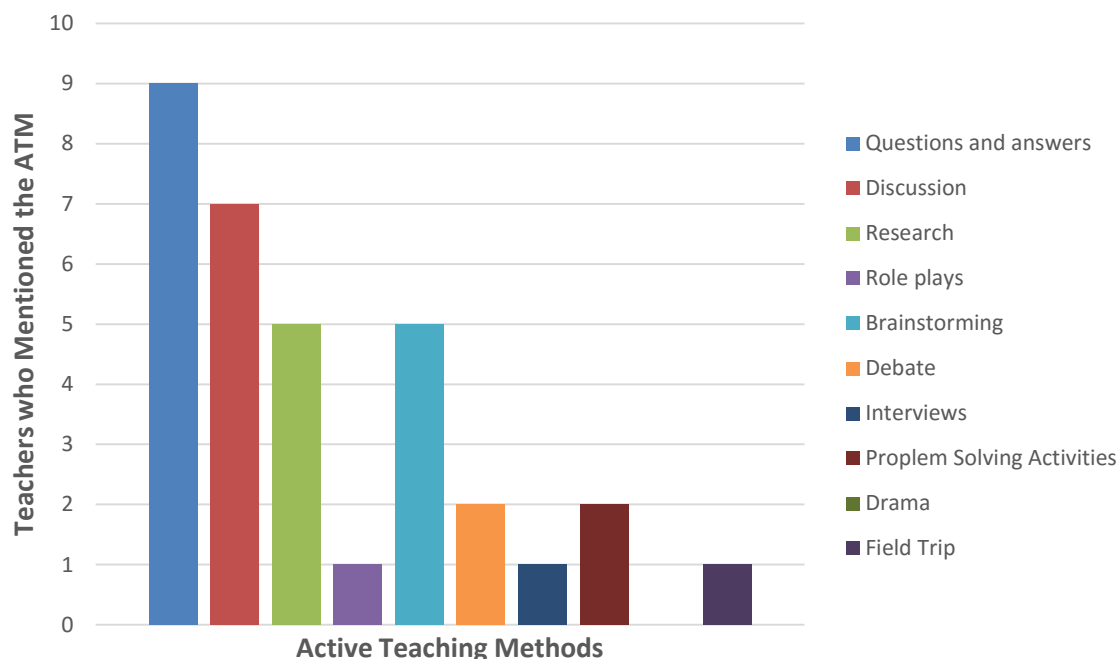
**Figure 7:** Views of Civic Education teachers on the use of Active Teaching Methods.

In an interview with 12 teachers, who included the Heads of Department for Social Sciences, the researcher established that the commonly used active teaching methods among the teachers in the selected secondary schools were question and answer, discussion and brainstorming. Other active teaching methods such interviews, debate, role play among other were rarely used in teaching Civic Education. One of the Civic Education teachers highlighted that:

> In Civic Education we do have various teaching methods but mostly we do apply question and answer where by you would be in a class and ask question and learners will be answering. Sometimes it can be all class discussion where by you involve the all class by asking thought provoking questions and this instigates discussion where by each and every pupil will give an answer. (Civic Education teacher on 20th May, 2018).

Another teacher respondent named discussion and research work as the most commonly used active teaching methods to engage learners in the teaching and learning process. The respondent revealed that in order to involve learners in the learning process various

methods were employed to ensure meaningful learning takes place. Below is the response of one of the teachers:

> I use question and answer, research work and sometimes discussion to teach Civic Education. Though for question and answer I cannot say it is frequently used because it is a routine thing. I use class discussion and this class discussion can be whole class discussion and at times it can be group discussion. But usually I use group discussions because it involves everyone to participate. Sometimes I also use role play like on topics like corruption where you may assign learners to act. (Interview with Civic Education teacher, on 19th May, 2018).

After interviewing the Heads of Department for Social Sciences (HODs) on the commonly used active teaching methods, similar answers as those expressed by the teachers emerged. The HODs mentioned that teachers usually used group work, question and answer, and research work in teaching Civic Education. One of the HODs explained that:

> Teachers have a number of teaching methods to use but due to limitations in terms of finances teachers are forced to get limited to a number of teaching methods such as lecture methods, question and answer and sometimes group work. It is rare for teachers to use field trips. For role play I cannot remember seeing teachers employing that method frankly speaking…… (Interview with the HOD on 20th May, 2018).

To further ascertain the active teaching methods used in teaching Civic Education in classrooms, four focus group discussions (FGD) with pupils taking Civic Education in the selected schools were constituted. The focus group consisted of pupils from different classes. During the FGD one of the pupils revealed that:

> In most situations we are asked to have group discussions and sometimes we are given research work and we have to research from the library or our books or even the computers.

> We are involved in such a way that when the teacher asks questions we are able to participate through giving answers. We are even able to make presentations for example when the teacher gives certain questions we are able to present among ourselves after brainstorming (FGD, on 20th May, 2018)

However, this was not the same situation in all the focus group discussions conducted. Some of the pupils observed that in their classes they could not recall when the teachers used teaching methods where they were actively involved. One of the pupils explained that:

> Since grade 10, I have observed mostly one method being used whereby the teacher comes and explains everything about the topic and thereafter we write the notes…. (FGD, on 20th May, 2018).

The next section provides results from the pupil's questionnaires on the commonly used active teaching methods in teaching Civic Education in the selected secondary schools of Kasama and Luwingu districts. The results were used to ascertain the authenticity of the responses from the teachers and the Heads of department for Social Sciences. Active teaching methods were given to help answer this question in tabular form (*see Appendix 4*). This question was very important in that it sought to find out what the pupils had observed teachers doing in teaching Civic Education in classrooms. The respondents were asked to rate the statements on the use of active teaching methods in the table using the likert scale of: 1 = Not at all, 2 = Rare Occasions, 3 = Frequent, 4 = Very Frequent. The findings on the commonly used active teaching approaches are presented in Figure 9 and Table 3.
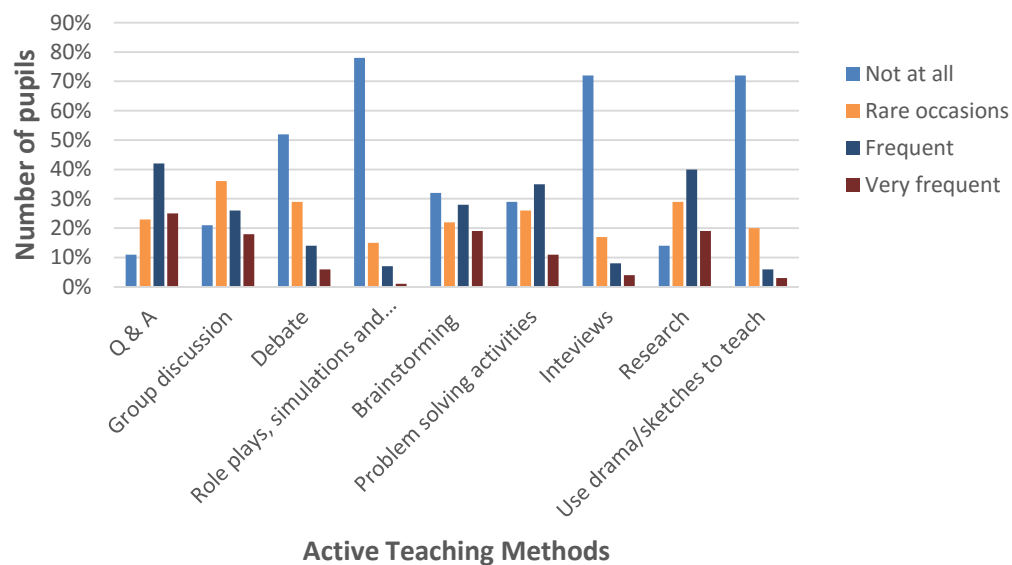


**Figure 8:** The responses of pupils on the use of Active Teaching Methods (ATM) in CE

In response to the same question above, the following were the results from the data analysed using SPSS from 200 pupil respondents respectively;

**Table 1:** Show means and standard deviations on the of Active Teaching Methods

| One-Sample Statistics | | |
|---|---|---|
| **Active Teaching Methods** | **Mean** | **Std. Dev** |
| Questions and answers | 2.80 | .937 |
| Group discussion | 2.41 | 1.013 |
| Debate method | 1.75 | .913 |
| Role plays | 1.31 | .636 |
| Brainstorming | 2.34 | 1.118 |
| Problem solving activities | 2.28 | 1.002 |
| Interviews | 1.44 | .799 |
| Research work | 2.63 | .937 |
| Invitation of Guests to speakers | 1.50 | .802 |
| Drama | 1.40 | .715 |

Note: 1= Not at all, 2= Rare Occasions, 3= Frequent, 4= Very frequent

In response to questions 1 to 9 active teaching methods were given to pupils in the questionnaire (*see appendix 4*). Table 3 shows the generated mean and standard deviation of the questions under the first objective. From the mean shown above, most frequencies were concentrated on the response of rare occasions. The value range was from, "Not at all" (1) to "Very Frequent" (4). The scores of "Not at all" to "Rare Occasions" were taken to present a variable which had mean score of 0 to 2.5 on the continuous likert scale; ($0 \leq$ mean $\leq 2.5$). The scores of "Frequent" to "Very Frequent" were taken to represent a variable with a mean score of 2.6 to 4 on the continuous Likert scale: ($2.6 \leq$ mean $\geq 4$) and a standard deviation of $>1$ implies a significant difference on the impact of the variable among respondents.

The results in Table 3 indicates that *use of questions and answers method in teaching CE* was first with a mean score of 2.80 and standard deviation of 0.937; the second commonly used active teaching method was *research work* with a mean score of 2.63 and standard

deviation of 0.937. The two teaching methods were at least frequently used as shown in the table above. However, there was much variation in the responses to the use of other active teaching methods as indicated by the standard deviations which were greater than one (1). This means that a good number of responses also indicated otherwise. Use of *group discussion method to teach* CE was third with a mean score of 2.41 and standard deviation of 1.1013. *Use of brainstorming to teach* CE was fourth with a mean score of 2.335 and standard dispersion of 1.118 and *Use problem solving activities to teach* CE was at fifth with a mean score of 2.275 and a standard deviation of 1.002. Sixth and seventh were *use debate method to teach* CE and *use of interviews to teach CE* with a score of 1.745 and 1.435 and standard deviation of 0.913 and 0.799 respectively. The Eighth teaching method was the *use of drama or sketches* to teach CE was the last with a score of 1.395 and a deviation of 0.715 and the least used teaching method was the *use role plays, simulations and games to teach* CVE with a mean score of and 1.303 and shared the same standard deviation of 0.913.

The findings on the first objective shows that the commonly used active teaching methods in teaching Civic Education in the sampled secondary schools were *Question and answer, brainstorming, research work and sometimes discussion.* The other active teaching methods were rarely or not used at all in teaching the subject.

The following section addresses one of the emerging themes during the course of the research **"Procedure of using active teaching methods"**. While in the field, the teacher respondents had various views on how they used active teaching approaches to teach Civic Education in the selected secondary schools. All the research tools were used to assess the use of active teaching methods. Lesson observations were conducted with the 8 teachers and questions were asked to the 8 teachers and 4 HODs using the interview guide. The pupils were also asked through the focus group interview schedule (*see Appendixes 1, 2, 3 and 5*).

### 4.3.1 Procedure of using active teaching methods

During the lesson observations, of some of the sampled lessons with the CE teachers who had employed group discussion and question and answer methods to teach Civic

Education the following features characterised the lessons observed. The sizes of discussion groups formed were big as each consisted of 9 to 10 pupils. When the researcher inquired about the size of the groups the teachers attributed the arrangement to high enrolment in classes. Additionally, during group work most of the learners were spectators as they were hardly seen adding their options to the task given by their teachers. Instead of generating answers from the views given by group members, the pupils were seen copying answers from note books.

One of the respondent teachers from the selected secondary schools described the procedure used to teach using group discussion method by stating that:

> Some of the active methods used in teaching Civic Education is group discussion where you put learners into four groups and then you give them a task to do and after that you go round to see how they are working with their colleagues. From there where they get stranded you help them so that they come up with intended answers discussion which they later present to the rest of the members of the class by the group leaders.

> When using question and answer you begin by asking pupils questions based on what you are teaching, then the pupils themselves will bring out the answers and as a teacher you will concretize the answer from the pupils (Civic Education teacher, on 19th May, 2018).

Another teacher revealed that usually some pupils had the tendency of not participating during group discussion especially when you assigned some of the group members to take the role of group leader and secretary:

> For me, personally, what I do when I put them in those groups I encourage everyone to participate and I tell them that I will choose anyone to come and present in front. If you point at someone in the group that you are going to be the secretary in advance other don't participate, so I encourage everyone to participate and then I pick them randomly to come and present. (Civic Education teacher, on 19th May, 2018)

From the 8 lessons observed, 3 teachers included discussion method in teaching Civic Education. One of the lesson was on the indicators of development. The teacher first asked

learners to list the indicators of development. The learners participated through answering the questions although the questions asked did not offer an opportunity for learners to be analytical as the pupils were reading the answers from the note books. The next stage of the lesson was when the teacher divided the learners into four groups. The following were the observation; the size of the groups were big too as indicated earlier in the findings. *The instructions on the topic of discussion from the teacher were not clear as the learners were anxiously waiting for the tasks to be written on the board. Not all of the pupils were seen participating in the discussion and a good number of them were not very confident during the time of group presentations in expressing themselves in English.*

*It was not unusual also to track many pupils who were very passive in all the 8 lessons observed. This was observed while the teachers were using question and answer, brainstorming and during the group discussions, some of the pupils could neither participated nor engage themselves into the classroom activities. Nonetheless, the high performing pupils were observed dominating class discussions and always trying to signify their opinions and prevent others from contributing to the group work. Though some teachers tried to intervene and encourage all the pupils to participate it didn't help much as the groups formed were too big for an effective discussion to take place.*

### 4.3.2 Frequency of use of active pedagogical approaches

The findings showed that the most frequently used active pedagogical approaches were; question and answer, brainstorming and sometimes discussion. While active teaching methods such as debate, role play, simulations, drama, interviews, research work, and field trips were rarely or not at all used to teach Civic Education in the sampled secondary schools despite them being mentioned as active teaching methods by teachers during the interviews. When asked about the frequently used active teaching method (*see Appendixes 1, 2 & 3*) one of the teachers had this to say:

> We normally use question and answer and group discussion……
> Because of the vastness of the syllabus we mostly use question and
> answer and sometimes group discussions so that we can cover a lot
> of topics (Civic Education Teacher, 20th May, 2018)

Another Civic Education teacher espoused that:

> Considering the type of learners we have in school we mostly want to involve them in our lesson. No wander we use question and answer. With question and answer pupils participate fully unlike group work. (Interview with Civic education Teachers, 22nd May, 2018)

Important to note was the perception of most of the teachers interviewed concerning question and answer approach. Only 1 out of the 12 teachers did not agree that question and answer be considered among the active teaching method to teaching Civic Education. The teacher revealed that:

> I cannot mention Question and answer (Q/A) because it is like something that we do in every lesson there is Q/A. we may use other methods but Q/A is always there but I will not say that it is frequently used. That is just a routine thing. We mostly use group discussion and sometimes we use field trips but not often…… (Interview with Civic education Teachers, on 25th May, 2018).

The responses from the teachers didn't differ much from the observations of the HODs from the sampled secondary schools. Group discussion, research work and question and answer were identified to be used frequently by the teachers as they taught Civic Education. One of the HOD's stated that:

> The most frequently methods used by our officers is question and answer method. Most of our teachers they like employing this kind of methodology and I discourage them in most cases because I know that pupils are not going to interact fruitfully with the subject and even the retention of that topic to our learners become a little bit of a challenge because if learners interact with the subject their retention level is actually better as opposed to just brainstorming as if learners don't have anything to contribute to the topic (Interview with the HOD, on 23rd May, 2018).

The researcher also observed that despite having a variety of active teaching methods recommended by curriculum specialists, in all the 8 lessons observed, the teachers were consistently using a combination of question and answer and brainstorming and discussion sometimes in teaching Civic Education in their classrooms. The second lesson conducted by a teacher from one of the sampled school was on *the Civil Societies. 56 pupils were in attendance on that particular day. The teachers asked the pupils to define a non-governmental organization (NGO). Although the pupils were giving answers and the*

*teacher was adding some aspects missed by the learners. Then, the teacher asked another question: "Give examples of NGOs" The pupils were trying to answer with the help of their teacher. The learning process of questioning and answering continued until the end of the lesson. In most cases, same pupils were answering and they found it very easily as they were seen reading answers from their notebooks.*

*The level of creativity was marginal and opinion-based answers were very rare. The teachers' lesson concentrated much on developing civic knowledge among learners at the expense of developing civic skills and attitudes. There was low involvement of learners in the lesson and very few pupils were seen actively responding to the series of questions by the teacher. Most of the time during the lesson, the teacher was replying to his own questions instead of the pupils providing the answers.*

The trend above was not uncommon to the 8 Civic Education lessons observed. The teachers did not give chance to the learners to make presentations as well as allowing learners to interact. The lessons were prominently delivered through the use of verbal exposition and question and answer. Besides the responses from the pupils, during question and answer, were usually very short and learners didn't give any support to their opinion, and their justifications were not research-based. However, this scenario correlates with the observation of one of the Heads of department who stated that:

> Some of the common methods that I have sampled as I look at the prepared work and actual teaching, most teachers shun to undertake methods that probably will accord an opportunity to the learners to interact with the subject, they go for methodologies which perhaps will disadvantage our learners, and they go for teacher centred-learning methods. (Interview with the HOD, on 24th May, 2018)

The researcher inquired further why the teachers were frequently using the three active methods (question and answer, brainstorming and discussion) on the expense of other active teaching methods (*see Appendix 1*). In response to the question, the respondents gave answers ranging from inadequate teaching and learning material to the bulkiness of the syllabus. One of the teachers stated that:

> Since the class is big due to over enrolment, I use question and answer method. For group work it will mean that other pupils will not have access to the pamphlets which we have produced as a

province where there are common notes. But for question and answer method each pupil will be able to participate while seated on his chair. And because of the vastness of the syllabus we mostly use question and answer and group discussion so that we can cover a lot of topics (Interview with Civic Education teacher, on 24th May, 2018).

Different reasons were given for using the teaching methods mentioned above. Among the reasons were that some active teaching methods consumed a lot of time, and some classes were too large due to over enrolment making it difficult to use the teaching approaches effectively. One of the interviewee teachers claimed that:

Because for all class discussion there are those learners who are not consistent they will be provoked to say something when it is used. For group discussion it makes learners to start thinking critically and also to start analysing things that are happening in society. It also reduces shyness among the learners so that as they go out they will be able to stand in front of the people and say something pertaining to our society. When learners are involved in the lesson their retention of knowledge is very high (Interview with Civic Education teacher, on 23rd May, 2018).

Diverse reasons were given by HODs why teachers lean heavily on using same active teaching approaches (*see Appendix 2*). During an interview one of the HODs said that:

Many of them talk about the time factor especially that we are living at a time were stakeholders are demanding that we cover up in terms of the syllabus. This is very common if you are handling examination classes. It is a must that all the topics in the syllabus have to be covered and this is one of the reasons our teachers have been advancing. Secondly, they say teacher-centred methods do not consume much time as compared to pupil-centred methods. Teacher-centred methods allow the teacher to run through the topics as opposed to use of pupil-centre methods which take a little bit of time (Interview with HOD, May, 2018).

Similar sentiments were echoed by another Head of department who mentioned that mostly the teachers in the department used class discussion, question and answer and group work. When asked why teachers were restricting themselves only to the mentioned teaching method she had this to say:

The issue is that some of the teaching methods they require a lot of time and a lot of teaching and learning materials to use and also look at the enrolment in some of the classes are too big were by we using teaching methods that will involve all the learners maybe difficult. This has contributed to using the same methods to save on time and ensuring complete coverage of the syllabus (Interview with HOD, 23rd May, 2018).

The conclusion drawn from the results obtained from lesson observations, interviews and focus group discussions and questionnaires on the use of active teaching approaches in the four selected secondary schools showed use of teaching methods that invoked debates and discussion among the pupils were rarely used to teach Civic Education. Despite teachers mentioning numerous active teaching approaches to teach Civic Education, only Question and Answer, Brainstorming, Research work and discussion sometimes were observed being used in teaching Civic Education. The other active teaching methods were barely used to teach the subject as revealed by the qualitative and quantitative data. Most of teacher respondents interviewed said using active teaching methods consumed time hence leading to less coverage of the whole content of the syllabus. This was evident from the verbatim illustrated above which attested to that fact.

## 4.4 The extent to which the learners were engaged when learning Civic Education

The second question of the study was *to what extent were the pupils engaged in the teaching and learning of Civic Education in the selected secondary schools?* In order to adequately answer this question, all the respondents were targeted for responses by means of lesson observations, focus group discussions and questionnaires respectively.

A number of statements in a questionnaire were given to help the learners to answer question in tabular form (*see Appendixes 3 & 4*). The statements were grouped in 3 categories to assess the extent of engagement of learners during lesson progression, through the questioning and the use of learner-centred activities. This section was very significant in that it sought to determine the levels of engagement of learners through the use of active teaching methods. The respondents were asked to rate the statements in the table using the likert scale of: 1= strongly disagree, 2= Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree. The findings on the extent of pupil's engagement when learning Civic Education are presented in figure 10 and table 4 below.
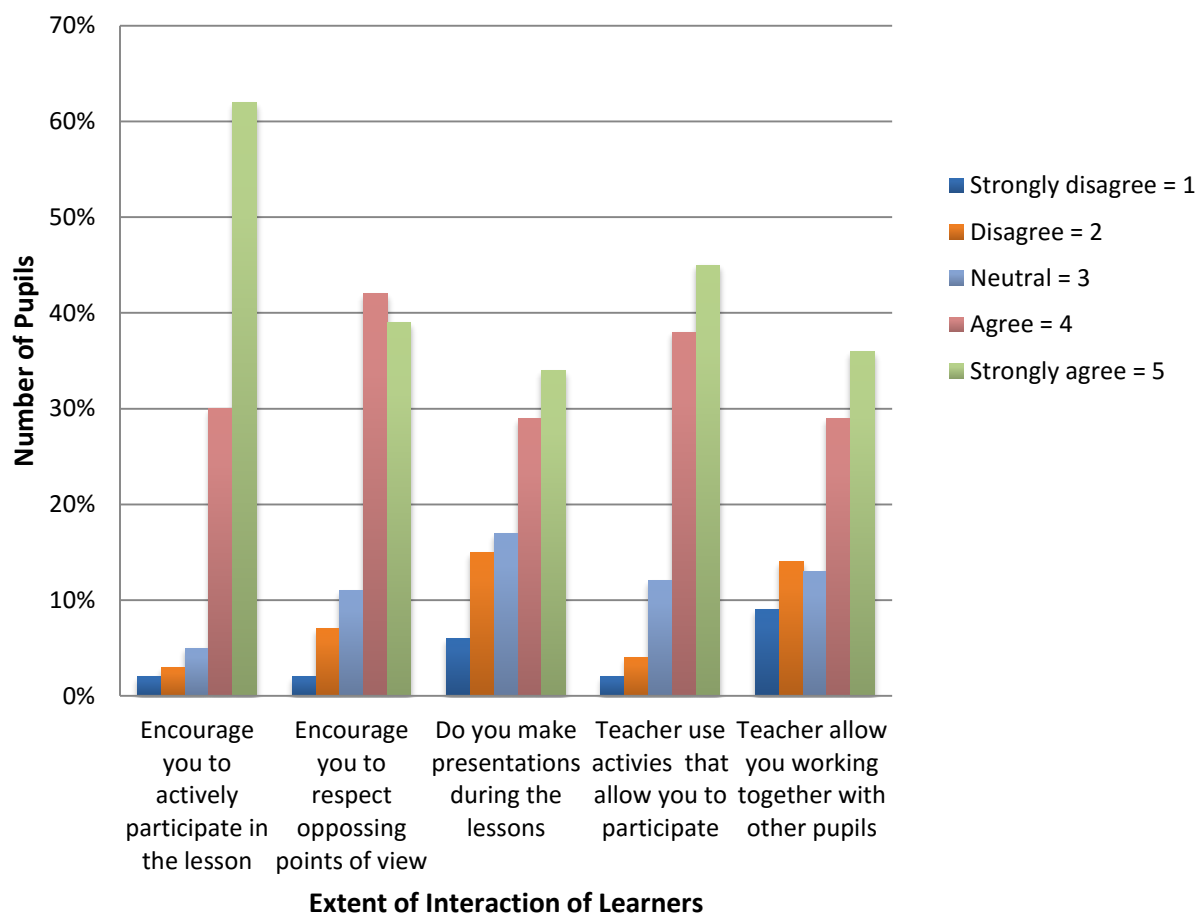
**Figure 9:** Responses of pupils on the extent of engagement in Civic Education lessons.

Figure 10 above shows the trend of answering by the pupils on the series of statements on the extent of engagement during Civic Education lessons. From the level of strongly agree, *teacher encouraging pupils to actively participate during lessons* had the highest score of 62 per cent, the second was *teachers using methods that allow you to participate during the lessons* at 45 per cent, the third was *teachers encouraging pupils to respect opposing points of view during class discussion* with a score of 39 per cent, the fourth was *the teachers allowing pupils to interact or work together with other pupils in class during lessons* at 36 per cent, and the least in this category was *the teachers allowing pupils to make presentations during the civic education lessons* at 34 per cent.

**Table 2:** Show the means and standard deviations on the extent of engagement of learners

| One-Sample Statistics | | |
|---|---|---|
| **Lesson Progression** | **Mean** | **Std. Dev.** |
| Does the teacher encourage you to actively participate during the lesson? | 4.48 | .820 |
| Does the teacher encourage you to respect opposing points of view during class discussions? | 4.09 | .968 |
| Does your teacher allow you to make presentations during the lessons? | 3.70 | 1.249 |
| Does your teacher use teaching methods that allow you to participate during the lessons? | 4.20 | .933 |
| Does your teacher allow you to interact with other pupils in class during lessons | 3.71 | 1.310 |

*Note: 1= Strongly Disagree, 2= Disagree, 3=Neutral, 4=Agree, 5=strongly Agree*

In response to question 2 on lesson progression, 5 statements were given to pupils in the questionnaire (*see Appendix 3*). Table 4 show the generated mean and standard deviation of the questions under the second objective. From the mean shown above, most frequencies were concentrated on the response of agree. The value range was from "Strongly Disagree" (1) to "Strongly Agree" (5). The scores of "Strongly Disagree" to "Neutral" were taken to present a variable which had a mean score of 0 to 3.5 on the continuous likert type scale; ($0 \leq$ mean $\leq$ 3.5). The scores of "Agree" to Strongly Agree" were taken to represent a variable with a mean score of 3.6 to 5 on the continuous Likert scale: ($3.6 \leq$ mean $\geq$ 5) and a standard deviation of >1 implies a significant difference on the impact of the variable among respondents. The results in table 4.2 indicate that in most times; the pupils were engaged in the teaching and learning of Civic Education. Table 4 above highlights that; the teachers encouraged active participation during the Civic Education lesson. The teachers also used teaching methods that allowed for participation by the pupils during the lesson. Pupils were encouraged to respect opposing points of view during class discussions and the teacher allowed interaction of pupils with other pupils in class. The study also established that making presentations during Civic Education lessons had the lowest mean score of 3.695 and standard deviation of 1.249**.** However, there was much variation in the responses of

two statements as indicated by the standard deviation which were more than one (1). This meant that a good number of responses also indicated otherwise.
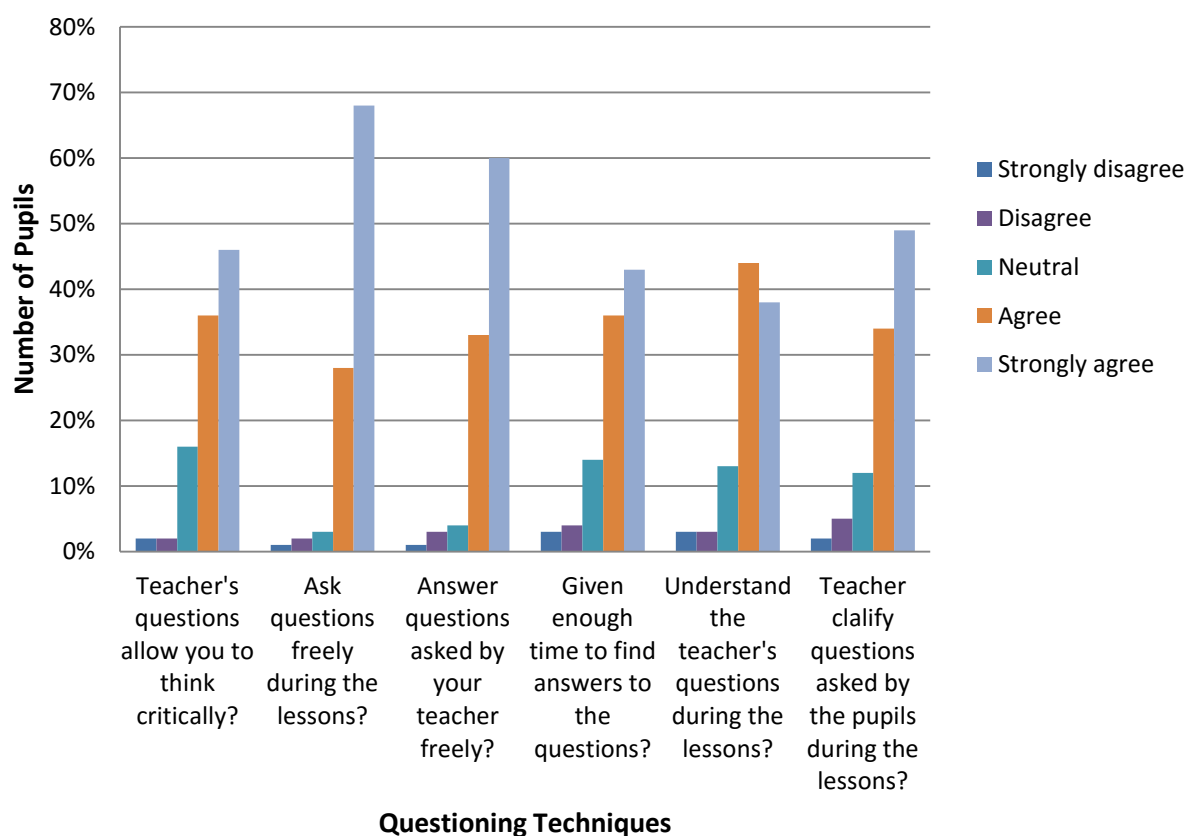


**Figure 10:** Shows the responses of pupils on the questioning of the teachers

Figure 11 above highlights the pupil's assessment of the questioning techniques of teachers while using active teaching methods to teach Civic Education (*see Appendix 4*). The findings on this category shows only scores for strongly agree. The first statement in this category was "*Do you ask questions freely during the lessons"* scored 68 per cent, the second was "*Do you answer questions asked by your teacher freely"* Scored 60 per cent, the third was "*Does your teacher clarify questions asked by the pupils during the lessons?"* scored 49% per cent. The fourth *was "Does your teacher's questions allow you to think critically" scored* 46%. The fifth and sixth statements were "*Are you given enough time to find answers to questions by your teacher"* and "*Does you understand teachers questions during lesson"* had the least scores of 43% and 38% respectively.

61

**Table 3:** Show the views of pupils on the questioning techniques in CE lessons.

| One-Sample Statistics | | |
|---|---|---|
| **Questioning** | **Mean** | **Std. Dev.** |
| Does your teacher's question allow you to think critically? | 4.22 | .875 |
| Do you ask questions freely during the lessons? | 4.61 | .664 |
| Do you answer questions asked by your teacher freely? | 4.48 | .776 |
| Do you understand the teacher's questions during the lessons? | 4.11 | .932 |
| Does your teacher clarify questions asked by the pupils during the lessons? | 4.23 | .934 |
| Are you given enough time to find answers to the questions given by your teacher? | 4.12 | .995 |

*Note: 1= Strongly Disagree, 2= Disagree, 3=Neutral, 4=Agree, 5=strongly Agree*

In response to question 2 on the questioning techniques, 6 statements were given to pupils in the questionnaire (*see Appendix 4*). Table 5 shows the generated means and standard deviations of the questions under the second objective. From the means shown above most frequencies were concentrated on the response of agree. The value range was from "Strongly Disagree" (1) to "Strongly Agree" (5). The scores of "Strongly Disagree" to "neutral" were taken to present a variable which had mean score of 0 to 3.5 on the continuous likert type scale; ($0 \leq$ mean $\leq 3.5$). The scores of "Agree" to Strongly Agree" were taken to represent a variable with a mean score of 4 to 5 on the continuous Likert scale: ($3.6 \leq$ mean $\geq 5$) and a standard deviation of $>1$ implies a significant difference on the impact of the variable among respondents. The results in table 5 indicate that the teachers questioning techniques allowed learners to actively participate during Civic Education lessons. Table 5 above highlights that; the statement "*Do you ask questions freely during lessons*" had the highest mean score in this category of 4.605 and standard deviation of 0.662, "*Do you answer questions asked by you teacher freely*" was second with mean score of 4.475 and standard deviation of 0.776; "*Does your teacher clarify questions asked by the pupils during the*

*lessons"* was third with mean score 4.23 and standard deviation of 0.934. The fourth active teaching method in teaching civic education was "*Does your teacher's questions allow you to think critically"* with a mean score of 4.22 and standard deviation of 0.875. The fifth and sixth teaching active teaching methods were*; "are you given enough time to find answers to questions by your teacher* and *does you understand teachers questions during lessons"* with mean scores of 4.12 and 4.105 and standards deviations of 0.995 and 0.932 respectively.
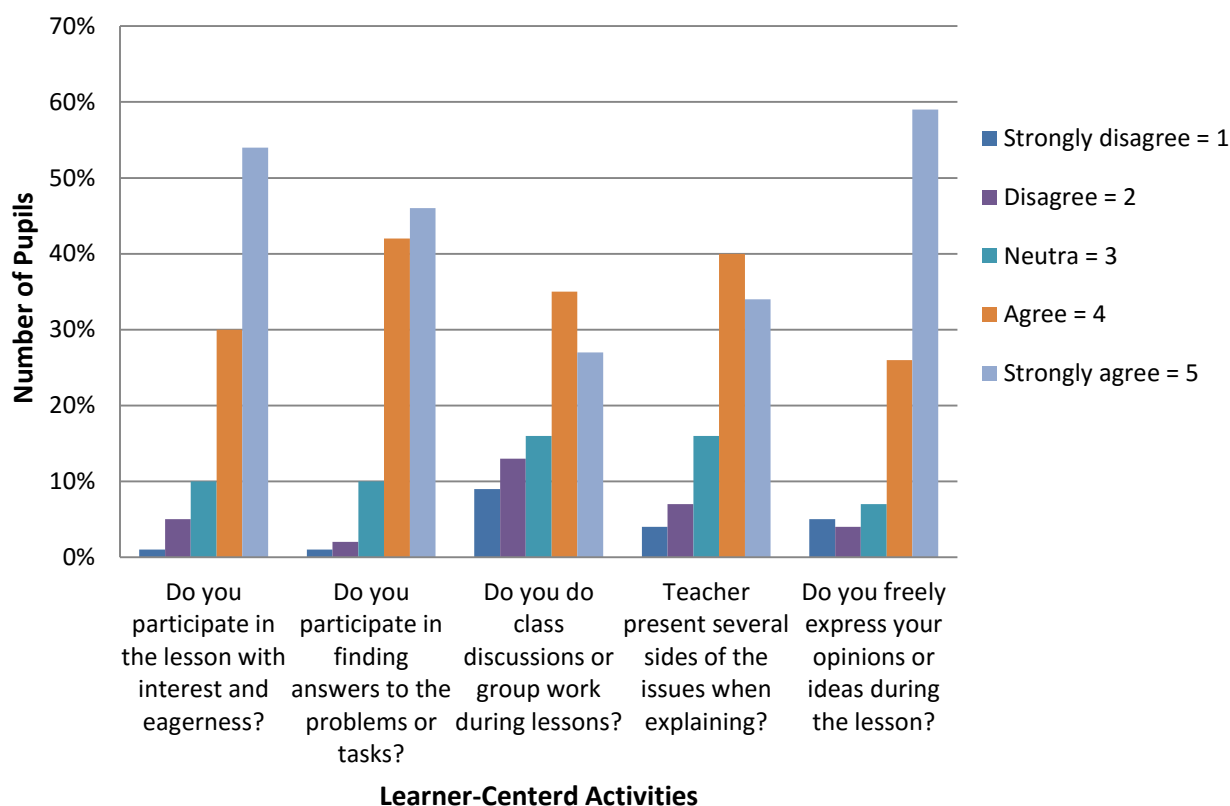


*Note: 1= Strongly Disagree, 2= Disagree, 3=Neutral, 4=Agree, 5=strongly Agree*

**Figure 11:** Shows the view of pupils on Learner-Centred Activities

According to Figure 12 "*Do you freely express your opinions or ideas during the lessons"* was strongly agreed to with the score of 59 per cent. The least were **"***Does your teacher present several sides of the issues when explaining during the lessons"* at 34% and *do you discuss and group during lessons"* with the score of 27%.

**Table 4:** Shows the means and standard deviations on use of learner-centred activities.

| One-Sample Statistics | | |
|---|---|---|
| **Learner-centred Activities** | **Mean** | **Std. Dev** |
| Do you participate in the lesson with interest and eagerness? | 4.31 | .915 |
| Do you participate in finding answers to the problems/tasks given during the lessons? | 4.30 | .788 |
| Do you do discussions and group work during lessons? | 3.58 | 1.262 |
| Does your teacher present several sides of the topic during the lesson? | 3.92 | 1.065 |
| Do you freely express your opinions or ideas during the lesson? | 4.30 | 1.066 |

Note: 1= Strongly Disagree, 2= Disagree, 3=Neutral, 4=Agree, 5=strongly Agree

In response to question 2 on the learner-centred activities, 5 statements were given to pupils in the questionnaire (*see Appendix 4*). Table 6 shows the generated means and standard deviations of the questions under the second objective. The mean shown above indicates that most frequencies were concentrated on the response of agree. The value range was from "Strongly Disagree" (1) to "Strongly Agree" (5). The scores of "Strongly Disagree" to "Neutral" were taken to present a variable which had mean score of 0 to 3.5 on the continuous likert type scale; $(0 \leq \text{mean} \leq 3.5)$. The scores of "Agree" to Strongly Agree" were taken to represent a variable with a mean score of 3.6 to 5 on the continuous Likert scale: $(3.6 \leq \text{mean} \geq 5)$ and a standard deviation of $>1$ implies a significant difference on the impact of the variable among respondents. The results in table 6 indicate that the pupils participated in the lesson with interest and eagerness and participated in finding answers to the task given during the lessons. However, there was much variation in the responses of the three statements of learner-centred practices as indicated by the standard deviation which are more than one (1). This means that a good number of responses also indicated otherwise.

The study on the second objective established that most of the learners were engaged in the activities introduced by the teachers in Civic Education classroom as shown by the mean scores in the Tables 4, 5 and 6 above. The next section highlights another theme that emerged on the learner's reaction when active teaching approaches are used by the teachers.

**4.4.1 Reaction of learners when ATM are used to teach Civic Education in class**

There was a general view among the teacher respondents that when active teaching methods were used frequently learners responded positively. Besides, the pupils also felt motivated when active teaching methods were used to teach Civic Education. One of the teacher respondents mentioned that:

> Sometimes learners get bored but each time I use a different teaching method especially role play they feel good because it's them who will be doing an activity and not coming from the teacher. Therefore, seeing from their friends acting its more real for them. All the teacher does is just to consolidate the a few things in the lesson. (Interview with Civic Education teacher, 20th May, 2018).

Use of interactive methods in teaching Civic Education brings a lot of benefits to the learners. It develops in them problem solving abilities and critical thinking skills. Learner engagement in Civic Education activities is essential for the preservation of democratic values and the existence of civil society. Commenting on the reaction of pupils on the use of active teaching methods one of the HODs revealed that:

> Because of the use of these interactive methods you will find that at the end of the learning experience learners will even have confidence in what they are doing, they can even stand before the cloud of people and make presentation. (Interview with HOD, on 21st May, 2018).

The teachers interviewed, from the sampled schools, mentioned that when active teaching methods were used the learner's response was encouraging and good as they participated in the lesson with eagerness and interest. They also revealed that response by learners were overwhelming besides they were able to express their views on the topic of discussion. For instance, one teacher mentioned that:

The response from the learners is good as we have been using class discussion always. They are used and they don't find it difficult even though there are few pupils who find it difficult where language (English) is concerned when it comes to express themselves to the class (Interview with Civic Education teacher, on 24<sup>th</sup> May, 2018).

Learners participate more in group discussion as compared to when lecture methods because with active teaching methods learners see their friends teaching them. While discussing the use of active teaching method during FGD one of the pupil shared that:

It is funny when we are discussing a topic like each may share her views in whatever language and that makes us understand. So it's much simpler for us because we are free to say what we want to say….. Actually the questions asked allow us to think critically and in a situation where we say yes or no answer we provide a reason which involve the things we are thinking as an individual ( FGD, on 20<sup>th</sup> May, 2018).

In response to the question on the reaction of learners when same teaching methods were used consistently to teach Civic Education in class (*see Appendixes 1 &2*) one of the HODs elucidated that:

At times when this becomes perpetual learners tend to react and their reaction sometimes does have negative impact on the teacher. Some learners might even be running away from the teachers' lesson. They may even start to say the teacher has been boring or the teacher does not adequately teach. However, when you allow learners to do activities on their own it become very interesting to them when they find solutions to the task or questions given to them. As long as teachers incline themselves to the methodologies which do not involve learners we are not going to see any tangible civic values and attitudes radiating outside classroom. (Interview with HOD, on 23<sup>rd</sup> May, 2018).

The selection of teaching methods also emerged during the interviews with the Civic Education teachers when the researcher wanted to established the reasons for the consistent use of question and answer, research work and discussion.

**4.4.2 Selection of teaching methods to teach Civic Education**

The teachers interviewed revealed that among the criterion that they followed to select active teaching methods were; the type of topic being taught, the bulkiness of the syllabus content, the ability of learners to assimilate the content of the lesson and the class

enrolment. Other criteria included, the results associated with the teaching methods. One of the Civic Education teachers interviewed on the selection of teaching methods advanced that:

> It depends on the topic I am teaching on that particular day. Sometimes there are topics that need discussions or question and answer to see whether learners are able to come up with their own suggestions (Interview with Civic Education teacher, on 23rd May, 2018).

Similarly, another Civic Education teacher interviewed revealed that:

> It is dependent on the kind of topic you are teaching for example on topics like corruption or culture you may use role play. Sometimes it is dependent on the ability of the class. If you see that a particular class is not consistent, there are those pupils in the class who are shy or do not wanting to talk then you will use a teaching method which will instigate reactions from them (Interview with Civic Education teacher, on 20th May, 2018).

Other than the above identified criterion for selection of the teaching methods, some of the interviewed teachers mentioned that with the coming of the revised curriculum the teachers this time were encouraged not to use one type of teaching method. It is compulsory that the teacher use different types of methods. One of the teachers during the interview mentioned that:

> Sometimes we look at the number of pupils in a class. You cannot pick a class that has got sixty pupils and put them in groups the objectives will not be realized. So we look at the population of the class and come up with the teaching method. We also consider the level of learners, there are some methods when you use them according to the level of the learners it will not benefit them (Interview with Civic Education teacher, on 24th May, 2018).

While another Civic Education teacher revealed that:

> We follow the type of topic, if it has a lot of sub-topics then we will use discussion. You divide the learners into smaller groups so that you give different questions to come and present to the class. We divide them into smaller groups maybe of seven. It becomes very easy for us to teach in such arrangement (Interview with Civic Education teacher, on 21st May, 2018).

The study also established that among the criteria most teachers used was the ability of the pupils and the number of pupils in the class. Furthermore, responding on the criteria one of the teacher stressed that:

> Sometime you choose according to the results that you have had in the past with a particular teaching method. If you find that teaching method when you use it is effective then it will be the method that you will be using most often and vice versa. (Interview with Civic Education teacher, on 24th May, 2018).

Despite the interviewed teachers giving various criterion they used to select active teaching methods one of the Head of department doubted if any is followed. The HOD explained that:

> Most of the times the selection is out of assumption. They look at the bulkiness of the content then they will consider which method between teacher-centred methods and pupil centred will allow them to cover up the syllabus. Their main focus is on the coverage syllabus (Interview with the HOD, on 21st May, 2018).

Concluding this research question, it was evident from the responses collected from both data sets that the learners were strongly engaged in the teaching and learning process despite teachers using limited active teaching approaches. It was also established that whenever active teaching methods were used to teach Civic Education, the learners responded positively and were not bored during the teaching and learning process. Further, the study revealed that selection of a particular teaching approach was based on various criterions which included the type of learners, class enrolment, the previous results of the teaching method, the type of the topic among others.

## 4.5 Challenges teachers and pupils encounter using active teaching approaches

The third research question covered the challenges teachers and pupils encountered using active teaching approaches in teaching Civic Education in Secondary Schools (*see Appendixes 1 & 2*). A variety of responses were collected from the respondents who included the Heads of Department for Social Sciences, teachers for Civic Education and pupils. The challenges were inadequate teaching and learning materials (text books), large classes due to over enrolment, language barrier among learners and the bulky syllabus

content. Other challenges included lack of participation from some learners, too many teaching periods and the active teaching methods were seen to consume time.

Out of 8 teachers interviewed 6 teachers mentioned that inadequate Civic Education teaching and learning materials was a challenge. Other teacher respondents revealed that, large classes due to over enrolment and language barrier on the part of learners made them to shun using active teaching methods. One teacher noted that:

> One of challenge we face is luck of adequate teaching and learning material which pupils can study from in an event where you are using group discussion or research work as teaching methodology. Usually there is a shortage of literature where pupils can read from and be able to discussion and contribute to the lesson. Using active teaching methods like group work where you need to put learners in groups is challenging because most of our classes are over enrolled hence teachers find it difficult to use them. (Interview with a Civic Education teacher, on 25th May, 2018).

Another teacher mentioned that active teaching approaches:

> Consume a lot of time for instance role play you will find that by the time the pupils finish acting the period is over and you need to continue with the same lesson the next day.
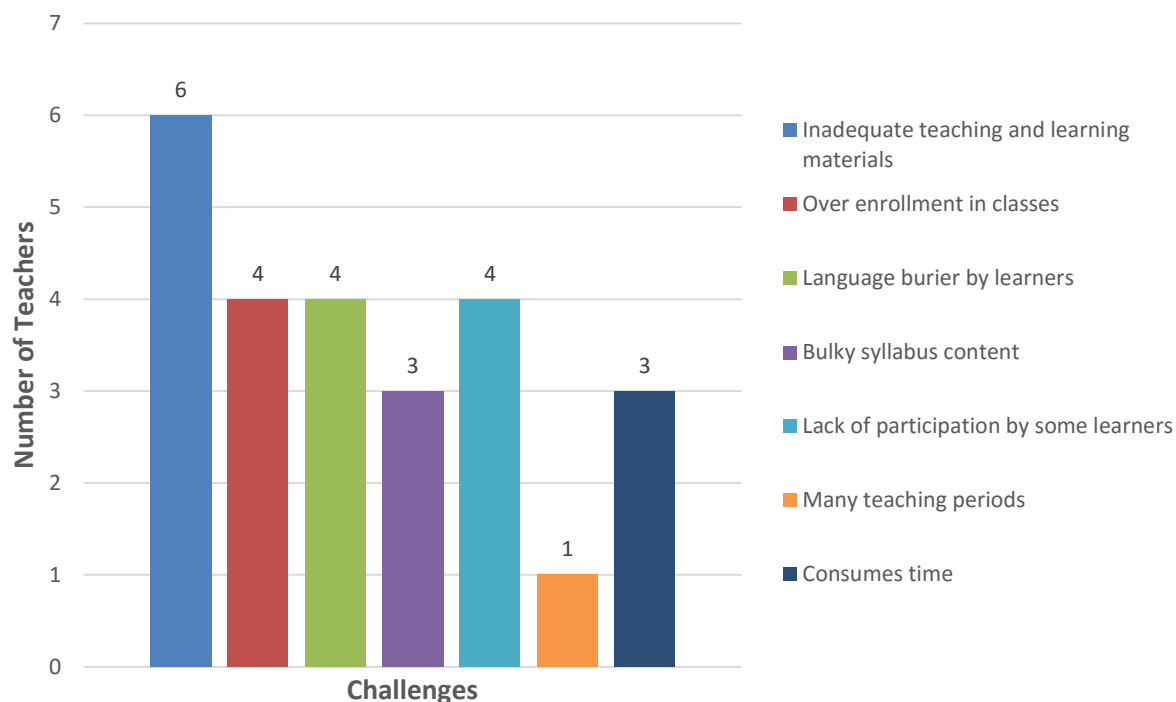
**Figure 12:** Shows challenges that were mentioned by the teachers.

Similarly, 1 out of 4 Heads of Department revealed that:

> Lack of teaching and learning materials, especially group work you needs enough text books or pamphlet which pupils can use to get information as they discuss. (Interview with HOD, on 21st May, 2018).

Commenting on the challenges teachers and pupils faced using active teaching methods another Head of Department said that:

> There are lot challenges using active teaching methods especially with group work where you need to put learners in groups. Most of our classes are too big teachers find it difficult to use such methods. (Interview with HOD, on 22nd May, 2018).

The study also established that the use of English to contribute to class discussions among the pupils was another challenge encountered by the teachers. Besides, in some cases the pupils could not understand the content that was being taught in class when English was used to teach. This challenge had contributed to teacher's failure to use active teaching methods like group discussion. These views were expressed by 4 teachers out of 8 teachers interviewed. One of the teacher respondents explained that:

> When you are using group discussion, because at the end of the learning experience a learner has to report back to others, now the mode of communication is a challenge because being a rural school some of our learners cannot express themselves in English. (Interview with a Civic Education teacher, on 22$^{nd}$ May, 2018)

The language barrier on the part of learners was equally highlighted by the Heads of Department. One of them revealed that:

> Language limitations on the part of the pupils. Teacher's expectations are that pupils who come to secondary school would communicate effectively but that has not been the case. (Interview with HOD, on 21$^{st}$ May, 2018).

The research further established that use of active teaching methods did consume a lot of time. In an interview, one of the teacher's said that active teaching approaches:

> Consume a lot of time for instance role play you will find that by the time the pupils finish acting the period is over and you need to continue with the same lesson the next day. (Interview with a Civic Education teacher, on 20$^{th}$ May, 2018)

> When using active teaching methods sometimes you will find that not every learner is able to work in collaboration with friends or not everyone is actively involved. Some just hid in their friends in the name of the group. (Interview with Civic Education teacher, 23$^{rd}$ May, 2018).

It was also established that the teaching of Civic education was mostly dominated by the use of traditional teaching methods as opposed to mixing them with active teaching approaches.  One of the HOD lamented that:

> One of the challenge which is common among our teachers is they fail to adhere to the standards of teaching. They are turning their classes into "Churches" where someone is just talking without giving due attention to learners respond and also make reaction and comments as regard to the questions which are running in their minds in most case those are some of the challenges which I have observe with the teachers employing such methods. (Interview with HOD, on 22$^{nd}$ May, 2018).

The challenges teachers encountered included over enrolment in classes, inadequate teaching and learning material in Civic Education, language barrier on the part of learners,

bulky syllabus content and lack of participation by some pupils. Others challenges included were time allocated to the subject and other teacher respondents saw use of active teaching methods as consuming time to cover other contents of the syllabus.

## 4.6 Summary

This chapter presented the findings of the study on the use of active pedagogical approaches in teaching Civic Education in selected secondary schools of Kasama and Luwingu Districts. The researcher used the thematic approach to present qualitative results and descriptive statistics to present quantitate results. The findings were mainly based on the three research objectives and research questions; what are the commonly used active teaching methods used to teach Civic Education in secondary school; to what extent are learner engaged in the teaching of Civic Education and what challenges do teachers and pupils face in using active teaching methods to teach/learn Civic Education in secondary school. The study established that the commonly used active teaching methods in teaching Civic Education were question and answer, brainstorming, research work and sometimes discussion. On the second research objective, the study revealed that the learners to a larger extent were engaged in the teaching and learning process. Challenges that impeded the effective use of active teaching methods were large numbers of pupils in classrooms, lack of adequate teaching and learning.

# CHAPTER FIVE: DISCUSSION OF FINDINGS

## 5.1 Overview

This chapter presents the discussion of the findings established in the previous chapter. It is organised based on the subtitles arising from the research objectives: to ascertain the commonly used active teaching methods to teach Civic Education in secondary schools; to determine the extent of engagement of pupils in the teaching and learning of Civic Education in secondary schools; and to explore challenges teachers and learners faced in using active teaching methods to teach Civic Education in secondary schools.

## 5.2 Findings on the commonly used Active Teaching Methods

The findings on the use active teaching methods indicate that the teachers in the sampled secondary schools used question and answer, brainstorming, research work and sometimes discussion in teaching Civic Education. Active teaching methods such as role play, debate, drama among other were rarely or not used all to teach Civic Education. During the interviews with the teachers a lot of methods were mentioned as being used however their claim contradicted what was observed during lesson observation. Out of 8 lessons observed only 3 lessons had class discussion while the rest used a combination of question and answer and brainstorming. Bonwell and Eison (1991) contend that active learning included visual learning, writing in class, problem solving, computer-based instruction, cooperative learning, debates, drama, role playing, simulations, games, and peer teaching. The fact that the teachers used limited active teaching methods in teaching Civic Education may affect the achievement of the aim of the subject. Besides, considering the methods that were frequently used by the teachers it may appear that the development of civic skills and dispositions may not be attained in full among learners.

Although this studies had specified the active teaching methods that were frequently used by the teachers in Civic Education classroom similar trends were observed by Muleya (2015) in Zambia and Torney- Purta (2001) in America were the teaching of Civic Education was dominated by teaching methods that did not engage the learners in problem solving and critical thinking. The study by Muleya (2015) established that the teaching of Civic Education was not modelled on pedagogical principles and practices that encourage

engagement of the learners during teaching and learning processes. The research further noted that most of the approaches that generate interest and debate among the learners were rarely adopted during teaching and teachers relied mostly on traditional approaches especially those that projected the teachers as the only source of information and knowledge thereby denying the learners opportunities of engagement and real learning. The IEA study of 28 countries in Europe by Torney-Purta, *et al* (2001) also found that:

> Despite the documented effectiveness of an open and participatory climate in promoting civic knowledge and engagement, this approach is by no means the norm in most countries. Teacher responses across many countries confirm what students themselves say. Teacher-centered methods, such as the use of textbooks, recitation, and worksheets, are dominant in civic related classrooms in most countries, although there are also opportunities for discussion of issues.

The findings above, from the lesson observations and focus group discussion, were made more vivid in the results from the questionnaires. It appears that some of the active teaching approaches were completely not applied in teaching Civic Education. However, the consistency use of the same active teaching methods by Civic Education teachers which do not allow generation of knowledge by the learners, deny them an opportunity to interact meaningfully with the subject content and holistic development in all spheres of the subject. Besides, attainment of civic skills, values and attitudes may not be achieved among learners due lack of exposure to different aspects of the subject by the methods used by the teachers. This may eventually, result in learners losing interest and eagerness in the subject as it will be seen just like any other subject in the curriculum just for passing the examinations.

According to MESVTE (2013:56) "teachers should use methods that encourage learners to reflect, think and do rather than reproduce from rote learning. In this regard, teachers and teacher-educators are strongly advised to use the Learner-Centred Approach in the teaching and learning process." The content in Civic Education is meant to develop a body of youths who are capable of engaging not only in school activities but also in activities within their communities. Use of various active teaching methods allow for development of civic skills and values that are necessary for good citizenship and participation in a

democratic dispensation. As observed by Muleya (2015) use of various active teaching methods make the learners relevant to the needs of society and also respond to the transformation of society in the long run.

The low use of Active Teaching Methods in teaching Civic Education maybe attributed to a number of factors such as teachers related factors, learners' ability and the learning environment. Osler and Starkey (2004) observed that a conservative and traditional approach may be adopted by teachers when they feel insecure about teaching citizenship (Civic Education) for instance where they have not been adequately trained or prepared. Equally, research carried out in Nigeria by Nnemdi (2014) observed that because of the teachers of Civic Education not being experts and specialists in the field and students of Civics Education in the senior secondary school not wanting to contribute during the teaching learning process it affected the usage of active teaching methods.

According to the theoretical framework of this study, learning happens primarily through social interaction with others, such as a teacher or a learner's peers and it is the quality of the teacher-learner interaction, which is seen as crucial in that learning process. Therefore, the use of a variety of teaching strategies in teaching Civic Education is important for making the lessons interesting and learner-centred. Bonwell & Eison (1991) argued that active learning instructional strategies include a wide range of activities that share the common element of involving students in doing things and thinking about the things they are doing. Additionally, Chickering and Gamson (1987) contended that students do not learn much just by sitting in class listening to teachers, memorising pre-packaged assignments, and saying out answers. They must talk about what they are learning, write about it, relate it to experiences, and apply it to their daily lives. They must make what they learn part of themselves.

It's important also to mention that the use of active teaching methods should not be used to exclude passive teaching methods such the lecture method among other to teach Civic Education. The two teaching methods must be used simultaneously with each other. Use of lecture method can also be effective if used properly by integrating activities that keep the attention of the learners live and active.

### 5.2.1 Procedure of using active teaching methods

In an interview with the teachers, the procedure of conducting learner-centred lessons emerged. Respondent teachers explained the steps they follow to have a successful group discussion. The interviewed teachers explained how to conduct a group discussion and partly question and answer with learners. *For instance, one of the respondents explained that:*

> Group discussion is where one put learners in groups of four or more and gives them a task to do and after that the teacher would go round to see how they were working with their colleagues. From there, where they got stuck the teacher would helped them so that they come up with intended answers from their discussion which they later presented to the rest of the members of the class by the group leaders. When using question and answer one begins by asking pupils questions based on what one was teaching, then the pupils themselves would bring out the answers and the teacher would concretise the answer from the pupils (Civic Education teacher, on 21st May, 2018).

From all the explanations given by teacher respondents, no one highlighted about the planning part and the learning environment necessary for conducting any active teaching strategy. However, as Walsh (2013) states learning is as a result of interaction between the environment and the individual, it is not solely an individual's responsibility, conditions in schools could either foster or hinder the effectiveness of teaching and learning. A democratic classroom climate is taken to be one that seeks to implement democratic and liberal values in the classroom (Ehman, 1980; Hahn, 1999).

The study by Niemi and Junn (1998) in America cited in Finkel and Enrst (2005) examined the effect of the "classroom climate," that is, the extent to which current events are discussed in civics classes, and found that frequent discussions of politics in the context of current events increases factual knowledge by an additional 4% leading to an overall potential effect of civic education of nearly 11%. Taken together, factors related to the civics curriculum and classroom environment represent major positive influences on student knowledge . . . above and beyond individual motivation and family-socialization.

The more open the learning environment is in a classroom the more likely the learners will be free to engage in a lesson.

According to Finkel and Enrst (2005), a more open and participatory classroom climate contributes greatly to more positive evaluations of Civic Education instructors, and these positive evaluations in turn facilitate the transmission of democratic values such as civic duty and democratic satisfaction. Equally, USAID (2000), states that active teaching methodologies influence democratic values and attitudes directly as well as indirectly, while political discussions and an open classroom environment contribute mainly indirectly, through their positive influence on teacher evaluations. This entails that other than creating a conducive learning environment when using active teaching methods the pupils' perception of the teacher may indirectly affect the effective use of active learning among learners.

### 5.2.2 Frequency of use of Active pedagogical Approaches

When a teacher uses active learning strategies, he or she will typically spend greater proportion of time helping students develop their understanding and skills (promoting deep learning) and a lesser proportion of time transmitting information that is  supporting surface learning (Eison, 2010). Use of a variety of teaching methods in class breaks the monotony that develop among learner in learning the subject content in the same way.  In addition, the teacher provides an opportunity for the learners to apply and demonstrate what they are learning and to receive immediate feedback from peers or the teacher. Ministry of Education, Science, Vocational Training and Early Education (MESVTE) (2013:57) advises that:

> It is important that teachers and teacher-educators use a variety of teaching methods and techniques in order to cater for the range of learning needs taking into account the available local resources. The teachers and teacher-educators should as much as possible, use methods that promote active learners' participation and interaction.

However, it was evident from the lesson observations and FGDs that the frequently used active teaching methods were Question and Answer Brainstorming and Research work which were given in form of assignments and home works. Despite the teachers

mentioning discussion as one of the active teaching method used to teach Civic Education frequently in an interview, the findings from the questionnaire, lesson observations and FGDs showed that it was rarely applied to teach the subject. Considering the active teaching methods that were observed teachers using it can determine that the interaction learners were given with the content was not adequate to warrant meaningful development of learners to fully participate in shaping their society.

Most of the active teaching methods that generate interest and talk among the learners were rarely used during teaching of Civic Education lessons. For instance, discussion method scored the mean of 2.405 the score which was below the frequent score of 3 as indicated in the Table 4.1 above. Discussion as an active teaching method was falling under the categories of those teaching methods which were rarely used to teach Civic Education. The low use of active teaching methods to teach CE may suggest that the teaching in the sampled schools didn't promote deep and reflective learning as the teachers concentrated much on transmitting of knowledge excluding imparting skills and values for democratic citizenship. This trend, however, was at variance with the social constructivist theory which emphasises the need for the teachers and learners to interact through the use of interactive and participatory teaching methods. It's the quality of teacher-learner interaction which is vital in the transmission of civic knowledge, civic skills and disposition. Other than that the subject is not likely to have a lasting impact on the mind and lives of learners after schooling.

On the other hand, despite methods such question and answer and brainstorming were mentioned in the interviews as active teaching methods and having higher means above 2.5 some scholars have considered these as strategies that are used to enhance the effective of use of verbal exposition or lecture method. The Civic Education Teachers' handbooks contain methods and activities that are proposed to engage the teachers and learners except that they were not followed during teaching and learning process. The above findings on active teaching methods to teach Civic Education (CE) are uncommon to the findings by the study which was done in Kenya by Mukhongo (2010). The study established that most of the recommended pedagogical methods such as debates, role play and discussions recommended by scholars were found in learning activities. Further, the study revealed

that although the textbooks contained a higher percentage of learning activities that promoted active learning, most practice questions at the end of each chapter required students to memorise the same content form in the textbooks.

## 5.3 Extent of engagement of learners in teaching/learning Civic Education

The second objective of the study was to; *to determine the extent to which learners were engaged during the teaching/learning of Civic Education in secondary schools.* The results obtained showed that the learners were actively involved in the learning process in their classrooms.

Three areas were assessed to determine the extent of engagement of learners when learning Civic Education. The assessment included engagement of pupils during the lesson progression, through questioning and use of learners-centred activities. The study established that the levels of engagements were high as most of the respondent pupils' responses were above 3.5 mean as indicated by table 4, 5 and 6 above. The frequencies were mostly concentrated on the response of agree and above. As highlighted by Cazden (1988) peer discourse during school gives students the unique opportunity to engage in academic discourse. These very basic principles of traditional classroom discourse provided a foundation for research in classroom discussions, demonstrating the potential for children to learn by talking with one another. Further, Fallace (2010: 24) cited in Chandler and Ehrlich (2016) stated that discussing fundamental controversies and issues within social science disciplines opened pathways for students to develop the skills, understandings, and processes of disciplinary experts.

Reflecting back on the findings of the first objective of this study; *to ascertain the commonly used active teaching method to teach Civic Education in secondary school* and basing on its findings it may be difficult to ascertain the quality of engagement of the learners as most of the active teaching methods were rarely or not used at all. The findings on the extent of engagement of the learners in this study to some extent relates to the findings by study done by Torney-Purta, *et al* (2001) in 28 countries in Europe which established that about one- quarter of the students said that they are often encouraged to voice their opinions during discussions in their classrooms, though an equal proportion

also said that this rarely or never occurs. However, in the context of this research it is obvious that the learners determined their levels of engagement on the techniques used to improved lecture method as very few active teaching methods were observed being used by the sampled teachers. It also is vital to mention that during the lesson observation with the teachers the level of creativity among learners was minimal and optioned answered were rare from the pupils which may cast doubt on the quality of engagement teachers and learners revealed to the researcher.

The research of Dewey (1926) and Parker (2003) established that education broadly, and social studies classrooms specifically, are sites where students learn social and political skills to participate in a functional democracy. In preparation for civic participation, students should practice democratic learning skills such as discussion, particularly those surrounding controversial issues that will enable them to be informed and active citizens (Parker, 2012; Tannebaum, 2013). Even though teachers indicated that various active teaching methods were being used during the interviews, the methods they actually used in classes were different thereby making it a challenge to determine the skills learners gained. Mostly the teaching methods used did not allow learners to acquire higher order cognitive skills such problem solving abilities and critical thinking.

According to Hess (2009) schools are good venues for discussing controversial issues in some ways, better than locations outside school. Students in schools who engage in discussions learn how to make and defend an argument and analyse others' positions in constructive ways. They develop a better understanding of important content knowledge, especially content that is so difficult it can't be learned by merely listening to a lecture. Cross (1987) states that, when students are actively involved in the learning task, they learn more than when they are passive recipients of instruction. Active teaching methods enhance the culture of democracy and development of critical citizenship. In this regard Civic Education in schools should aim at inculcating not only civic knowledge but also civic skills, values and attitudes to engage in their society with confidence. This can only be achieved through the use of appropriate participatory teaching and learning approaches that expose them to the happenings in society.

### 5.3.1 Reaction of learners to the use of Active Teaching or Learning methods

There was general consensus by the respondent teachers that when active teaching methods were used to teach Civic Education the learners showed greater interest and eagerness to wanting to take part in the lesson. The study further established that the learners didn't get bored whenever they were actively involved in the lesson. Similarly, the study by Hess and Posselt (2002) in America confirmed that students generally had positive attitudes about classroom discussion, although they disagree about whether oral participation should be required and whether as-signing grades for their discussion participation are fair. Their affinity for discussion increased as did their abilities to participate effectively in (CPI) controversial public Issues discussions.

During focus group discussions (FGD) the learners admitted that they felt good and encouraged whenever they were given a chance to discuss in groups. On the other hand, some respondent teachers revealed that some of the pupils felt shy to contribute or participate during class or group discussion. This was despite them being encouraged to actively participate at all the stages of the lesson through doing various tasks.

A study on "*How high school students experience and learn from the discussion of controversial public issues*" was carried out by Hess and Posselt (2002) and they found that although the vast majority of the students held generally positive views about the importance of classroom discussion, nearly half of them believed that as a requirement to grade their verbal participation in discussions was unfair. Students' perceptions of their peers had also a greater influence on their participation and affective response to discussion than their teachers' behaviour. Not all students, however, had a positive experience, because of negative peer relations and a staunch belief that discussion participation should be a choice-not a requirement. Correspondingly, during the lesson observations in the four selected school learners were seen actively participate though the levels of creativity in the tasks given to the learner were low.

Apart from learners participating with interest and eagerness, when active teaching methods are used to teach CE, Kirlin (2005) in her work "Promising Approaches for Strengthening Civic Education" espoused that inclusion of discussion of current, local,

national, and international issues and events in the classroom, particularly those that young people viewed as important to their lives increased students' knowledge about current events, creating a reservoir of examples for understanding more basic concepts about the civic and political world. In addition, as students formed and expressed opinions they gained important skills in articulating their own positions. Hence, the positive reaction of learners observed by the teacher respondents confirmed what other authors had advanced concerning the use of active teaching methods.

Reflecting on the benefits learners get from the use of active teaching method it shouldn't be optional for the teachers to use them regardless of the circumstance they may find themselves in. Civic Education teachers should encourage learners to engage with public issues and demonstrate to them underlying principles, and ways for them to participate. As Carnegie Corporation (2003) observes there is no single approach that will guarantee success as much depends on 'the preparation and enthusiasm of teachers, the availability of resources (especially classroom time and money), the appropriateness of a curriculum and pedagogy for particular groups of students, the level of support in the community, the interplay with the rest of the curriculum, and other such factors.

According to Astin (1993) students' involvement in the learning process is one of the most important predictors of their academic success. Student involvement refers to the amount of physical and psychological energy that the student devotes to the academic experience (Astin, 1985). In this sense, the better the activity is, the higher the students' participation and understanding of the content to be learned. Students should be challenged to work things out for themselves, so they remain always active and motivated. Therefore, the teacher should encourage students to search for information in libraries and on the Internet, discuss ideas with colleagues, develop new approaches to solve problems, and to constantly question their own level of understanding. Besides, this is the approach emphasised by the social constructivists that learners should interact meaningfully with teachers and peers for the creation of new knowledge.

**5.3.2 Selection of teaching approaches to teach Civic Education**

There are several factors that teachers consider when choosing teaching methods for their pupils. Some of factors that mentioned in interviews with teachers and HODs included: the learners' ability, need and background knowledge, as well as their environment and content of the topic. Other factors revealed were; the lesson objectives, the number of the students available in the given class and availability of teaching and learning aids. Farrant (1990) further identified the educational philosophy of the country, teacher's ability and preference, cultural aspect of the society, examination set up and time bound as determinants considered in the selection of a teaching method. However, meaningful learning experience demands for a combination of various teaching or learning aids to make the process complete. Selection of appropriate teaching methods enhances quick assimilation and retention of the lesson content by the learners.

Despite the teachers interviewed in this study giving various criterion for selecting various teaching/learning methods, Brown (2003:1) argues that "since a great many teachers have experienced academic success in learning environments that were instructor centred and relied heavily on lecture, it is understandable that their preferred style of teaching, at least initially, would be to repeat what worked with them". Similarly, Heimlick and Norland (2002) and Shavelson (1983) noted that instructional practices of teachers are filtered through the beliefs and values the teacher hold. The belief that all students learn in the same way, and more importantly, the belief that all students learn in ways that are identical to your own ways of learning, can guide a teacher's decisions regarding their instructional practices in a way that obstructs the learning process of many students. This may have been another strategy the teachers used considering the low usage of various active teaching methods despite them not mentioning it during the interviews.

**5.4 Challenges teachers and pupils encounter using active teaching approaches**

The findings from the interviews and FGDs highlighted challenges ranging from practical obstacles to teacher-related challenges which were seen as limiting the use of active teaching and learning approaches to teach Civic Education effectively. Among the challenges, were: the limited time available to cover the entire content of the syllabus

coupled with bulky syllabus content, the need for time to develop the strategy before its application, the difficulty in implementing the method in large classes, the language barrier emanating from failure by learners to use the official language (English) to participate in the lesson activities, the lack of resources, materials and support equipment, lack of effective participation from some learners, and too many teaching periods were mentioned as barriers to the effective use of the active teaching method by the teachers.

The findings of this study paralleled the findings of the study in Nigeria by (Nnemdi 2014) on *The Implementation of Senior Secondary School Civic Curriculum in Nsukka Education Zone, Enugu State: Issues, Challenges and Prospects".* The study established challenges toward the implementation of civics at senior secondary as; unequipped library, overcrowded classes, lack of a bus for excursions, unavailability of power supply, inadequate teaching and learning materials, lack of a projector and internet services, non-usability of resource persons, the use of unqualified Civic Education teachers and lack of motivation among Civic Education teachers. The result also showed that civic students did not contribute in the teaching or learning process and lacked adequate knowledge on the aims of learning civics.

Active learning strategies demand for more time than that required by the teachers during traditional lectures and if it is not adequate it may compromise the usage of active methods. However, as Rowe (1980) observed that performance tests showed increase in learning rates when the teacher simply allowed three brief intervals (three minutes) during the lesson to enable active student-student interaction. The time required to prepare a new active learning strategy is certainly longer than that required to prepare the traditional lecture. Nevertheless, this should not be a hindrance for Civic Education teachers to employ active teaching approaches as there were currently many books and Websites to help teachers to enhance the use of active teaching methods.

Challenges that were related to pupils and teachers included the fact that pupils did not want to actively participate in the learning process, learn the content, use higher-order reasoning and abstractions and did not positively enjoy the experience. Studies by Halpern & Hakel (2003) and Mazur (2009) observed that some teachers feared losing control over

the class, not showing confidence in the method and not having the skills to effectively use this methodology. Further, they stated that similar to what was observed among students, some teachers also showed resistance to these strategies because there was a natural tendency, especially among secondary and higher education teachers, to teach the same way they had been taught, and to restrict their teaching environment to traditional methods based on information transfer.

Conversely, it's important to take note that effective use of active teaching or learning require adequate preparation and highly-structured active learning strategies such as short writing activities, debates, case studies which involve less risk that course content would not be adequately covered and that the teacher would not feel in control of the class than instructional activities that are less carefully structured or scripted such as role playing, informal group discussion. Eison (2010) contends that the greater the degree of instructor planning, and the more thorough and thoughtful the instructions are provided to students, and the less the risk that an activity will take an unexpected or unproductive turn.

When the lesson is relatively concrete (an in-class or out-of-class reading assignment with an accompanying writing activity) and students are relatively well prepared, there is less risk that an activity (a large-class discussion) will go astray than if the subject of the lesson is relatively abstract or students are not adequately prepared or informed (material supposedly covered either in high school or an assigned pre-class reading). The more familiar and experienced students and faculty members become with a particular active learning strategy, the less the instructional risk (Eison, 2010). Encouraging the flow of communication between the teacher and his or her pupils involves less risk that a discussion will stray off topic or that shy pupils will not participate than a discussion that encourages student-to-student communication without a moderator.

The study observed that if the challenges revealed by the teachers were not corrected through the use of appropriate strategies as highlighted above, Civic Education could appear to have no impact on the learners in terms of building their knowledge base on a number of issues; would also appear not to have a positive impact likely to change their attitudes and behaviours and could not also help them to build their civic virtues and

dispositions required to help bring about social change and transformation of society. According to Konopka *et al* (2015) active methodologies are an education option for secondary and higher education level courses as a way to meet nowadays needs in education.

## 5.5 Summary

This chapter presented a discussion of findings of the study by addressing each research objective and sub-themes. It started with ascertaining the commonly used active teaching method to teach Civic Education. It further addressed the extent to which learners are engaged in the teaching and learning of Civic Education. The third section tackled the challenges that teachers and pupils encounter using active teaching approaches to teach or learn Civic Education. The next chapter presents the overall conclusion of the study. It further provides recommendations and suggests for further research emerging from the findings of this research.

# CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS

## 6.1 Overview

This chapter presents the conclusion, recommendations and suggestions for further research in the area of active teaching approaches in Civic Education. The conclusion is based on the three objectives set in Chapter 1 of this study: to ascertain the commonly used active teaching methods to teach Civic Education in secondary schools; to determine the extent to which the learners are engaged in teaching and learning Civic Education; and to explore challenges teachers and learners encountered in using active teaching methods in secondary schools.

## 6.2 Conclusions

**The Main Research Findings on the use of Active Pedagogical Approaches**:

The study established that few active teaching methods were being used in teaching Civic Education in the sampled secondary schools. These were question and answer, research work, brainstorming and sometimes discussion. Active teaching methods such as role play, debates, simulations, field trips among other were rarely or not used at all to teach Civic Education in the sampled schools. However, the use of limited active teaching methods may affect the achievement of the ultimate goal of Civic Education in secondary schools. On a larger scale this may degenerate into having a population of youth who are not ready to participate in their community or society activities because of lack skills, values and right attitudes to engage in social, political and economic activities. Besides it may lead to loss of interest among learners in the subject.

Pupils' participation and interaction were good during Civic Education lessons as indicated by the mean scores in table 4, 5 and 6. The challenges teachers faced in using active teaching methods included; limited time to cover the entire content of the syllabus coupled with bulky syllabus content of the subject, the difficulty in implementing active teaching methods in large classes due to over enrolment, the language barrier emanating from failure by learners to use the official language (English) to participate in the lesson

activities, the lack of teaching and learning materials and support equipment, lack of effective participation from some learners, and too many teaching periods.

Despite the results obtained on the extent of engagement of learners during Civic Education lessons it difficult to ascertain clearly the quality of engagement considering the active teaching methods that were commonly used. Further, the researcher observed low levels of creativity among the learners during Civic Education lessons. It is obvious that the learners determined their levels of engagement in Civic Education on the techniques used by the teachers to improve the lecture method since most of the active teaching methods were rarely used. The challenges highlighted on the use of active teaching methods, some may not require the intervention of the school administration as they can be handled through the teachers' innovativeness and creativity. On the other hand, these challenges should not create a leeway for teachers to stick to traditional methods only as this may deprive learners with diverse needs and abilities.

### 6.4 Recommendations of the Study

Based on the findings of this study, recommendations are hereby suggested to the School Managers, Heads of Departments and Teachers.

i. The school administrators should encourage and monitor the use of variety of active teaching methods and techniques to teach Civic Education.
ii. Active pedagogical approaches should dominate the teaching of Civic Education. The pupils need active teaching or learning approaches for effective civic engagement. At the classroom level, learners must be given opportunities to be involved in developing rules, functioning as group members, taking up responsibilities and managing their own affairs.
iii. Curriculum Professional Development programs (CPDs) must be promoted to develop teachers' competency in rarely used active teaching methods. Besides, through CPDs teachers must look at the best way to use active teaching methods to teach Civic Education
iv. The teachers must provide meaningful interaction between learners and the subject content through the use of diverse teaching and learning activities.
v. The school management should provide adequate teaching and learning materials for Civic Education to enhance the effective use of active teaching methods in schools.

**6.5 Suggestions for Further Research**

i. Investigate the training of Civic Education teachers in higher learning institutions and the use active pedagogical approaches to teach Civic education.

ii. School cultural values: Exploring classroom learning environment influence on the selection of the teaching method to teach civic education.

iii. Analyse the teachers' academic background and the use of active pedagogical approaches to teach Civic Education.

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# APPENDICES

**Appendix 1: Interview Guide for the Teachers**

**Title**: …………………….....………… **Venue**: …………….…….……………………………………

**Date**: ......................................... **Time**: ………..................... **Duration**: ....................................

The following questions will guide the interview however; follow-up questions where necessary will be asked for further details and clarity.

1. What are the commonly active teaching methods do you use to teach Civic Education?

2. Could there be reasons for using the teaching methods you have mentioned above?

3. Which active teaching methods do you frequently use to teach Civic Education?

4. How has been the reaction of pupils when using active teaching methods?

5. How do you use the named active teaching methods in your class?

6. What criteria do use to select active teaching methods to teach Civic Education?

7. What challenges do you face using the active teaching approaches to teach Civic Education?

8. How would you minimize the challenges identified above to enhance the teaching of Civic Education?

9. Do you have any suggestions of how the use of active teaching approaches can be enhanced to teach Civic Education?

**Appendix 2: Interview Guide for the Head of Department (Social Sciences)**

**Title**: ………………….....… **Venue**: ……………..…….…………………………

**Date**: ....................................... **Time**: ………................... **Duration**: .........................

The following questions will guide the interview however; follow-up questions where necessary will be asked for further details and clarity.

1. What are the commonly active teaching methods do teachers use to teach Civic Education in this school?
2. Could there be reasons for teachers using the mentioned active teaching methods?
3. Which active teaching method do your teachers use frequently to teach Civic Education?
4. How has been the pupils' reaction to the teaching approaches used by the teachers?
5. How are do the teachers use the active teaching methods in class?
6. Is there a criteria your teachers use to select particular active teaching approaches?
7. What challenges do your teachers face using active teaching approaches in teaching Civic Education?
8. How can the challenges identified above be minimized to enhance the use of active teaching approaches?
9. Do you have any suggestions on how the use of active pedagogies approaches can be enhanced in teaching Civic Education?

**Appendix 3: Focus Group Interview Schedule for Pupils**

Date........................... Time...........................

Place...........................................................

The following questions will guide the interview however; follow-up questions where necessary will be asked for further detailed and clarity.

*SECTION A: USE OF ACTIVE TEACHING METHODS*

**What are the commonly used active teaching methods to teaching Civic Education in Secondary schools?**
1. Describe how Civic Education taught in your class?
2. Which teaching methods are commonly used to teach civic education by your teacher?
3. Are you involved in the learning process during Civic Education lessons

**To what extent are the learners engaged in the teaching and learning of Civic Education in secondary schools.**
1. How often do you do debates/ role play, sketches, brainstorming in civic education?
2. How frequent do you have group work and discussion in your Civic Education class?
3. Have you ever been talked to by a guest, interviewed a civic leader or visited any government institution.
4. How often do you make individual or group presentations during civic education lessons?

**How are the selected active pedagogical approaches used in teaching Civic Education in secondary schools?**
1. Do you interact/work with other pupils during the lesson?
2. Do the questions teacher's questions allow you to think critically and give your own opinions?
3. Do you freely express your opinions and ideas during the civic education lesson?
4. How often does your teacher use teaching methods where you are involved?
5. How would you like Civic Education be taught by your teacher?

**Appendix 4: Questionnaire for Pupils**

Dear pupil,

You have been chosen to take part in a research about **Assessment of use of Active Pedagogical Approaches to teach Civic Education in some Secondary Schools of Kasama and Luwingu Districts.** The study deals with active teaching and learning approaches that promote the development of democratic knowledge, skills and values among learners in schools. The study is being conducted by Musonda K. Chewe a Masters student at UNZA, as part of a dissertation project for the award of the Master of Education in Civic Education. Once you agree to participate in the study, you will be asked to answer the questionnaire which consists of demographic questions, active teaching methods and the levels of engagement of learners during Civic Education lessons.

**Risk assessment:** there is no risk to participation in this study beyond that of everyday life such as time and patience. All of your responses will be kept secret and confidential. As a result, individual participants will not be identified.

I would kindly request that all participants answer all questions in the questionnaire fully as instructed. Nonetheless, participation in this study is purely voluntary. If you have any questions, please contact me at:
chewemusondakambele@gmail.com/chewe.musonda@ymail.com or **0977174770 / 0954362386**

Thank you in anticipation.

*Chewe K. Musonda (Computer No. 2016145391)*
*The University of Zambia*
*School of Education*

# Pupils' Questionnaire

**Instructions**

1. Kindly respond to all questions.
2. Do not write your name on this questionnaire.
3. There **four (4)** sections in this questionnaire.
4. Please indicate your response with **"X"** in the appropriate box provided
5. Please select only one option.

**Section A: Pupils personal details**

| 1 | What is your gender? | Male | 1 | Female | 2 |
|---|---|---|---|---|---|
| | | | | | |

| 2 | What is your Age? | 11---16 | 17 and above |
|---|---|---|---|
| | | | |

| 3 | In what grade are you? | Grade 10 | Grade 11 | Grade 12 |
|---|---|---|---|---|
| | | | | |

**SECTION B:**

**Ascertain the commonly used active teaching methods to teach Civic Education in secondary schools.**

Please indicate your response with **"X"** in the appropriate box provided for your choice regarding the teaching methods used by your teacher to teach Civic Education in the classroom.

**1. Which of the following teaching methods does your teacher use to teach Civic Education in class?**

| # | Commonly used method | 1 Not at all | 2 Rare occasions | 3 Frequent | 4 Very Frequent |
|---|---|---|---|---|---|
| 4 | Teacher talking and pupils listening | | | | |
| 5 | Use questions and answers | | | | |
| 6 | Use Group discussions | | | | |
| 7 | Use debate | | | | |
| 8 | Use role play, Simulations and games | | | | |
| 9 | Brainstorming | | | | |
| 10 | Problem solving | | | | |
| 11 | Interviews | | | | |
| 12 | Research work | | | | |
| 13 | Invites guest to speakers | | | | |
| 14 | Drama/ Sketches | | | | |

**SECTION C:**

**Determine the extent to which the pupils are engaged when learning Civic Education in schools.**

Please indicate your response with an **"X"** in the appropriate box provided for your choice regarding how the active teaching methods are used by your teacher to Civic Education in your school.

**To what extent are the pupils engaged when learning Civic Education in secondary schools?**

| # | Lesson Progression | 1 Strongly disagree | 2 Disagree | 3 Neutral | 4 Agree | 5 Strongly agree |
|---|---|---|---|---|---|---|
| 15 | Does your teacher encourage you to actively participate? | | | | | |
| 16 | Does your teacher encourage you to respect opposing points of view during class discussions? | | | | | |
| 17 | Do you make presentations during the lesson? | | | | | |
| 18 | Does your teacher use teaching methods that allow you to participate? | | | | | |
| 19 | Does your teacher allow you to interact with other pupils in class? | | | | | |

| # | Questioning | 1 Strongly disagree | 2 Disagree | 3 Neutral | 4 Agree | 5 Strongly agree |
|---|---|---|---|---|---|---|
| 20 | Does your teacher's questions allow to think critically | | | | | |
| 21 | Do you ask questions freely during the lesson? | | | | | |
| 22 | Do you answer questions asked by your teacher freely? | | | | | |
| 23 | Are you given enough time to find answers to questions by your teacher? | | | | | |
| 24 | Do you understand teacher's questions during the lesson? | | | | | |
| 25 | Does your teacher clarify questions asked by the pupils? | | | | | |

| # | Learner- centered practices (Active pedagogical practices) | 1 Strongly disagree | 2 Disagree | 3 Neutral | 4 Agree | 5 Strongly agree |
|---|---|---|---|---|---|---|
| 26 | Do you participate in the lesson with interest and eagerness? | | | | | |
| 27 | Do you participate in finding answers to the group tasks given during the lesson? | | | | | |
| 28 | Do you do discussions or group work during the lessons? | | | | | |
| 29 | Does your teacher presents several sides of the issues? | | | | | |

*Thank you for your responses*

**Appendix 5: Lesson Observation Schedule for Civic Education teachers**

School: _____Date: _____

Subject: _____ Grade: _____

Topic/Sub topic: _____

Teacher: _____ Observer: _____

**What are the most commonly used active teaching methods in Civic Education in Secondary schools?**

| S/№/ | Teaching and learning activities | Frequency of use of the method | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1 | Lecture/Verbal expositions | | | | | | | | | | |
| 2 | Question and Answer | | | | | | | | | | |
| 3 | Demonstration | | | | | | | | | | |
| 4 | Group work | | | | | | | | | | |
| 5 | Discussion | | | | | | | | | | |
| 6 | Brainstorming | | | | | | | | | | |
| 7 | Role plays | | | | | | | | | | |
| 8 | Sketches | | | | | | | | | | |
| 9 | Debates | | | | | | | | | | |
| 10 | Problem Solving activities | | | | | | | | | | |
| 11 | Research/Case Studies | | | | | | | | | | |
| 12 | Interviews | | | | | | | | | | |
| 13 | Mock trials | | | | | | | | | | |
| 14 | Simulation/ Games | | | | | | | | | | |

Please read each item carefully and decide whether you agree or disagree with each item by ticking the appropriate box (**NB. 1- Very poor;  2- Poor;  3 – Fair;  4 – Good;  5 – Very good**)

**How are the selected active pedagogical approaches used in teaching Civic Education in secondary schools?**

| # | Item Lesson Progression | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| 1 | Does the teacher encouraged active participation from the of all pupils | | | | | |
| 2 | Does the teacher encouraged learners to respect opposing points of views | | | | | |
| 3 | Where there presentation(s) by the pupils during the lesson | | | | | |

| # | | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| 4 | Was there Pupils interaction during the lesson | | | | | |

| # | Questioning | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| 5 | How was the questioning technique of the teacher (mixed lower and higher level questions) | | | | | |
| 6 | Did the pupils answered questions posed by the teacher freely? | | | | | |
| 7 | The questions enhanced higher order thinking skills of pupils | | | | | |

| # | Learner- centered practices (Active pedagogical practices) | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| 8 | Did the pupils participate in the lesson with interests and eagerness | | | | | |
| 9 | Where the pupils given opportunities to express their ideas freely? | | | | | |
| 10 | Did the pupils participate in finding answers for the tasks given | | | | | |
| 11 | Did the teacher allowed debates/discussion/ group work among pupils to find answers or better solutions to the given tasks | | | | | |

| # | General Factors | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| 12 | Where the active pedagogies utilized appropriately? | | | | | |
| 13 | Where questions and issues raised by the pupils clarified by the teacher | | | | | |

**Comments on the lesson observed**

…………………………………………………………………………………………………………………
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**Appendix 6: INDIVIDUAL PARTICIPANT'S CONSENT FORM**

**TITLE OF RESEARCH**: *AN ASSESSMENT OF USE OF ACTIVE PEDAGOGICAL APPROACHES TO TEACH CIVIC EDUCATION IN SELECTED SECONDARY SCHOOLS OF KASAMA AND LUWINGU DISTRICTS*

**REFERENCE TO PARTICIPANT INFORMATION SHEET**

1. Make sure you read the information sheet carefully, or that it has been explained to you to your satisfaction.
2. Your permission is required if tape or audio recording is being used.
3. Your participation in this research is entirely voluntary, i.e. you do not have to participate if you do not wish to.
4. Refusal to take part will involve no penalty or loss of services to which you are otherwise entitled.
5. If you decide to take part, you are still free to withdraw at any time without penalty or loss of services and without giving a reason for your withdrawal
6. You may choose not to answer particular questions that are asked in the study. If there is anything that you would prefer not to discuss, please feel free to say so.
7. The information collected in this interview/questionnaire will be kept strictly confidential
8. If you choose to participate in this research study, your signed consent is required below before I proceed with the interview/administering the questionnaire to you.

_____

**VOLUNTARY CONSENT**

I have read (or have had explained to me) the information about this research as contained in the participant information sheet. I have had the opportunity to ask questions about it and any questions I have asked have been answered to my satisfaction.

I now consent voluntarily to be a participant in this project and understand that I have the right to end the interview at any time, and to choose no to answer particular questions that are asked in the study.

My signature below says that I am willing to participant in this research.

Participant's name: …………………………...……………………...……………………

Participant's signature: …………………………… Consent Date: ………...……………………

Researcher conducting informed Consent: …………..……………………………………………

Signature: …………………………………………… Date: …………..………………………

**Appendix 7: Introductory letter from UNZA**

# 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 07 / 03 / 2018

## TO WHOM IT MAY CONCERN

Dear Sir/Madam

**RE: FIELD WORK FOR MASTERS/ PhD STUDENTS**

The bearer of this letter Mr./Ms. MUSONDA K. CHEWE Computer number 20/6145391 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

THE UNIVERSITY OF ZAMBIA
ASSISTANT DEAN (PG)
- 6 MAR 2018
SCHOOL OF EDUCATION
P.O. BOX 32379, LUSAKA

Emmy Mbozi (Dr)
ASSISTANT DEAN POSTGRADUATE STUDIES-SCHOOL OF EDUCATION

cc:    Dean-Education
       Director-DRGS

# Appendix 8: Introductory letter from DEBS

In reply please quote

**REPUBLIC OF ZAMBIA**
**MINISTRY OF GENERAL EDUCATION**
OFFICE OF THE DISTRICT EDUCATION BOARD SECRETARY
P.O. BOX 410074
**KASAMA**

11th April , 2018

The Headteacher

...........................................
**KASAMA**

**RE: FIELD WORK FOR MASTERS STUDENTS: MR. MUSONDA K. CHEWE**

Authority is hereby given to the above named officer with Computer Number **2016145391** to undertake field work programme at your school. Please ensure that school routine is not disrupted.

Mwaba John
Senior Human Resources Management Officer
For/District Education Board Secretary
**KASAMA**

REPUBLIC OF ZAMBIA
MINISTRY OF GENERAL EDUCATION
KASAMA DISTRICT EDUCATION BOARD

1 1 APR 2018

SENIOR HUMAN RESOURCE
MANAGEMENT OFFICER
P.O. BOX 410074, KASAMA
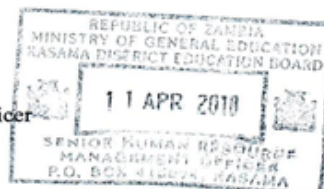
**Appendix 9: Approval of Study**

## 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

20ᵗʰ June, 2018

**REF No. HSSREC: 2018-MARCH-003**

Mr. Musonda Chewe
Luwingu Secondary School
P.O.Box 460096
**LUWINGU**

Dear Mr. C. Musonda,

**RE:** "USE OF ACTIVE PEDAGOGICAL APPROACHES IN TEACHING CIVIC EDUCATION IN SELECTED SECONDARY SCHOOLS OF KASAMA AND LUWINGU DISTRICTS"

Reference is made to your resubmission. The University of Zambia Humanities and Social Sciences Research Ethics Committee IRB resolved to approve this study and your participation as Principal Investigator for a period of one year.

| Review Type | Ordinary /Expedited Review | Approval No. REF No. HSSREC: 2017-MARCH-007 |
|---|---|---|
| Approval and Expiry Date | Approval Date: 20ᵗʰ May, 2018 | Expiry Date: 19ᵗʰ May, 2019 |
| Protocol Version and Date | Version-Nil | 19ᵗʰ May, 2019 |
| Information Sheet, Consent Forms and Dates | • English. | 19ᵗʰ May, 2019 |
| Consent form ID and Date | Version | 19ᵗʰ May, 2019 |
| Recruitment Materials | Nil | |

There are specific conditions that 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

1

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112