

**EXPLORING CIVIC EDUCATION TEACHING SOURCES, METHODS AND
EVALUATIONS USED BY CIVIC EDUCATION TEACHERS TO EMPOWER
CIVIC EDUCATION LEARNERS WITH CIVIC SKILLS**

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, **Wilfred Muntengwa**, do declare that this dissertation represents my own work and that it has neither in part nor in whole, been presented as material for award of any degree at this or any other University. Where other people's work has been used, acknowledgements have been made.

Signed:Date:

APPROVAL

The University of Zambia approves the dissertation of **Wilfred Muntengwa** as fulfilling part of the requirements for the award of the degree of Master of Education in Civic Education.

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ABSTRACT

The overarching focus of this study was to explore Civic Education teaching sources, methods and evaluations used by Civic Education teachers to empower Civic Education learners with Civic Skills in selected secondary schools of Lusaka District. Precisely, the study sought to explore the various Civic Education teaching sources, methods and evaluations Civic Education teachers employ to empower Civic Education learners with civic skills. Further still, the study established challenges that Civic Education teachers encounter in empowering Civic Education learners with civic skills. Finally, the study identified possible measures put in place to address the challenges faced by Civic Education teachers in the teaching of civic skills and how such measures enhanced Civic Education teachers' ability to empower Civic Education learners with civic skills.

Descriptive research design was used since the study employed qualitative approach. The study purposefully sampled 12 (twelve) Civic Education teachers from the three Secondary Schools in Lusaka District. Interview Guide was used as data collection instrument. Thematic approach was applied to analyse the data. The findings revealed that teachers were using methods that did not empower learners with civic skills. It was further established that teachers mostly preferred 'lecture method' to teach Civic Education. It was also disclosed in the study that teachers had a challenge of lack of teaching and learning materials, and they relied on out-dated sources of civic skills. Over enrolment of pupils compelled teachers to use teacher-centred method as an ideal method to use in large classes.

The study identified Continuous Professional Development (CPD) programmes such as Lesson Study Circle (LSC), Cluster Meetings (CM) and Professional Subject Associations Meetings (PSAM) as measures through which the Civic Education teachers use to navigate the challenges they encounter in empowering Civic Education learners with civic skills. The study concludes that Civic Education teachers do not adequately apply methods that could empower Civic Education learners with civic skills. Therefore, this study recommends that teachers need to be monitored and evaluated with regards to how they are teaching Civic Education. In addition, more creative skills need to be enshrined in the curriculum and later on syllabus of Civic Education so as to increase on the resource and techniques of enhancing acquisition of civic skills. Teachers need to have on their fingertips knowledge of approaches on the teaching of Civic Education so as to model learners in accordance with the outcomes.

Key words: Civic Education Teachers, Learner, Sources, Methods, Evaluation, Civic Skills,

DEDICATION

First and foremost, I would like to dedicate this dissertation to God Almighty for the unending blessings in my academic journey. In a special way, I would like to also dedicate this study to all the hard working teachers of Civic Education, in particular those in the sampled schools of Lusaka District for the time rendered during the course of my research. I feel this is the right time they may interact with the findings of this study. Hopefully, they may inform them on how to effectively inculcate civic skills and facilitate their transference into learners who should be well equipped as citizens and in turn utilize them for the benefit of society and the nation as a whole.

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ACRONYMS/ABBREVIATIONS

DEBS	District Education Board Secretary
CPD	Continuous Professional Development
ECZ	Examination Council of Zambia
MOE	Ministry of Education
MOGE	Ministry of General Education
MOESVTE	Ministry of Education, Science, Vocational Training and Early Education.
UNZA	University of Zambia

CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter highlights the background, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, limitation of the study, delimitation of the study, theoretical framework, definition of terms and chapter summary.

1.2 Background

Many countries around the globe have realised the need to educate citizens especially, the young people in order to secure the future of society. This requires the imparting of necessary skills and knowledge that would shape, nurture and inculcate values that could help propel the agenda of nations to bring about development. Civic Education has been identified as a discipline that could drive the aforementioned agenda. This is evident in the capturing of some of its aspects in Sustainable Development Goal No. 4 which looks at Education for Sustainable Development and Global Citizenship. McCracken (2012) explains that, Civic Education, also known as Citizenship Education or Democracy Education is a subject that provides information and learning experiences which will equip and empower citizens to participate in democratic processes. The subject is seen by many scholars around the globe as a tool for shaping citizens into responsible members of the society. This is achieved through the transmission and imparting of civic skills, knowledge, values and dispositions to learners (Kymlicka, 2003).

Zambia equally desires to empower youths with civic skills through the teaching of Civic Education in secondary schools and higher learning institutions. The interest arose after the Upper Basic Education National Survey of 2005 and National Symposium on Curriculum in 2009 were respectively held. This symposium in all respect proved that the Zambian curriculum technocrats realised the great need to make Civic Education a standalone subject due to its enormous significance in developing learners into responsible citizens.

However, it should be noted that, Civic Education is a continuing subject from primary school which is offered under the subject name, ‘Social Development Studies’ which looks at the preliminaries of civic issues and citizenly affairs. The introductory page of the MOE, (2013 p. 3) states that, “The Civic Education Component is currently integrated in the Social and Development Curriculum covered at Grades 1-7.

However, at the Upper Basic (Grades 8-9), it is offered as a separate subject". To this effect, it is clear that, the objectives of Civic Education are purely to develop a responsible citizen with civic and national values throughout the entire years' learners spend in school.

Some of the themes and topics covered in the Civic Education Syllabus include: Governance, Human Rights, Rights of the Child, Family Law, Development Planning, Poverty in Zambia, Environmental Education and Global Issues (MOE, 2013). The topics are a combination of rich content that guarantees holistic knowledge content that has an ability to transform a learner into a civic think tank and responsible citizen. However, methods and techniques of executing these topics need to be such that, they are practical and engaging with a learner centred approach, failure to which the content would remain good on paper but without behavioural transformation effect at the end of a learner's stay in school.

Muleya (2015, p. 2) reminds that, "It is also important to state that while Civic Education is becoming one of the significant areas of study in schools, the method of delivery to the learners is equally very important and is a key component in the realisation of the kind of change that we want to see in society." This is a great concern which teachers of Civic Education need to look into in order to avoid letting learners leave school without a trace of civic skill acquisition in their behaviour in society. This is among other areas of concern this study seeks to address.

Correct teaching of topics such as 'elections, rights and constitution' in Civic Education, should contribute to lessening youth perpetuated violence especially those practised by school leavers who get involved in politics and those that roam the street. Civic Education is expected to have facilitated a great deal of behaviour change and responsive to good citizenry. Butts (as cited in Muleya, 2015) argued that, "an effective democratic citizenship education programme should not only provide learners with the necessary knowledge but also with opportunities for the development of desirable traits of public and private character." This concern by Butts (1988) is an on-going concern that cuts across other practical subject areas on whether or not objectives of translating to behaviour change and skills acquisition are being achieved.

However, there is hope that the introduction of Civic Education by the Zambian Government to Senior Secondary schools will accelerate the acquisition of civic skills by the learners if well taught by the teachers. Therefore, it is expected that once the learners are taught Civic Education in Secondary schools in Zambia they will acquire various civic skills, namely

Communication, Organisation, Collective Decision Making, Critical Thinking (Cognitive, Political interpretation) and Participatory/News Monitoring skills that will enable them to identify, describe, explain, analyse, evaluate, take and defend positions on public matters. Henceforth, with no doubt civic skills are meant to equip the learners with skills necessary to evaluate, take and defend positions on political and civic issues as well as monitoring and influencing public policy. On the other hand, civic skills instil in learners the civility, courage, self-discipline, persistence, concern for the common good and respect for others, as well as recognition of shared values and sense of togetherness in the community, regardless of one's race, tribe, sex or status.

This is the more reason Civic Education has been made a compulsory subject taken by all learners in senior secondary schools. Indeed, in the Zambian Context Civic Education is being taught as part of the regular curriculum in secondary schools and as such it is necessary to find out whether or not the pupils are receiving the civic skills (Curriculum Development Centre, 2012). This emanates from the arguments of McCracken (2012) and Osborne (2001) as cited in Evans (2006) that Civic Education is a subject that imparts knowledge, values and skills that will enable learners become active participants in the democratic dispensation of a society. But how this can be actualised and achieved in schools has not been fully explored.

It is believed that if Civic Education is delivered using the right methods, it has the ability to transform learners into responsible citizens who can participate in community affairs, embrace opposing views and consider other citizens as partners in development. However, it should be emphasised that the failure to teach Civic Education properly, will result in having youths being used as tools of political violence by those contesting for political office, decline in public participation such as voting and public debates, character assassination of opponents, intolerance of opposing views and shunning away from community engagement. For these reasons, this study, therefore, seeks to explore Civic Education teaching sources, methods and evaluations used by Civic Education teachers to empower Civic Education learners with civic skills in selected secondary schools of Lusaka District.

1.3 Statement of the Problem

The contextual situation of Civic Education is that, it is globally upheld as a vehicle of transforming citizens into icons who are capable of upholding democratic tenets and vis-a-vis nurturing good and responsible citizens based on the fact that its content has the potential of promoting the acquisition of relevant knowledge, skills and values among the learners and individuals exposed to it. This contextual situation is strongly upheld by Muleya (2015) who asserts that, Civic Education is seen as a subject with the potential of influencing learners to acquire civic knowledge, skills, dispositions and values which are vital elements in the transformation of any given society.

Additionally, the contextual situation of Civic Education, as advanced in MOE (2013) hopes that through Civic Education learners will be equipped with knowledge, skills and values to enable them practise their civic rights and perform duties as responsible Zambian citizens at Local, National and International Level. Similarly, McCracken (2012) and Osborne (2001) as (cited in Evans, 2006) adds that, Civic Education should be carefully imparted in learners so much that, what classroom influence exerts on them should reflect on their behaviour outside the classroom.

In a bid to advance the core ideals of Civic Education, MOE (2013) sets what should be an ideal situation of Civic Education in Zambia through the revised Civic Education Syllabus 10-12 which is aligned to the Outcome Based Education principle with an aim of linking education to real life experiences that will grant learners skills to access, criticize, analyse and practically apply knowledge that will help them to gain life skills. MOE (2013) further states that the competences and general outcomes are the expected outcomes to be attained by the learners through the acquisition of knowledge, skills, techniques and values which are very important for the total development of the individual and the nation as a whole.

Despite of the desired ideal situation by MOE (2013) , the current situation in the area of Civic Education in many schools of Zambia is that, there is a discrepancy on the specific outcomes contained in the Zambian Civic Education Syllabus 10-12, as a run through of the specific outcomes which are based only on Cognitive Level (Knowledge) with usage of action verbs such as Analyse, Classify, Describe, Discuss, Distinguish, Explain, Identify, Outline and State while leaving out the Psychomotor Level (Skill) in action verbs such as Breakdown, Conduct, Construct, Demonstrate, Design, Integrate, Modify, Perform, Organize and Refine.

The assertion above is contrary to Bloom's Taxonomy which advocate for the inclusion of all three levels of learning namely, Cognitive, Psychomotor and Affective, (Blooms, 1956) as cited in, (Clark, 2015).

Based on this background, it is worth to note that very little is known how the Civic Education Teachers operationalize the civic skills acquisition by learners in secondary schools, given that the Zambian Civic Education Syllabus has no Specific Outcomes on civic skills, yet it is strongly held that Civic Education is a practical or participatory subject, hence the study sought to explore Civic Education teaching sources, methods and evaluations used by Civic Education teachers to empower Civic Education learners with civic skills in selected secondary schools of Lusaka District.

1.4 Purpose of the Study

The purpose of this study was to explore Civic Education teaching sources, methods and evaluations used by Civic Education teachers to empower Civic Education learners with civic skills in selected secondary schools of Lusaka District.

1.5 Research Objectives

The study was premised on the following research objectives:

- i. To explore Civic Education teaching sources, methods and evaluations used by Civic Education teachers to empower Civic Education learners with civic skills.
- ii. To establish challenges associated with Civic Education teaching sources, methods and evaluations used by Civic Education teachers to empower Civic Education learners with civic skills.
- iii. To identify possible measures put in place to address the challenges faced by Civic Education teachers in the teaching of civic skills and how such measures have enhanced Civic Education teachers' ability to empower Civic Education learners with civic skills.

1.6 Research Questions

The study was guided by the following research questions:

- i. What are the Civic Education teaching sources, methods and evaluations used by Civic Education teachers to empower Civic Education learners with civic skills?
- ii. What are the challenges associated with Civic Education teaching sources, methods and evaluations used by Civic Education teachers to empower Civic Education learners with civic skills?
- iii. What are the possible measures put in place to address the challenges faced by Civic Education teachers in the teaching of civic skills and how have such measures enhanced Civic Education teachers' ability to empower Civic Education learners with civic skills?

1.7 Significance of the Study

This study might act as a basis on which curriculum reforms can be instituted to bridge the gap in civic education with regard to the empowerment of learners with civic skills. Further, it is hoped that this study would serve as an eye opener to Civic Education teachers to reorganise their teaching strategies in order to respond to local and international agenda on education. Additionally, it might serve as a frontier of knowledge in the field of Civic Education with regard to teaching and methodological approaches applied to impart and transmit civic skills to learners.

1.8 Limitation

Civic Education is an eclectic and convoluted discipline which addresses complex issues. This study could not touch on all the key aspects on which the teaching of Civic Education is anchored and construed. It just sought to explore and comprehend the Civic Education teaching sources, methods and evaluations used by Civic Education teachers to empower Civic Education learners with civic skills.

1.9 Delimitation

The research targeted three secondary schools in Lusaka District of Zambia and hence its findings might not be the representation of the situation in other schools in Zambia.

1.10 Theoretical Framework

This study was predicated on Correlative Learning Theory which was developed by John Bransford in 1990. Correlative Learning is one of the application Models of Constructivist Approach. It is a learning approach whose proposition is that learning activities should be organized around Learner Centred Approaches such as Story, Role Play, Debate, Discussions, Presentations, Problem Solving or Case Study. This approach provides the students with the opportunity to apply the information they have acquired in the classroom set up to different real life situations. Thus, it serves as a bridge between school life and real life. Correlative learning focuses on the importance of learning through problem solving and avoids memorization. It advocates and encourages hands on learning patterns.

The word ‘anchor’ within the framework of correlative learning means a comprehensive knowledge base or environmental adjustment that provides students with a rich source of information. Another definition of ‘anchor’ within the framework of correlative teaching is a comprehensive case of story or problem that also includes introductory and explanatory preliminary information that students will need and that presents a rich source of information.

1.10.1 Features of Anchor

One of the key features Bransford (1990) presents is that it helps students to see the information they need and set their important goals, and to apply them in daily life. He argues that it is composed of stories. It makes students focus on the subject on a large scale and presents basic preliminary information. He further states that it is generally composed of video materials.

1.10.2 Activities of Correlative Learning

Bransford posits that, activities of correlative learning provide support of learning that will associate ideas with other content areas or that will enlarge them. On the other hand, the scope of correlative learning requires students to be placed in a story based on a problem. Bransford believes that, Correlative teaching provides students with pragmatic basics, fills in the blank between theory and practice, breaks the weakness of information (stable, lifeless, memorized information) about structuring cognitive theories and new methods of learning by means of blending both; and thus correlative teaching helps students to develop the necessary information, ability and confidence for being an individual that can think independently and a problem solver at the same time. The scope of correlative teaching necessitates students to be

placed in a story that is based on a problem. While researching the problem, students define the information range and look for the information necessary for solving the problem. They play an authentic role while developing solutions for the problem. The teacher, on the other hand, facilitates students' work and plays the role of a trainer.

Bransford believes that, if teachers can secure students to head towards their own perception and interpretation related to the problem, teaching will be clear beyond cognitive borders and possess the features of expert behaviour. Bransford (1990) goes on as below: Correlative Education has got two basic goals. The first one is to help students to realize the important points of the case defined as the problem. The other is to cause a change about their perception of the guide and about what they understand from the guide as they look at the case from different points of view." What is expected from the guide is to attract the attention of students and to help them focus on the related points of the problem that is supposed to be solved.

1.10.3 Features of Correlative Learning

One of the predominant features of Correlative Learning is that Correlative Teaching is a form of situated learning. It is also an event, a story or text in which information is built. It is related to problem-based learning. Correlative learning also focuses on open-ended problems are used, but the problem includes clues or some data embedded in the skeleton of the problem. It states that learning and teaching activities are often designed around an anchor, which is mostly a story. Teaching materials include rich resources that can make explanation for students to try out in order to decide how to solve the problem. Another vital feature is emphasis on the need to provide students with the opportunity to study and think about the problem. In correlative learning groups or co-operative problem solving is possible. The goals of the programme provide students with the opportunity to use actively on the situation establish a connection and explore. Also, the activities of correlative learning support learning in associating ideas with other content areas or enlarging them.

1.10.4 Application of Correlative Learning Theory to the current study

The focus of this study is to interrogate the Civic Education teaching sources, methods and evaluations used by Civic Education teachers to empower Civic Education learners with Civic Skills resonate well with correlative learning theory. Precisely, the focus largely lies on assessing the Civic Education teaching sources, methodology and evaluations employed in lesson delivery of Civic Education in which learners are expected to acquire civic skills. The theory presents an ideal methodological process that favours most subjects like Civic Education which are information based with much of key issues which according to the theory are considered as ‘anchors’.

According to Bransford (1990) Correlative learning focuses on the importance of learning through problem solving and discourages memorization. He posits that, it encourages hands on learning patterns. This, to a greater extent responds to correct teaching methods that may encourage skills acquisition by learners in the learning of Civic Education. Since Civic Education is meant to equip learners with an applied knowledge and skills to be applied in various aspects of life such as political, social and economic aspects.

Bransford proposed activities for use during Correlative Teaching theory. He points out activities that indeed encourage hands on skills acquisition devoid of memorization alone. These activities listed by Bransford also fit well in the teaching of Civic Education in facilitating skills acquisition of Civic Education as they appeared to be necessary activities in this regard. Ultimately, the theory stands as a necessary teaching approach that befits the teaching of Civic Education in the endeavours of facilitating acquisition of civic skills to the learners.

Henceforth, the study will belabour to confirm the assumptions of the theory that the acquisition civic skills by learners can better be taught through a Story, Role Play, Debate, Discussions, Presentations, Problem Solving or Case Study. The study will ascertain if the Civic Education teachers are using the six suggested methods of teaching to build civic skills acquisition in learners.

1.11 Operational Definition of Terms

Civic Education- Civic Education (also known as Citizenship Education or Democratic Education) is a subject that imparts Civic Knowledge, Civic Skills, Civic Dispositions and Civic Values in learners.

Civic skills – these are skills learners are expected to acquire after being subjected to civic education content such as: Communication Skills, Organization Skills, Collective Decision Making Skills, Critical Thinking (Cognitive/Political Interpretation) Skills and Participatory Skills

Civic Education Teachers – Qualified teachers trained to teach the subject: Civic Education

Leaner - Is an individual of the school going age; in this regard, a child admitted to school formally.

Schools – An organized formal place meant to house learners in organized groups to receive subject based instructions in various subject areas of a curriculum.

1.12 Organization of Dissertation

This chapter gives an introduction and background to this study. The background brings out the gaps which this study intends to fill up. The purpose of the study, the significance of the study, the objectives, research questions, theoretical framework, conceptual framework, limitations, delimitations and a summary of the chapter are presented in Chapter One. Chapter Two presents review of related literature and then it presents a review of related studies to the current study which brought out relevant gaps for the incoming study. Chapter Three discusses the methodology that was used in this study and of course the research design which guided this study. Chapter Four presents the findings of the study while Chapter Five presents the discussions of the findings of the study. Lastly, conclusions and recommendations of the study are made in Chapter Six. Other necessary research instruments for this study and ethical clearance protocols were appended just after the references.

1.13 Summary

The chapter has presented the background, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, limitation of the study, scope of the study (delimitation), theoretical framework, definition of terms and chapter summary.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

The present chapter presents a review of related literature on the notion of Civic Education. It does so by highlighting the meaning, history, nature, principles, components, approaches of civic education, related sources regarding civic education and civic skills and civic participation, research gap and chapter summary.

2.2 Meaning of Civic Education

In conceptualizing the notion of Civic Education, scholars often make reference to its alternate terms which are then used interchangeably from time to time. Additionally, they also define Civic Education based on their orientation such as educational, country, moral, democratic, sociological, political, cultural and technological. McCracken (2012) explains that Civic education, also known as Citizen Education or Democracy Education is a subject that provides information and learning experiences which equip and empower citizens to participate in democratic processes. Osborne (2001) adds that Civic Education, also known as Democratic Citizenship, is a concept of education for Democratic Citizenship which focuses on the multicultural nature of the world as a whole, through teaching of critical thinking and creativity, thereby producing an informed citizen in the immediate community, nationally, and globally events (Evans, 2006). It is evident from both McCracken and Osborne that Civic Education is a subject that imparts knowledge, values and skills that will enable the learners become active participants in the democratic dispensation in society.

In addition to the above, Ross, Osler and Lister (as cited in Muleya , 2015) further argue that Civic Education is a subject that deals with knowledge about government organisations and practices. This definition suits well with the country orientation of the three scholars. Therefore, if Civic Education is perceived as a subject that deals with knowledge of government structures and processes in their respective countries, then there is no doubt the products of such academic system will surely attempt to define Civic Education based on the country orientations, yet Civic Education offers more than teaching the knowledge about the government structures and processes.

Heater (as cited in Muleya , 2015) refers to Civic Education as Citizenship Education, a globally relevant framework that encourages the promotion of Universal Citizenship based on the three dimensions namely Elements, Location and Education. The dimension Elements is based on the assumption that Citizenship Education will have certain elements that borders on people's tradition that will be incorporated in the teaching of Civic Education. The location dimension is in line with localisation teaching of Citizenship Education to depict the aspirations of the society whilst Education is based on the fact that Civic Education programmes should be in line with education system of the country.

The Eurydice Report (as cited in Muleya , 2015) holds the view that Civic Education is a subject that promotes Civic Engagement among citizens in the areas of social and political life. This implies Citizenship Education is an education that prepares learners to become active citizens by making sure that they have the necessary knowledge, skills and attitudes to contribute to the development and welfare of the society. Muleya (2015) is of the view that Civic Education should not be limited to rights and responsibilities but also include, among other things, the imparting of civic knowledge, skills, disposition, literacy, virtues and engagement. The above definitions of Civic Education from various scholars are all in line with the ideals of Civic Education which are aimed at producing active citizens that will critically analyse the governance processes in the country as well as engage the government and the community in trying to better the lives of people in society.

2.3 Historical and Philosophical Background of Civic Education

The historical and philosophical background of Civic Education is attributed to the desire by nations around the world to teach Citizenship Education to its citizens. Heater (as cited in Muleya , 2015) explains that Education for citizenship or what we are now calling Civic Education emerged in Greece during the Archaic Age (776–479 BC) and prospered throughout the Classical Age. By the 8th century the typical Greek socio-political life was no longer the kingdom or tribe affair but rather the polis. These polis or city-states included Sparta, Corinth, and Thebes. Consequently, the idea of polis later spread to other cities of Greece like Athens. This idea grew and led to the establishment of citizenship where citizens were required to take part in the affairs of their states.

Wilkins (2018) explains that Citizenship is a muddy concept that involves different models such as Socio-Liberal Citizenship, Cultural Citizenship, Libertarian Citizenship, Socio-Political Citizenship, Republican Citizenship, Education Governance, Psychological Governance and Neo-liberalism. In this regard, the continuous process of constructing and deconstructing of Citizenship Education by various interest groups in society has given birth to Civic Education. This is the more reason why modern scholars interchangeably use Civic Education or Citizenship Education or Democratic Education or Human Rights Education or Peace Leadership and Conflict Resolution to mean one and the same thing because the themes and aims constitute one another.

Peterson (2011) reminds that there is a strong link between Civic Education curricular programmes and Civic Republican agenda through Civic Republicanism which raises significant issues on how we should approach the aims, purposes and contents of Civic Education. Peterson (2011) explains that Civic Republicanism is a tradition of political thought that stresses the interconnection of individual freedom and civic participation with the promotion of the common good. Therefore, a country founded on civic republican ideals is one whose political constitution is aimed at securing the common good of all its citizens.

In the Zambian context Civic Education was introduced to Zambian learners in Senior Secondary schools in 2004 as a result of the limited focus of Civics taught at Junior Secondary in Schools whose main goal was to teach political and constitutional education (Muleya , 2015). The Irish Aid Report from 2002 to 2006 (as cited in Muleya , 2015) explains that there was an existing gap in Civic Education provision at high school such that schools were producing learners with little or no experience of civic life to collect, analyse and process information about societies. Civic Education has been made a compulsory subject taken by all learners in Zambian senior secondary schools with time allocation of 3 hours 20 minutes, translating into 5 periods per week.

2.4 Nature of Civic Education

Defining the nature of Civic Education depends on one's standpoint as it relates and extends to a number of issues such as educational, moral, democratic, sociological, political, cultural and technological. This consequently poses a challenge in the teaching of Civic Education concepts such as Liberal Civic Education, Diversity Civic Education, Critical Civic Education and Republican Civic Education as the teacher may be biased towards one of the concepts and neglects the others, yet in the actual sense all should be taught, (Cohen, 2009).

Civic Education can only bring development if the citizens are taught citizenship through universal rights, civil rights, political rights, cultural rights and social rights. The educational process should transmit knowledge in the players and actors. This nature of Civic Education makes it difficult to handle as not everyone can teach it. Cohen (2009) stresses that if Civic Education is not properly taught; it will result in having parochial citizens who happen to be citizens with no knowledge and cannot participate in public matters as they lack procedural knowledge. The other type of citizens may be subject citizens who have the knowledge but cannot participate in public matters. However, the ideal situation is that Civic Education should produce participating citizens with knowledge and participate in public matters because they received substantive knowledge.

Civic Education is also concerned with the type of values being taught to learners to enable them to participate fully in society. These values can either be private to mean self-values or public, to mean public values. Scholars like David Kerr, Mc Laughlin, Banks and Bank and Mc Cowan (as cited in Muleya , 2015) are concerned with thin Civic dispositions versus thick Civic dispositions in Civic Education. Thin dispositions of Civic Education are elitist in nature and do not take care of the majority whereas thick civic dispositions do so.

Robin (2007) highlights Civic identities by arguing that Civic Education is about interviews and discussions which lead to awareness. It is also a state based and liberal concept promoting personal skills and social justice. The nature of Civic Education is delicate in the sense that if the Civic Educators around the world are going to put their interest first above that of citizens, Civic Education will be biased towards the Civic Educators.

2.5 Principles of Civic Education

The main principle of Civic Education is to encourage citizens to participate fully in the political life of a community and country so that the fundamental values and principles of democracy can flourish. Levine & Higgins (2001) argue that there is nothing like being morally neutral with Civic Education because the subject itself, attempts to train and engage young people in Civic life. The Civic Education teachers attempt to share and transmit the values they hold about Civic Education so as to produce young people who can build and sustain their societies. This is so, because the young people would have acquired the civic virtues of being tolerant, trustworthy, caring and committed to common good of everyone in society.

Chashchin (2011) explains that Civic Education is focused on laying a foundation of democratic societies that will unify the young generation in terms of their legal, political, spiritual and moral culture. Once the young generation is unified, there will be a development of multilateral personality with a high level of social activism, civic awareness as well as protecting the rights and freedoms of others. Civic Education exists for purposes of enhancing civic engagement through the support of participatory democratic governance thereby promoting demand for good governance by way of grooming informed citizens that will complement the efforts aimed at improving the practice of good governance, (McCracken, 2012).

Galston (2003) argues that the current generation is less involved and knowledgeable about civic life than the previous generation. This is the more reason Civic Education is being promoted in schools so as to balance up public deliberation as every citizen has a moral responsibility to contribute to the sustenance of the public institutions in the country. In addition, Galston (2003) explains that Civic Education impart civic knowledge in the citizens. The more knowledge the citizens have of their government, the more likely they will support the values of democratic self-government and understand their interests as individuals and for other members. On the other hand, Tigran & Thoma (2008) emphasizes that Civic Education plays a crucial role in preparing the young generation for the principles and values of democracy to inculcate high sense of responsibility and active participation in the issues that affect the society, community and state in their everyday life. This is the more reason, Civic Education, should be undertaken to prepare young citizens in the country, to carry out their roles as citizens through the cultivation of the virtues, knowledge, and skills necessary for political participation.

2.6 Components of Civic Education

Civic Education has the following four components;

1. **Civic knowledge** refers to citizens' understanding of the working of the political system and of their own political and civic rights and responsibilities, such as the rights to freedom of expression and to vote and run for public office, and the responsibilities to respect the rule of law and the rights and interests of others. Peterson (2011, p. 139) defines civic knowledge as, "the ability of students not only to know and understand certain civic facts but also to apply such learning to their actions and deliberations."
2. **Civic dispositions** are defined as the citizens' traits necessary for a democracy. These include tolerance, public spiritedness, civility, critical mindedness and willingness to listen, negotiate, and compromise. Peterson (2011) explains that Civic disposition is the ability to participate in open and unforced democratic dialogue as co-operative rather competitive enterprise. This does not mean that there will not be disagreement and tensions but the sense and spirit of common pursuit should supersede any other interest.
3. **Civic skills** refer to citizens' ability to analyse, evaluate, take and defend positions on public issues, and to use their knowledge to participate in civic and political processes such as to monitor government performance, or mobilize other citizens around particular issues. Kirlin (2003) explains that civic skills are competencies that allow one to become a participant in democratic processes rather than an observer and if the students are taught these skills, they will be in position to shape not only policy choices, but their execution as well. She outlines four civic skills as communication, organization, collective decision making and critical thinking skills.
4. **Civic Values** are values which an individual should possess in a functional democratic society. An individual should believe and practise justice, should learn on how to co-operate with other members of society, should be a responsible citizen, respect others, should be honest and have courtesy, should be sincere and, all in all, should have an independent mind and ensure that he does not interfere with the freedoms of others just like he would not want his freedom to be tampered with. Cohen (2009, p. 7) explains that, "the values pillar will stress the common values which are seen as essential in order to maintain society such as freedom, tolerance or the value of labour."

2.7 The four conception of Civic Education

Figure 2.1 showing the four conception of Civic Education suggested by Cohen (2009).

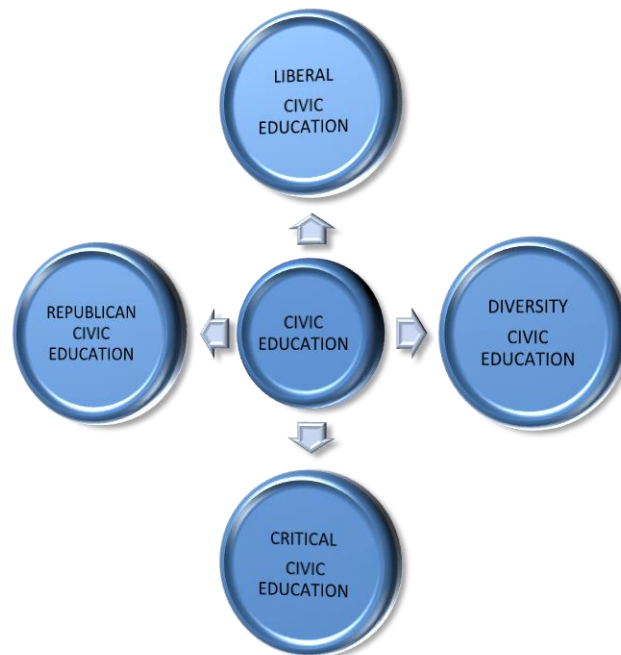


Figure 2:1 Conceptions of Civic Education

Source: Cohen (2009)

1. Liberal Civic Education

This concept of Civic Education is based on making the student develop the individualistic skills needed in order to take part in political processes. The skills to be developed include communication, decision making, critical thinking and participatory.

2. Diversity Civic Education

This helps the student to understand the ways in which the different social groups that compose society may receive recognition and take part in the national field.

3. Critical Civic Education

This concept help students develop individual analytical skills needed in order to better understand the unjust reality of society. The students will critically analyse the government processes of their country.

4. Republican Civic Education.

This helps students possess a feeling of belonging and solidarity to the national entity. This concept promotes patriotism among the citizens of a given country.

2.8 Related Sources Regarding Civic Education and Civic Skills

1. Communication Skills

This requires a learner to learn the art of writing letters, being fluent in English and capable of making oral presentation or speeches. The learners in secondary schools can be taught communication skills through a deliberate action by Civic Education teachers to expose their learners to oral presentation through class group discussions, panel discussions and class debate on governance issues and writing of news letters on a variety of issues.

Kirlin (2005) explains that Oral communication is most fundamentally about communicating your opinion and that rarely happen in formal public settings yet these smaller conversations are usually less threatening and have the dual benefit of encouraging the learners and providing them with a practice in oral communication.

The communication skill should enable a learner to successfully write a letter or give a speech that conveys their opinion. It is pointless for a learner who has under-gone the Civic Education program from Grade 10 to 12 to fail to write a letter or give a public speech on matters affecting the public as this is what is expected of him to engage the public officials on matters affecting his community.

2. Organization Skills

This skill is based on making an individual know how to cope in an organisation set up consequently being capable of functioning effectively in one's organization. According to Verba et'al (1995, p. 305) Organization skills include those necessary for accomplishing tasks, for knowing "how to cope in an organizational setting"

The learners in secondary schools can learn organizing skills through encouraging them to form school press clubs, school student councils and conducting inter class debates. All these opportunities will provide the learners with a platform to come up with positions and rules for the organization, thereby enhancing the organization skills in learners. Therefore, the teachers of Civic Education should take it upon themselves to orient and sensitize the learners on the need for them to involve themselves in such academic programmes.

3. Collective Decision Making Skills

This skill promotes collective decision making in any organization. It implores people to come together and make decisions on behalf of the organization. This entails that even if one is not in support of a given decision he has to collectively assent to it, as that is what it means to make a collective decision. Patrick (2002, p. 5) defines collective decision making as "interacting with others to promote personal and common interests"

The action of encouraging learners to form school press club, school student councils and conducting inter class debates will promote collective decision making skills as they will be compelled to make collective decision if they are to see any progress in their organizations.

4. Critical Thinking (Cognitive/Political Interpretation) Skills

These are also known as Cognitive Skills or Political Interpretation Skills. According to Patrick (2003) these include identifying and describing, analysing and explaining, synthesizing, thinking critically and constructively, and formulating positions on public issues. The learners in secondary schools can learn critical thinking skills through assignments on cross cutting issues. The learner who has acquired critical thinking skills will analyse behaviours of public officials thoroughly and be able to make an informed decision based on concrete information rather than mere acquaintance such as tribalism, nepotism or allegiance. Torney-Purta (2002) regards political information interpretation as a skill necessary for political participation. Further, she argues that political communication interpretation skills (such as interpreting political leaflets and cartoons) are primary components of civic knowledge. Participatory behaviours, such as voting, require an ability to understand political communication.

5. Participatory Skills (News Monitoring Skills)

This skill is based on the learner's capability to monitor and follow national events through the media. This includes reading the newspaper, watching television news, listening to radio broadcast news, and reading news on the internet. Patrick (2002) and Kirlin (2003) argue that the monitoring of public events is a civic skill needed in all learners. Monitoring public events and issues is another skill necessary for political activity (Brandy , Verba, & Schlozman, 1995).

2.9 Civic Skills and Civic Participation (Engagement)

The first importance of teaching Civic Education is that it imparts Civic Skills in learners and in return promotes Civic engagement by way of increased participation in political processes. McCracken (2012) explains that in general, those citizens who have taken part in civic education programmes are more likely to become involved in activities such as voting, taking part in community problem-solving initiatives, attending local government meetings, participating in protests, contributing to election campaigns, and contacting elected officials.

The second importance of teaching Civic Education is that it imparts Civic Skills in learners and in return promotes greater political knowledge. McCracken (2012) explains that participants of civic education programmes have been known to have better knowledge about the basic features of the political system of their country, including the structure and function of democratic institutions, their basic political and civil rights, and the timing of election.

The other aspects that the teaching of Civic Education inculcates in learners resulting in Civic engagement according to Kirlin (2005) is that it teaches skill based approach which is a cornerstone for fundamental elements of civic and political participation (engagement) and therefore must be practised in order to be learned as they are central to theoretical constructs of political participation. Patrick (2003) agrees with these assertions by explaining that dominant theoretical themes on which educators have focused their attention are civic knowledge, cognitive skills, participatory skills, and civic dispositions.

Furthermore, Kirlin (2005) explains that Civic Skills are competencies that allow one to become civically engaged by participating in a democratic process rather than an observer and this is more the reason if the students are taught these skills they will be better placed to shape not only policy choices, but also, execute duties as expected.

Therefore, if the Civic Skills are enhanced in the students as they proceed up in the ladder of senior management positions, they will increasingly become responsible for decisions and engage the public more directly, designing policies, listening to public input, communicating with citizens, and even shaping the opportunities that citizens have for providing input (Kirlin, 2005). In addition, Kirlin (2005) sees the learning of Civic skills by students to be important as it will make students utilize their own stock of civic skills communicating, organizing, and thinking about policy and organizational problems and, eventually, participating in collective decision making and even designing the decision making

processes. Not until Citizens are taught civic skills, they may not participate in decision making meetings for a more fundamental reason that these forms of participation require fairly sophisticated levels of civic skills.

Once the learners in secondary schools learn these skills they will begin to engage the public and their activities are more likely to be in the collective decision making sequence of writing and speaking, understanding, explaining, and taking positions, expressing preferences and understanding others' preferences and working for a collective good, including compromising if necessary and consequently these skills will be necessary for citizens to participate more effectively in public meetings and in efforts to solve community problems

According to Comber (2005) Civic skills are necessary not only for individual political participation, but also for a society's collective capacity to pursue justice. This collective willingness to deliberate in pursuit of justice is the hallmark of democratic citizens, in contrast to self-interested citizens. Furthermore, Comber (2005) explains that while both democratic citizens and self-interested citizens require civic skills to participate, democratic citizens require civic skills to deliberate to achieve societal justice. This is more the reason Civic Education is supposed to teach the civic skills to learners in secondary schools in Zambia.

Comber (2005) explains that civic skills are closely associated with citizen competence, and are often viewed as components of competence and that a politically competent individual as those who can exert influence over a governmental decision by way of organizing a protest or petition, contacting political leaders, voting, or even violence. She further quote Strate et'al (1989, p. 450) who define civic competence as including components of knowledge and "habits of knowledge acquisition relevant to politics". She explains habits as those enabling an individual to monitor public events to refresh political knowledge and these habits is what we call civic skills. In addition, (Strate et'al 1989), civic competence requires civic skills.

Patrick (2002) maintains that a combination of political knowledge and civic skills are necessary for thriving democratic citizens as knowledgeable citizens are better citizens of a democracy in regard to their possession and use of civic skills. This political knowledge is needed for political engagement and is based on the understanding of republicanism; constitutionalism, human rights and liberalism, and citizenship as essential civic knowledge components. Comber (2005) defines political knowledge as the range of factual information

about politics stored in long-term memory as the most important component of a broader notion of political sophistication.

2.10 Perceived Research Gap

Many studies around Civic Education have laboured to investigate its teaching process, training of teachers of Civic Education, the democratic knowledge in relation to the learner. However, little has been said on exploring Civic Education teaching sources, methods and evaluations used by Civic Education teachers to empower Civic Education learners with Civic Skills in selected secondary schools of Lusaka District.

This gap requires urgent information because the knowledge gained from Civic Education transforms individuals, families, societies and nations. Therefore, the task of facilitating the acquisition of skills should not be left to teachers alone, but input should come also from other stakeholders whose task is to enhance quality education.

2.11 Summary

The chapter has provided information related to the study under investigation by reviewing selected literature which included the meaning, historicity, nature, principles, and components, approaches of civic education, civic skills and civic participation.

CHAPTER THREE

METHODOLOGY

3.1 Overview

The chapter discusses the research paradigm, research approach, research design, target population, study sample, sample size, sampling procedure, and data collection instruments, methods of data collection, data analysis, trustworthiness and ethical consideration.

3.2 Research Paradigm

Research paradigm is construed as "a loose collection of logically related assumptions, concepts, or propositions that orient thinking and research" (Bogdan & Biklen, 1998, p. 22). It is also conceptualised as "the philosophical intent or motivation for undertaking a study" Cohen & Manion (as cited in Mackenzie & Knipe, 2006). In other words, the research paradigm sets down the intent, motivation and expectations for the research and, without nominating a paradigm as the first step, there is no basis for consequent choices regarding methodology, methods, literature or research design.

The study was guided by the constructivism paradigm which explains how people acquire knowledge in a learning set up. Jonassen (as cited in Surgenor, 2010) adds that constructivism has the following eight characteristics of learning environment namely; provision of multiple representations of reality. It also emphasizes knowledge construction instead of knowledge reproduction. Constructivism presses emphasis on authentic tasks in a meaningful context rather than abstract instruction out of context. Not only that, it also provides learning environments such as real-world settings or case-based learning instead of predetermined sequences of instruction. In addition, constructivism encourages thoughtful reflection on experience. This paradigm has the capability to enable context- and content-dependent knowledge construction. Besides the preceding features, it supports collaborative construction of knowledge through social negotiation, not competition among learners for recognition. Finally, constructivism avoids over simplification and represents the complexity of the real world.

The constructivist theories are based around the idea that students construct their own meaning by building on their previous knowledge and experience. The Constructivist holds a view that new ideas and experiences are matched against existing knowledge, and the learner incorporates these to make sense of the world. Once such an environment is established the

teacher cannot be in charge of the students' learning, since everyone's view of reality will be so different and students will come to learn already possessing their own constructs of the world. In addition, Cannella & Reiff (as cited in Surgenor, 2010) argues that teaching styles based on this approach mark a conscious effort to move from the traditional teaching approach to learner centred approach.

Gray and Jonassen (as cited in Surgenor, 2010) contends that in a constructivist learning environment students are actively involved in student-centred learning activities and classes tend to be less rigid in their structure and engage students in achieving the learning outcomes. At the centre of student-centred learning group work and discussion are integral parts of a constructivist classroom, and students are encouraged to seek information for themselves and from their peers. Gray and Jonassen (as cited in Surgenor, 2010). Surgenor (2010) explains that curriculum is presented as a whole part with emphasis on big concepts such as pursuit of student questions is highly valued. Another significant emphasised is that curricular activities rely heavily on primary sources of data and manipulative materials. Students are viewed as thinkers with emerging theories about the world. Furthermore, the teachers generally behave in an interactive manner, mediating the environment for students. In fact, teachers seek the students' points of view in order to understand students' present conceptions for use in subsequent lessons. Assessment of student learning is interwoven with teaching and occurs through teacher observations of students at work and through student exhibitions and portfolios.

Furthermore, Surgenor (2010) explains that in a constructivist learning environment the teacher's role changes from that of dispenser of information to facilitator of information. They design classes that promote discussion, active learning, and reflection, and provide modelling, coaching, and scaffolding to students when required. Learning activities require full student engagement in practical, real world tasks and allow opportunities for students to reflect on their learning experiences.

Therefore, the constructivism paradigm is in conformity with Bransford's Correlation Learning Theory which advocates for the building of learning around an anchor in terms of learner centred methods such as story, role play, debate, discussions, presentations, problem solving or case study while on the other hand constructivism paradigm argues that student-centred learning activities are centred on group work and discussions.

3.3 Research Approach

This study used qualitative research approach which is explained by Creswell (2008) as a research approach that explores a problem and develops a detailed understanding of a central phenomenon. The collection of data under qualitative research is based on words from a small number of individuals so that the participant's views are obtained. Creswell (2012) further argues that qualitative research is best suited to address a research problem in which you do not know the variables and need to be explored. The literature view might yield little information about the phenomenon of the study and hence, there is need to learn more from participants through the explorations.

3.4 Research Design

This study used the descriptive research design. According to Leedy & Ormrod (2005) descriptive research involves either identifying the characteristics of an observed phenomenon or exploring possible associations amounting to two or more phenomena. Descriptive research involves gathering of data that describe events and later on analyse them. Gray et'al (2007) explain that descriptive research involves collecting information through data review, surveys, interviews and observations.

However, for this study the interviews were employed to explore the various Civic Education teaching sources, methods and evaluations Civic Education teachers employ to empower Civic Education learners with civic skills, to establish challenges that Civic Education teachers encounter in empowering Civic Education learners with civic skills and to identify possible measures put in place to address the challenges faced by Civic Education teachers in the teaching of civic skills and how such measures enhanced Civic Education teachers' ability to empower Civic Education learners with civic skills.

3.5 Population of the Study

Mugenda & Mugenda (2003) explains that population of the study is all members of any well-defined class of people, events or objects who are designated as being the focus of an investigation. The target population of this investigation was teachers of Civic Education from the selected secondary schools of Lusaka District.

3.6 Sampling of Participants

Sampling is a process of selecting participants, events, behaviours or elements for participation in a study (Gray et'al 2016). In selecting participants for this study, the researcher used Purposive sampling. Purposive sampling is based on the assumption that the researcher wishes to discover, understand, and gain insight, and therefore must select a sample from which the most can be learnt. Kombo and Tromp (2006) state that, Purposive sampling allows the researcher to directly target a group of people believed to be reliable for the study. Creswell (2012) posits that, a researcher needs to be very strategic in identifying and selecting a sample with a view to interviewing relevant respondents to the study. The study purposefully selected on four (4) Civic Education teachers from the three (3) selected secondary schools of Lusaka District namely; School A, B and C

3.7 Sample Size

The study focused on three (3) secondary schools in Lusaka District namely; School A, B and C. The total number of participants was twelve (12) comprised four (4) teachers of Civic Education from the three (3) selected secondary schools in the study. Table 3.1 showing the composition of Civic Education teachers that participated in the study from the three selected schools of Lusaka District.

No	Schools	Number of Participants
1	School A	4
2	School B	4
3	School C	4
	Total	12

Table 3:1 Composition of Civic Education teachers

Source: Field Data, 2019

3.8 Sampling Procedure

The study used Homogeneous sampling. This is so, because Homogeneous sampling allows the researcher to sample participants with similar characteristics to represent the rest of the group, (Kombo & Tromp, 2006). Henceforth, in selecting the Civic Education Teachers Homogeneous Sampling was used to select the respondents to represent other fellow Civic Education teachers since they have same characteristics.

3.9 Data Collection Instruments

Creswell (2012) argues that the researcher must strategically collect data with the help of instruments such as questionnaire or interview guide, document analysis checklist and observations. However, for this study the researcher only employed interview guide through the use of semi-structured interviews to collect the data from the respondents.

3.9.1 Semi-Structured Interview Guide

The Semi-Structured Interviews was employed in collection of data from Civic Education teachers. Kombo and Tromp (2006), explains that Semi-Structured Interviews through the use of focused interviews are good because they use both the open and closed-ended questions whereby the researcher will have a complete and detailed understanding of the topic under research. This is the more the reason focused interviews method was employed on the respondents.

3.10. Data Collection Methods

Data collection is the process of finding necessary information on a research problem (Onwuegbuzie and Leech, 2007). Therefore, this research will use Interview Schedules to collect data from respondents.

3.10.1 Interview Schedules

The data was collected from respondents through administering of interview questions listed on the Interviews Schedules. The researcher made prior arrangements with the teachers of Civic Education. During the Interviews our conversation was recorded with the permission from respondents involved. The Interviews were done either on one on one basis or through phone conversation if the respondent to be interviewed was unable to meet in person. Kombo and Tromp (2006), explain that the researcher should be able to make prior arrangement with respondents either in person or through telephone conversation on the pending interviews. The researcher should read out the questions to the respondent whilst taking down the responses.

3.11 Data Analysis

Data collected in this research was analysed using Thematic Analysis. This is where the responses from each respondent is transcribed and coded by allocating themes to each response in line with the research objectives. Henceforth, responses of each respondent were transcribed and coded in line with the research objectives. Kombo and Tromp (2006) explain that qualitative data can be analysed thematically with the use of themes to differentiate major issues from minor issues. This is the more reason the researcher decided to analyse the data thematically as Kombo and Tromp (2006) alludes.

3.12 Credibility and Trustworthiness

According to Leedy and Ormrod (2001) Research validity is the certainty and truthfulness of the findings in response to the research problem. This is very important because research findings are a reflection of the situation at hand and as such must be supported by the collected evidence. The data was validated by Triangulation which is a process of corroborating evidence from different individuals, data type and methods. In this study triangulation was used by comparing the responses of each teacher on a specific question with the responses from other teachers to check for common emerging themes and to confirm the credibility and trustworthiness of the information collected from each respondent.

3.13 Ethical Considerations

The principle of informed consent was observed in line with research ethics. Hence, before the respondents were asked to participate, they were informed about the purpose and focus of the study. Consent to participate was taken from them and they were asked to sign a consent form showing their willingness to participate. They were also told that they were free to withdraw from the interviews once they felt so. All participants remained anonymous in order to maintain confidentiality. The researcher further sought for ethical clearance from the University of Zambia Ethical Committee, School of Education Postgraduate Office, Lusaka District Education Board Secretary (DEBS) and targeted Secondary Schools of Lusaka District.

3.14 Summary

The chapter discussed the research paradigm, research approach, research design, Target population, Study Sample, sample size, sampling procedure, data collection instruments, methods of data collection, data analysis, trustworthiness and ethical consideration.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1 Overview

In this chapter, the researcher presents the findings of the study. The findings are based on the responses of the research participants from the three schools which were categorised as School 'A', School 'B' and School 'C'. The study explored Civic Education sources, methods and evaluations used by Civic Education teachers to empower Civic Education learners with Civic Skills in selected secondary schools of Lusaka district.

4.2. Demographic profile of participants

The demographic profile of participants is the characteristics of the respondents or participants involved in the study which among other things may include their gender, position held, qualifications, date and place of interview and years in service. Babbie (2007) explains that research participant or respondent is a person well knowledgeable and willing to provide information on the social phenomenon under study. The study had twelve (12) Civic Education teachers among which six (6) were males while the other six (6) were females.

The ten (10) Civic Education teachers interviewed had minimum qualifications of Bachelor's Degree in Education while the other two Civic Education teachers had Diploma in Education and Master Degree in Education respectively. The lowest years in service was two years while the highest was twenty-four (24) years. It is also important to note that six (6) Civic Education teachers whose years of service was above ten (years) had upgraded their qualifications from diploma to degree whereas, the other six (6) Civic Education teachers whose years in service was below ten (10) had first degrees in Civic Education.

Table 4.1 showing the summary of the demographic information of Civic Education teacher participants.

Participants	Gender	Position and Qualification	Date and Place of Interview	Years as Civic Education Teachers
01	Female	Civic Education teacher/ Bachelor's Degree in Education	09 th September, 2019 at the Department of Social Sciences office	20 years
02	Female	Civic Education teacher/ Diploma in Education	09 th September, 2019 at the Department of Social Sciences office	2 years
03	Female	Civic Education teacher/ Bachelor's Degree in Education	16 th September, 2019 at the Department of Social Sciences office	12 years
04	Female	Civic Education teacher/ Bachelor's Degree in Education	16 th September, 2019 at the Department of Social Sciences office	10 years
05	Female	Civic Education teacher/ Bachelor's Degree in Education	23 th September, 2019 at the Department of Social Sciences office	7 years
06	Female	Civic Education teacher/ Bachelor's Degree in Education	23 th September, 2019 at the Department of Social Sciences office	5 years
07	Male	Civic Education teacher/ Bachelor's Degree in Education	09 th September, 2019 at the Department of Social Sciences office	5 years
08	Male	Civic Education teacher/ Bachelor's Degree in Education	09 th September, 2019 at the Department of Social Sciences office	19 years
09	Male	Civic Education teacher/ Master Degree in Education	16 th September, 2019 at the Department of Social Sciences office	24 years
10	Male	Civic Education teacher/ Bachelor's Degree in Education	16 th September, 2019 at the Department of Social Sciences office	22 years
11	Male	Civic Education teacher/ Bachelor's Degree in Education	23 th September, 2019 at the Department of Social Sciences office	8 years
12	Male	Civic Education teacher/ Bachelor's Degree in Education	23 th September, 2019 at the Department of Social Sciences office	9 years

Table 4:1 Demographic Information of Civic Education teachers participants

Source: Field data (2019)

Furthermore, the data in this chapter is presented according to the research objectives on which the study was premised. The following three research objectives guided the study and the presentation of findings:

- i. To explore Civic Education teaching sources, methods and evaluations used by Civic Education teachers to empower Civic Education learners with civic skills.
- ii. To establish challenges associated with Civic Education teaching sources, methods and evaluations used by Civic Education teachers to empower Civic Education learners with civic skills.
- iii. To identify possible measures put in place to address the challenges faced by Civic Education teachers in the teaching of civic skills and how such measures have enhanced Civic Education teachers' ability to empower Civic Education learners with civic skills.

In the quest to show the actual views of the respondents, some key verbatim are presented while some of the words are paraphrased.

4.2 To explore Civic Education teaching sources, methods and evaluations used by Civic Education teachers to empower Civic Education learners with civic skills.

Under this objective, the researcher sought to find out various Civic Education teaching sources, methods and evaluations used by Civic Education teachers to empower Civic education learners with civic skills. The study targeted 12 Civic Education teachers from three selected secondary schools in Lusaka district. The findings that emerged under this objective were: Civic Education Teaching Sources, Civic Education Teaching Methods and Civic Education Teaching Evaluations.

Table 4.2 showing the three findings of the first objective namely; Civic Education Teaching sources, methods and evaluations.

SN	Showing the findings on the first objective
1.	Civic Education Teaching Sources
2.	Civic Education Teaching Methods
3.	Civic Education Teaching Evaluations

Table 4:2 Showing the findings on the first objective

Source: Field data (2019)

4.2.1. The Civic Education teaching sources, methods and evaluations of empowering learners with civic skills

It was noted in the findings that there were various elements of empowering learners with civic skills, namely: Civic Education Teaching Sources, Civic Education Teaching Methods and Civic Education Teaching Evaluations.

Teacher 1 from School ‘A’ indicated that:

There are various possible elements of building civic skills in learners and methods are most vital of them as they give a framework of initiating the intended skill and shaping it to fruition namely Civic Education Teaching Sources, Civic Education Teaching Methods and Civic Education Teaching Evaluations.

4.2.1.1 Civic Education Teaching Sources

It was noted by the respondents that there were various sources of information the teachers relied on. The responses were as follows: 12 Civic Education teachers relied on Civic Education Syllabus, 9 Civic Education teachers relied on Civic Education Pupils and Teachers Textbooks, 12 Civic Education teachers relied on Civic Education Schemes of Work and Civic Education Lesson plans. While the other 6 Civic Education teachers brought in the aspect of internet, Civic Education Past Papers, leaflets rich in Civic Education content such as the Constitution, Newspapers, Magazines, Written Speeches, Audio Recordings and Pictures as other relevant sources of teaching correct civic skills to learners in Civic Education. Table 4.3 showing Civic Education teachers' consideration of Civic Education sources

S/N	No. of consenting teachers	Teacher's consideration as Civic Education teaching sources
1.	12	Civic Education Syllabus, Schemes of Work and Lesson Plans
2.	9	Civic Education teachers and learners textbooks
3.	6	Past papers, leaflets, magazines, internet, newspapers, written speeches, pictures and visual and audio recordings

Table 4:3 Civic Education Teacher's consideration as Civic Education teaching sources

Note: The frequency of respondents is more than 12 total number of respondents interviewed, reason being the same Civic Education teachers were interviewed on various aspects hence the accumulative frequency above 12 respondents

Source: Field data (2019)

Teacher 2 from School 'C' added that:

It is a mandate for each and every teacher of Civic Education to have on his or her teaching file necessary materials that will aid their smooth teaching. These recommended materials include: updated syllabus, provincial schemes of work, lesson notes, lesson plans and some past papers.

Teacher 3 from School ‘A’ had a distinctive view on the sources of civic skills and stated that:

Teaching Civic Education is more than knowing methods and other pedagogy of teaching but a certain subtle element of understanding its purpose, value and pride to a nation makes such a teacher whole round and the best. However, even in such a case, a teacher needs to have at his or her disposal a lesson plan which has to guide, informative socio-political magazines, and leaflets on social matters and so on.

Teacher 1 from School ‘B’ and Teacher 3 from School ‘C’ had this to say:

In Social Sciences Department, the Head of Departments (HOD) demand that each and every teacher in our department should have the correct Syllabus, Schemes of Work, Text Books, Lesson Plans and Relevant Teaching and Aids when planning to teach a given topic. All teachers are asked to have the Syllabus, Schemes of Work and Lesson Plans filed in their teaching files each time they submit their files for checking with Heads of Department (HOD). In most cases all these prerequisite materials are provided for by the department to every teacher.

4.2.1.2 Civic Education Teaching Methods

The results show that Civic Education teachers employed various methods in the teaching of Civic Education with respect to empowerment of learners with civic skills. The views from the respondents were distributed as follows: 7 Civic Education teachers said Lecture Method/Teacher Exposition Method, 2 Civic Education teachers said they used Question and Answer Method, 2 Civic Education teachers indicated Class Presentations/Group Discussions and 1 Civic Education teacher said Whole Class Discussions. Teachers did not utilise these methods uniformly, they had a way they rated the methods as shown from their preferences when asked on their extensive use as well. The findings were distributed according to their responses. The figure 4.1 below demonstrates teachers’ preference of available methods of empowering civic education learners with skills.

**TEACHING METHODS EMPLOYED BY CIVIC
EDUCATION TEACHERS TO EMPOWER LEARNERS
WITH CIVIC SKILLS**

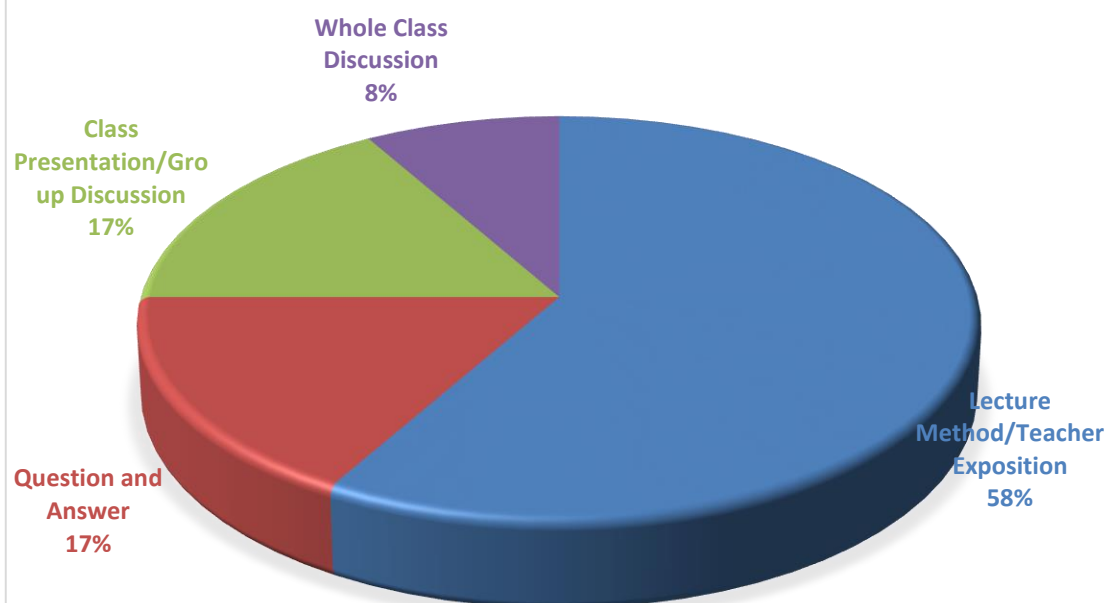


Figure 4:1. Teaching methods employed by Civic Education teachers to empower learners with civic skills

Source: Field data (2019)

Teacher 1 from School 'C' had similar view with Teacher 1 from School 'B' who clarified on why teachers use learner centred as opposed to teacher centred methods and vice versa. This is what she said:

Civic Education is just like any other Social Sciences subject such as History, Geography and Religious Education. Therefore, the way we handle these other three subjects that is how we equally handle Civic Education. We know for sure that for the pupils to acquire the Civic Skills we need to use more of Learner Centred Methods. However, the Learner Centred Methods cannot work well with big classes; hence we prefer the use of more Teacher Centred Methods together with selected Learner Centred Methods such as Class Presentations, Group Discussions and Whole Class Discussions so that we finish the syllabus on time.

Teacher 4 from School 'C' had similar view with Teacher 4 from School 'A' on their Social Sciences Head of Department (HOD) demand for usage of learner centred methods in Civic Education teaching.

The Social Sciences Head of Department (HOD) always insist that all teachers should use learner centred methods in their everyday teaching and the learner centred methods should clearly be indicated on the lesson plan and should be properly used in ensuring that the learners are taught to acquire the Civic Skills in Civic Education lesson. However, it is not possible to keep on using the learner centred methods each and every time we go to teach because these learners centred methods are time consuming to the extent that a teacher may fail to complete the syllabus on time resulting in pupils failing to pass grade 12 examinations and consequently get blamed for failing pupils. So to avoid the blame we rely so much on teacher centred methods which allows cruising and dictating the teaching.

Teacher 2 from School 'B' had similar view with Teacher 2 from School 'A' on preference of Lecture method to Learner centred method

Even though the school administrators want us to use more of learner centred methods in our everyday lessons. It is not possible, because Civic Education being a bulk subject needs a teacher to dictate the learning in classroom in order to explain, at the same time giving notes which is not practical with learner methods as they require learners to dictate the progression of the lesson while the teacher assumes the role of the facilitator

4.2.1.3 Civic Education Teaching Evaluations

The study that Oral Questions and Answers, Class Exercises, End of Topic Tests, Mid Term Tests, End of Term Tests and Progress Chart Monitoring were used to evaluate the Civic Education teaching of civic skills. The teachers' responses indicated uniformity in the use of Oral Questions and Answers, Class Exercises, End of Topic Tests, Mid Term Tests and End of Term Tests as monitoring and evaluation approaches used by the Civic Education teachers in all the three secondary schools under study. However, 3Civic Education Teachers out of 12 interviewed brought out the aspect of monitoring and evaluating learners through the use of Progress Chart. The teachers narrated that they tracked the performance of learners from the first assessment to the last assessment in the term and year at large and thereafter, make comparison on the learner progress in the subject.

Table 4.4 showing Civic Education teachers' consideration of Civic Education evaluations of lessons.

S/N	No. of consenting teachers	Possible Elements of Evaluating the Teaching of Civic Skills in Civic Education lessons
01	12	Oral Questions and Answers
02	12	Class Exercises
03	12	End of Topic Tests
04	12	Mid Term Tests
05	12	End of Term Tests
06	03	Progress Chart Monitoring

Table 4:4 Possible Ways of evaluating the teaching of civic skills

Note: *The frequency of respondents is more than 12 total number of respondents interviewed reason being the same Civic Education teachers were interviewed on various aspects hence the accumulative frequency above 12 respondents.*

Source: Field data (2019)

Teacher 4 from School 'B' carefully explained the Civic Education evaluation and shared with the researcher what he does when it comes to evaluating self on whether or not civic skills are acquired by learners during teaching. He said:

An evaluation is essentially an examination of a skill or knowledge in a learner after subjecting them to a rigorous activity with an intention of imparting a skill or knowledge or rule in the learner. To this end, I for one as a teacher of Civic Education do conduct my evaluation exercises in various ways befitting the skills being evaluated. Sometime I explore the Question and Answer process, End of topic assessment or even by way of referring to the progress chart which of course has to be fed by the information from tests.

Another statement was echoed by Teacher 4 from School 'A' concerning conducting an evaluation using the tools mentioned above. She emphasised saying:

Evaluations are only meaningful when a teacher has first of all taught a learner conclusively using the appropriate method and assume that the right skill has been imparted in a learner. However, the challenge sometimes with evaluation that comes in is that, some of the evaluation tools we teachers use do not assist us to measure the right situation about learners because some tools especially for national examinations and end of year tests which are sometimes provincial papers do not reflect the actual content or skill we laboured the entire term to expose learners to, only to see out-dated questions being used. So evaluations are meaningful when one prepares own evaluation tool befitting the content taught to learners.

In addition, another statement was echoed by Teacher 3 from School 'B' concerning conducting an evaluation using the tools mentioned above. She emphasised saying:

The school administrators assign the immediate supervisors who happen to be the Heads of Departments (HOD) to evaluate and monitor the teaching of teachers in various Subjects. However, once in a while the Head Teacher and Deputy Head Teacher sample out Teaching Files of teachers across the departments as well as randomly choose a number of teachers from each department to be monitored by the Head Teacher and Deputy Head Teacher using the Standardized Teacher Monitoring Instrument. They also sometimes carryout Spot Check Observation on the teachers and if they happen to notice any improper teaching they summon the teacher for a discussion.

4.3. To establish challenges associated with Civic Education teaching sources, methods and evaluations used by Civic Education teachers to empower Civic Education learners with civic skills

Under this objective the researcher sought to establish challenges associated with Civic Education teaching sources, methods and evaluations used by Civic Education teachers to empower Civic Education learners with Civic Skills. The study targeted 12 Civic Education teachers from three selected secondary schools in Lusaka District. The major themes that

emerged on this objective were: out dated sources of civic skills in Civic Education lessons, over enrolment of learners in Civic Education classes and schools are orientated towards high pass rate than civic skill empowerment. Table 4.5 showing the possible challenges faced by Civic Education teachers in the teaching of Civic Education.

SN	Showing the findings on the second objective
1.	Out dated sources of civic skills in Civic Education lessons
2.	Over enrolment of learners in Civic Education classes
3.	Schools are more orientated towards high pass rate than civic skill empowerment

Table 4:5 Showing the findings on the second objective

Source: Field data (2019)

4.3.1. The challenges associated with Civic Education Sources, Methods and Evaluations

It was noted in the findings that there were various challenges associated with the Civic Education Teaching Sources, Methods and Evaluations used by Civic Education teachers to empower learners with civic skills, namely: out dated sources of civic skills in Civic Education lessons, over enrolment of learners in Civic Education classes and schools are orientated towards high pass rate than civic skill empowerment

Teacher 3 from School ‘C’ indicated that:

There are various challenges we face in building civic skills in learners of which no matter how good the Civic Education teaching methods are, if you do not have proper sources of information will not be able to empower Civic Education learners with civic skills

4.3.1.1 Out-dated sources of civic skills in Civic Education lessons

Teacher 3 at School B stated that:

It is challenging to teach learners to acquire the correct Civic Skills in Civic Education Lessons in the Zambian set up, as some of the contents in some topics keep on changing yet the text books and examinations still ask pupils on the out-dated information. For example, so much has changed in certain topics such as Constitution in terms of the Structure of the Zambian Constitution, Governance in terms of Electoral Process and Governance Structure, Citizenship in terms of Qualification of Citizenship and Legal Education in terms of the Court Systems. We wish Zambia can adopt the American initiative of setting up on line based Centre Civic Education so that teachers can easily access the latest information on Civic Education.

4.3.1.2 Over enrolment of learners in Civic Education Classes

Teacher 1 at School C had this to say when interviewed....

The School Administrators look out on how each individual teacher is able to interpret the Knowledge, Values and Skills contained in the syllabus in their teaching, as these are the cornerstones or foundation of any skills acquisition by learners. However, to be precise they do not think that the Civic Education teachers are really forceful in their teaching, because, if they were doing so, they would not have had challenges with discipline and drug abuse they are experiencing schools today because Civic Education as a subject was introduced to transform our learners into responsible citizenry. Even though they condemn us for not being forceful in our teaching of Civic Education in classes it is the same school administrators who over enrol pupils in the classes, thereby forcing us to rely much on teacher centred methods when teaching as it is practically impossible to use learner centred methods in bigger classes of above 50 pupils.

4.3.1.3 Schools are more orientated towards high pass rate than civic skills empowerment

Teacher 4 at School A had this to say when interviewed....

The school has improved its performance at Grade 9 and 12 National Examinations. You know, this system of analysing Grade 9 and 12 National Examination results and then displaying them before other Head teachers in attendance has made some of us put more efforts in making sure that our schools keep on doing fine at all cost, because no Head Teacher would be happy to see his/her school at the tail end of all the school's performance at District, Province and National Level result display. So our aim as Civic Education Teachers is to offload all the necessary materials that will make learners pass national examinations within the stipulated timeframe. So our focus is to finish the syllabus as the basis for passing examinations and not skill development.

4.4 To identify possible measures put in place to address the challenges faced by Civic Education teachers in the teaching of civic skills and how such measures have enhanced Civic Education teachers' ability to empower Civic Education learners with civic skills

This objective sought to identify possible measures put in place to address the challenges faced by Civic Education teachers in the teaching of civic skills and how such measures have enhanced Civic Education teachers' ability to empower Civic Education learners with civic skills. In addressing this objective, the following themes emerged: Continuous Professional Development (CPD) programmes and benefits of belonging to Continuous Professional Development (CPD) programmes. Table 4.6 showing the findings on the third objective aimed at enhancing empowering of civic skills in Civic Education learners.

SN	Showing the findings on the third objective
1.	Continuous Professional Development (CPD) programmes
2.	Benefits of belonging to Continuous Professional Development (CPD) programmes

Table 4:6 Showing the findings on the third objective

Source: Field data (2019)

4.4.1 Measures and benefits put in place aimed at addressing the challenges associated with Civic Education Sources, Methods and Evaluations

It was noted in the findings that there were measures and benefits put in place aimed at addressing the challenges associated with Civic Education Sources, Methods and Evaluations, namely: Continuous Professional Development (CPD) programmes and Benefits of belonging to Continuous Professional Development (CPD) programmes.

Teacher 1 from School 'B' indicated that:

There was a realization from the Ministry of General Education (MoGE), Teaching Service Commission (TSC) and Teaching Council of Zambia (TCZ) that teachers were not doing enough to empower learners with knowledge, skills and values, hence making it compulsory for all teachers to join Continuous Professional Development (CPD) programmes so as to receive the much needed benefits of belonging to Continuous Professional Development (CPD) programmes

4.4.1.1 Continuous Professional Development (CPD) programmes

Under this theme it was established that the 12 Civic Education teachers in the study were involved in the Continuous Professional Development (CPD) programmes, namely: Lesson Study Circle, Cluster Meetings and Professional Subject Associations Meetings. Table 4:7 showing Continuous Professional Development (CPD) programmes conducted in secondary schools of Lusaka District.

SN	Continuous Professional Development (CPD) programmes
1.	Lesson Study Circles
2.	Cluster Meetings
3.	Professional Associations Meetings

Table 4:7 Showing Continuous Professional Development (CPD) programmes

Source: Field data (2019)

4.4.1.1.1 Lesson Study Circles

Teacher 3 from School ‘C’ had this to say;

Lesson study circle is a form of classroom teaching where several teachers come together to plan, teach, observe, revise and share the results of a perceived difficult topic in a given subject. It involves first forming a small group of teachers from the same subject grouping or department followed by identifying the most difficult topic that learners have shown challenges in grasping the content. After difficult topic identification the group will plan the lesson together and thereafter choose one teacher to go and teach that topic in class while other teachers are observing the lesson in terms of the strength and weaknesses. The group reconvenes after the lesson is taught in class to discuss its observation and re-plan the lesson to be taught by another teacher in a different class.

Figure 4.1 showing the Lesson Study Circle followed in secondary schools involving Civic Education teachers.

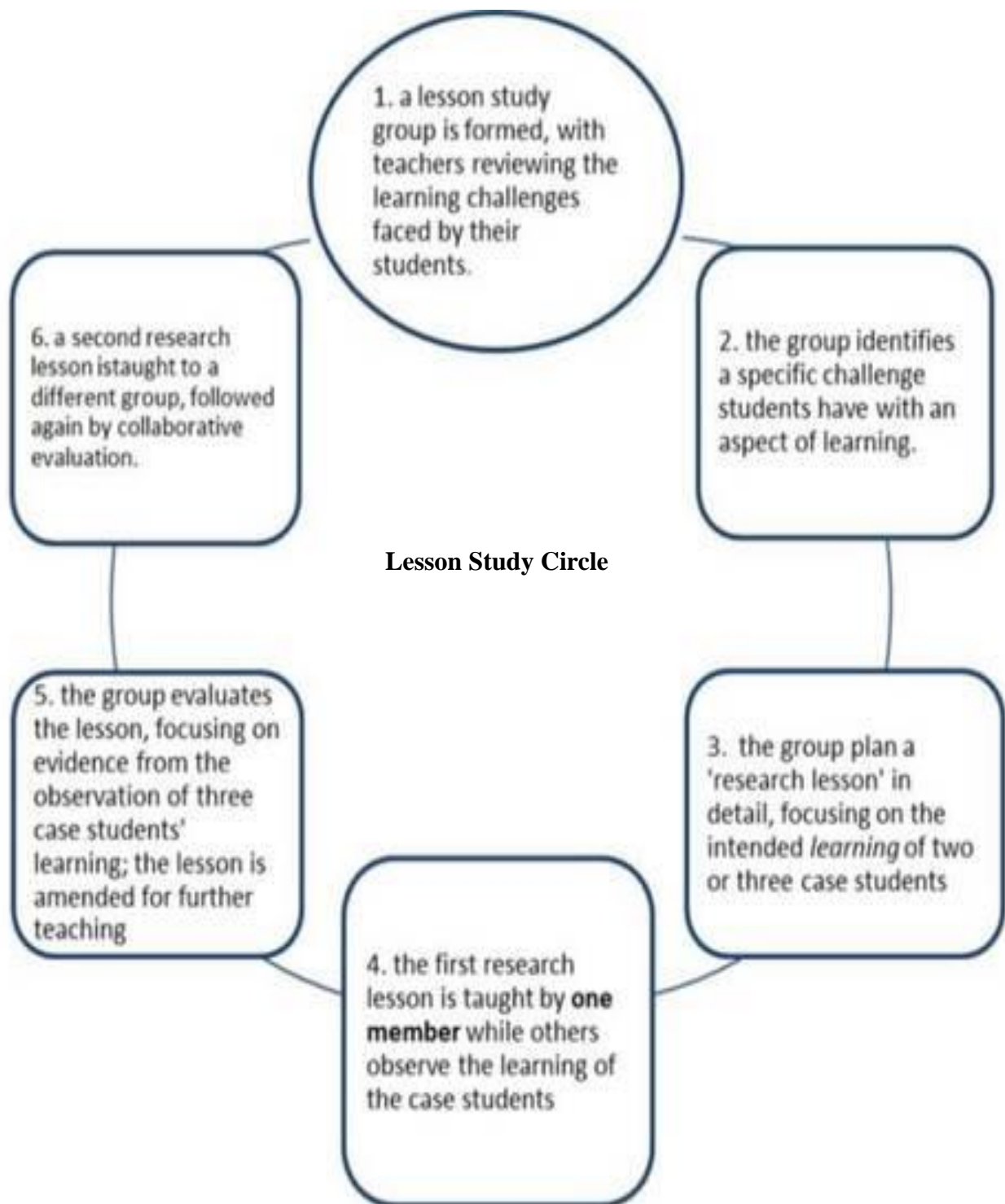


Figure 4:1 Model of a study cycle followed in lesson study cycle in Secondary Schools

Source: Field data (2019)

Another teacher shared something on Continuous Professional Development (CPD) as well as a means of teachers have embraced in acquiring more civic skills. Teacher 1 from School 'B' said:

Continuous Professional Development (CPD) programmes are among the teacher resource areas in their endeavours of professional stability. Here at our school, as Social Sciences department we have a well-planned programme aside the main school CPD programme. The CPD coordinator is a supportive officer who ensures that we conduct CPD programmes as and when the scheduled date and time falls. This has helped us as teachers to iron out areas that we initially had challenges with in terms of knowledge content and pedagogy exposition that would subsequently result in learner skills acquisition.

4.4.1.1.2 Cluster Meetings

Teacher 1 from School 'A' had this to say on Cluster meeting.

The Cluster Meetings are done at zone level where teachers in a given zone gather at Zone Resource Centres to discuss and share the best practices as well as how to deal with certain educational challenges in the field of teaching. At our school we conduct these meetings for purposes of developing school based common Schemes in all subjects in order to standardize the learning and teaching in school departments.

4.4.1.1.3 Professional Subject Associations Meetings

Teacher 4 from School 'C' had this to say on Professional Subject Associations Meetings

The schools have made it mandatory every year to send selected number of teachers on rotation basis to attend Professional Subject Associations Meetings such as the Social Sciences Teachers Association of Zambia (SOSTAZ) and then come and share the outcomes of the meetings with colleagues who remained in the department during the Lesson Study Circles so as to enhance teacher competences and improved learner performance. The school do give us Daily Subsistence Allowances (DSA) to allow us effectively participates in such meetings.

4.4.1.2 Benefits of belonging to Continuous Professional Development (CPD) programmes

Civic Education teachers interviewed under this thematic area had divergent views. The following were the common emerging themes under this sub heading on the benefits of belonging to Continuous Professional Development (CPD) programmes. The Civic Education Teachers were actively involved in such meetings at school, zone, district, provincial and national level to ensure that learners acquire civic Skills in Civic Education Lessons.

Teacher 4 from School ‘C’ categorically shared the following benefits of belonging to Continuous Professional Development (CPD) programmes.

The major benefit of belonging to Continuous Professional Development (CPD) programmes in enhancing the Civic Education teachers’ ability to teach civic skills in Civic Education in my own view is so diverse such as benefits in deeper understanding of topics, appropriate Learner Centred methods of teaching, Collaborative teaching enhancement as well as Collection of best learning and teaching materials during the meeting

Another Teacher 2 from the School ‘C’ added that:

The other benefit of belonging to Continuous Professional Development (CPD) programmes in enhancing the Civic Education teachers’ ability to teach civic skills in Civic Education is that it has helped me personally as a teacher to gain more confidence in topics that were perceived difficult. It has also helped newly recruited teachers on the best practices of teaching. Generally, it helps teachers to grow professionally: improves efficiency in the teacher and it serves as a refresher course for some teachers who left the college or university a long time ago.

Teacher 3 from School ‘B’ also explained on behalf of learners how beneficial it is to belong to a Continuous Professional Development (CPD) programmes in enhancing the Civic Education teachers’ ability to teach civic skills in Civic Education. He indicated that:

It improves learner performance in Civic Education tasks academically. Hence, such programmes give an opportunity to teachers to learn new ideas of teaching, hence, learner improved performance.

Teacher 1 from School 'B' also explained on behalf of learners how beneficial it is to belong to a Continuous Professional Development (CPD) programmes in enhancing the Civic Education teachers' ability to teach civic skills in Civic Education. He indicated that:

The department has continued to outshine other departments in the school in terms of contributions towards learner performance outcome during national examinations because of the intensified Continuous Professional Development (CPD) programme. Consequently, this has made the school improve its performance at Grade 9 and 12 National Examinations.

4.5 Summary

The chapter has presented the findings on the exploration of Civic Education sources, methods and evaluations used by Civic Education teachers to empower learners with Civic Skills. It has highlighted the challenges faced by teachers of civic education in the empowerment of learners with civic skills. Further, the study has presented the measures to mitigate the challenges teachers encounter in the empowerment of Civic Education learners with civic skills. The next chapter presents discussion of findings.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Overview

In this chapter, the researcher discusses the findings of the study. The discussion is premised on the research objectives which guided this study. In the discussion, the researcher endeavours to relate the findings of this study to existing findings established in similar studies. Besides that, the theory is referred to in order to show how it confirms or disconfirms the findings. The following were the research questions that guided the study.

- i. What are the Civic Education teaching sources, methods and evaluations used by Civic Education teachers to empower Civic Education learners with civic skills?
- ii. What are the challenges associated with Civic Education teaching sources, methods and evaluations used by Civic Education teachers to empower Civic Education learners with civic skills?
- iii. What are the possible measures put in place to address the challenges faced by Civic Education teachers in the teaching of civic skills and how have such measures enhanced Civic Education teachers' ability to empower Civic Education learners with civic skills?

5.2. What are the Civic Education teaching sources, methods and evaluations used by Civic Education teachers to empower Civic Education learners with civic skills?

Under this research question, the researcher sought to find out different Civic Education teaching sources, methods and evaluations used by Civic Education teachers to empower Civic Education learners with civic skills.

5.2.1. The Civic Education teaching sources, methods and evaluations of empowering learners with civic skills

The findings that emerged under this research question were: Civic Education Teaching Sources, Civic Education Teaching Methods and Civic Education Teaching Evaluations. It was concluded from the findings that, there were more than enough teaching sources, methods and evaluations prescribed for effective teaching of Civic Education to empower Civic Education learners with civic skills. The findings have shown that from the available sources, methods and evaluations a solution can be well formulated as these findings give a

baseline of what is obtaining on the ground and how best to reconstruct means of proposing new techniques and procedures of initiating skills acquisition by learners.

5.2.1.1. Civic Education Teaching Sources

It was noted by the respondents that there were various sources of information the teachers relied on. The responses included: Civic Education Syllabus, Civic Education Pupils and Teachers Textbooks, Civic Education Schemes of Work as well as Lesson Plans. Also internet, Civic Education Past Papers, leaflets rich in Civic Education content such as the Constitution, Newspapers, Magazines, Written Speeches, Audio Recordings and Pictures were sighted among others as other relevant sources of teaching correct civic skills to learners in Civic Education. This revelation by teachers demonstrated that they were well informed about sources of information that would be of great help in the empowering learners with civic skills in schools. The distinctive goals and principles of Civic Education speak and resonate well with the broader goals of the nation on education and the teaching of citizens. The focus is on educating and shaping the learners as competent members of the society through skills empowerment. Therefore, the information obtained from these sources should facilitate the teaching process that would help realise the goals of civic education and the nation in the context of education.

For this reason, Civic Education teachers ought to be resourceful in their approach to teaching and empowerment of learners with civic skills. Equally, the administrators in schools need to keep monitoring teachers to ensure that they have on their teaching files necessary materials that would aid their smooth teaching. Usually, well trained teachers display this knowledge of sources of good content for civic education. This confirms what McCracken (2012) explains that instructors of Civic Education programmes have been known to have good knowledge about the basic features of the political system of their country, including the structure and function of democratic institutions, their basic political and civil rights, and the timing of election. However, this could make teachers fully prepared to handle civic education classes if undertaken allegiance of Bransford (1990) ‘Correlative Learning’ Anchor based lessons.

5.2.1.2. *Civic Education Teaching Methods*

The various views of Civic Education teachers on methods were indicated in the findings. Findings showed that Civic Education teachers employed various methods in the teaching of Civic Education with respect to empowerment of learners with civic skills. From the findings, it was noted that Lecture Method/Teacher Exposition Method, Question and Answer Method, Class Presentations/Group Discussions and Whole Class Discussions were among the commonly exploited methods of teaching Civic Education. However, it was realised that, teachers did not utilise these methods uniformly. It was clear that, they had a way they rated the methods as shown from their preferences when asked on their extensive use of the methods as well. This then concludes that; teachers were aware of various teaching methods but they had their own reasons why they preferred some to others. So this left a gap on teacher competence over available and known teaching methods. In as much as Civic Educations teachers justified reasons they opted to use teacher centred approach as opposed to learner centred and vice versa by comparing the nature of Civic Education to other social sciences, it still rendered that Civic Education teachers unaware of the nature of Civic Education and its difference from other social sciences by their insulation that it could be taught using teacher centred methods just like other social subjects. To the contrary Civic Education sits well when it is taught by learner centred methods as advocated by Bransford (1990) in Collective Theory.

The study established that Civic Education teachers were more comfortable to use more of teacher centred methods than to learner centred methods. This practice almost makes it impossible to teach learners to acquire civic skills in Civic Education Lessons. It was shown in the findings that teachers could not comprehend, to some extent, the living objectives of Civic Education. They expressed lack of understanding of the goals and significance of Civic Education. This was shown in the teachers likening the subject to History, Geography or Religious Studies. However, Civic Education is more oriented towards character building of learners, thereby transforming the learners from less civilised to more civilised as its content cut across many facets of human life. This finding confirms the finding by Muleya (2015) that civic education in schools was not premised on practices that could lead to social change and transformation of society due to the way it was taught by teachers. He further substantiated the argument by stating that teaching approaches in colleges and universities with respect to Civic Education teacher training were greatly lacking. Therefore, it can be inferred that unless Civic Education teachers begin to attach meaning to their teaching, they

will not be able to see the ability of the subject to transform the learners into good citizens in society, those who shall be ready and willing to participate in the democratic dispensation in their society.

The findings also confirm the proposition of correlative learning theory that all learning activities should be organized around a story, role play, debate, discussions, presentations, problem solving or case study that is called 'anchor'. This is the intent of Civic Education even though it was discovered in the findings that teacher centred method as well as lecture methods were mostly used by teachers at the expense of the anchors of teaching. It is expected of the Civic Education teachers to use more of the following anchor based teaching techniques such as class debates, panel discussions, drama, role play, brain storming in addition to three common used methods in ensuring that the learners are taught to acquire the civic skills in Civic Education Lessons. However, providing Civic skills to learners in Zambian secondary schools with the status quo of current teaching methods used by teachers of Civic Education has proved far from being attained, thus the outcomes of the recommendations of this study might help to find a way of teaching civic skills to learners.

5.2.1.3. Civic Education Evaluations

The study made it inevitable to conduct an interview with Civic Education teachers on the evaluation of the teaching of civic skills to Civic Education learners. To this effect, an evaluation was conducted to see how the following were conducted, Oral Questions and Answers, Class Exercises, End of Topic Tests, Mid Term Tests, End of Term Tests and Progress Chart Monitoring in a bid to assess skills acquisition and competence. It was evident from the findings that there was consistency in the use of classroom taught content in the evaluation activities used through the evaluation tools. Notwithstanding, there was also an outcry by some teachers that some regional assessments which were used as evaluation tools were prepared with questions or topics which could not have been taught to learners and yet the learners were still subjected to them. This resulted in false results which gave a wrong picture about the learners' acquired knowledge in those schools which did not teach. However, school based evaluation tools were more reliable because they reflected the actual situation prevailing in the classroom set up. The evaluations being undertaken using the school based tools proved that teachers and schools were on course in imparting civic skills to Civic Education learners. The Irish Aid Report from 2002 to 2006 in Muleya (2015) explains that there was an existing gap in Civic Education provision at high school such that

schools were producing learners with little or no experience of civic life to collect, analyse and process information about societies. Civic Education has been made a compulsory subject taken by all learners in Zambian senior secondary schools with time allocation of 3 hours 20 minutes translating into 5 periods per week.

The uniformity in monitoring and evaluation approaches rose from the fact that schools are given uniform monitoring and evaluation approaches from the District Education Standard Office. However, it has further been realised that some teachers now find certain evaluation techniques to be less efficient than others. Seeing that the ultimate goal of evaluation is to monitor progress of performance as well as needy areas to be improved, it is important to teach civic skills using the recommended skills objectives and use the same to evaluate performance. The theory of the study 'Correlative Learning theory' by Bransford (1990) considers the anchors as the best model to direct a lesson which is skills based, and it is the very anchor that might be used as an evaluating tool at an opportune time. This becomes a reliable and accurate measure of evaluating civic skills. Thus, the theory guiding this study provides a basis for establishing a framework for civic acquisition which this study endeavours to attain.

5.3. What are the challenges associated with Civic Education teaching sources, methods and evaluations used by Civic Education teachers to empower Civic Education learners with civic skills?

Under this research question the researcher sought to establish the challenges associated with Civic Education sources, methods and evaluations used by Civic Education teachers to empower Civic Education learners with civic skills. As evidenced from the findings, a lot of issues are discussed below.

5.3.1. The challenges associated with Civic Education Sources, Methods and Evaluations

In chapter four the various challenges associated with the Civic Education Teaching Sources, Methods and Evaluations used by Civic Education teachers to empower learners with civic skills were clearly itemised as; out dated sources of civic skills in Civic Education lessons, over enrolment of learners in Civic Education classes and schools are orientated towards high pass rate than civic skill empowerment.

5.3.1.1. Out-dated Sources of civic skills in Civic Education Lessons

Teachers were facing challenges in the process of imparting civic and skills and knowledge. The challenges teachers raised revolved around the manner in which the curriculum was designed. It was stated that teaching learners to acquire the correct civic skills in Civic Education Lessons was challenging, because some of the contents in some topics kept changing, yet the text books and examinations were still asking learners on the out-dated information. It is imperative for the Zambian Curriculum Development Centre to work in harmony with the Examinations Council of Zambia so as to present examinations with the content that learners are expected to have learnt so that the evaluation process can be meaningful and measure the abilities of learners on merit. If not attended to, this trend is likely to continue whereby; national as well as provincial evaluations would be two parallel processes which might never meet. That is why teachers when asked about the evaluation tools they seemed to be more confident with the school based evaluations than provincial evaluation tools, as they did not present the true reflection of the content taught in classrooms and the one presented in the evaluations. This confirms the findings by the Irish Aid Report from 2002 to 2006 in Muleya (2015) explaining that there was an existing gap in Civic Education provision at high school such that schools were producing learners with little or no experience of civic life to collect, analyse and process information about societies. Now that Civic Education has been made a compulsory subject to be taken by all learners in Zambian senior secondary schools, the seriousness by teachers of Civic Education should reflect the time allocation given to the subject which is 3 hours 20 minutes translating into 5 periods per week. Also as guided by the theory ‘Correlative Learning’ by Bransford (1990), of focusing on anchors during teaching, this is the only reliable way of teaching a skill by way of anchoring a lesson. Teaching Civic Education should be taken seriously as observed by Galston (2003) who argues that the current generation is less involved and knowledgeable about civic life than the previous generation. This is the more reason Civic Education is being promoted in schools so as to balance up public deliberation as every citizen has a moral responsibility to contribute to the sustenance of the public institutions in the country.

5.3.1.2. Over enrolment of Learners in Civic Education Classes

It was explained in the findings that there was over enrolment of learners in classrooms, which posed a challenge to the efficient facilitation of civic skills to learners. Teachers placed the blame on school administrators not addressing this problem which hampers teaching civic skills in an effective manner. However, coming from the background of awareness of the town in which the study was conducted, it could be said that, over enrolment was almost a normal trend in most sampled schools because Lusaka, being a capital city, was over populated itself. However, there was need for school administrators to devise ways in which subjects like Civic Education could be taught in groups that would encourage acquisition of civic skills during classroom contact time. This unplanned teaching of Civic Education confirms what Cohen (2013) stresses that if Civic Education is not properly taught, it will result into having parochial citizens who happen to be citizens with no knowledge and cannot participate in public matters as they lack procedural knowledge.

5.3.1.3. Schools are more orientated towards high pass rate than skill empowerment

The study revealed that learning of Civic Education in secondary schools was all about passing examinations and not necessarily imparting desired knowledge, values, attitudes and skills in learners. This is a clear departure from the main aim of teaching Civic Education. The teaching of Civic Education is expected to produce good citizens who respect human rights, laws and the principle of fairness. Not only that, but also to prepare learners to make a positive contribution to the development of society and to acquire attitudes of nationalism, patriotism, adaptability, self-respect, self-reliance, cooperation, a sense of purpose and discipline among others. However, due to the high stakes placed on excelling in exams, learning of Civic Education is about passing examinations. The teachers of Civic Education are judged based on how many pupils have managed to pass and not necessarily how many pupils have acquired knowledge, values and skills. This is because, examination results decide pupils' future; forgetting that every pupil is unique. Some may excel academically while others can rely on hands-on experience. Therefore, having good grades is all that matters in an examination-oriented teaching. The examination-oriented teaching has distorted pupils' ability to develop skills by over emphasizing the importance of the scores as outcomes and measures of pupils' abilities. Hence, most pupils tend to rely on private tutors for everything, including homework and examination tips as those who pass are assured of joining good universities and proceed to pursue prestigious courses at the university, whereas those who fail feel useless and this affects their self- esteem as they tend to believe that

nothing good can come out of their efforts. It suffices to say the current education system is examination-oriented as it selects students for higher education and often exclude the majority, depicting them as failures. It also develops wrong attitudes and divides the nation into white-collar workers and labourers, leaving little room for technical education.

In addition, the Ministry of General Education directs schools that pupils must pass examinations as a sign of good school. The Civic Education teachers just like others teachers, are bound to cut on extra-curricular activities such as sports or discourage creative activities so that the pupils can study longer. They then concentrate on aspects that are to be examined and skip core values. The school overburdens learners with frequent continuous assessment, extra tuition, remedial teachings and loads of assignment. Some learners are enrolled for private tuition by parents over the weekend and holidays. Therefore, instead of learning for understanding, learners are taken through theoretical knowledge and skills without any time to assimilate and apply what they learn. Practical instructions receive insufficient emphasis, and students have little opportunity to develop technical competencies and problem solving experiences.

The examination-oriented teaching is contrary to the main reason Civic Education was re-introduced in Zambia in 2004. In the Zambian Context Civic Education was reintroduced to Zambian learners in Senior Secondary schools in 2004 as a result of the limited focus of Civics taught at Junior Secondary in Schools whose main goal was to teach political and constitutional education (Muleya, 2015). The Irish Aid Report from 2002 to 2006 in Muleya (2015) explains that there was an existing gap in Civic Education provision at high school such that schools were producing learners with little or no experience of civic life to collect, analyse and process information about societies. Civic Education has been made a compulsory subject taken by all learners in Zambian senior secondary schools with time allocation of 3 hours 20 minutes, translating into 5 periods per week. Muleya (2015) is of the view that Civic Education should not be limited to rights and responsibilities but also include, among other things, the imparting of civic knowledge, skills, disposition, literacy, virtues and engagement. The above definitions of Civic Education from various scholars are all in line with the ideals of Civic Education which are aimed at producing active citizens that will critically analyse the governance processes in the country as well as engage the government and the community in trying to better the lives of people in society.

5.4. What are the possible measures put in place to address the challenges faced by Civic Education teachers in the teaching of civic skills and how have such measures enhanced Civic Education teachers' ability to empower Civic Education learners with civic skills?

This research question sought to identify possible measures put in place to address the challenges faced by Civic Education teachers in the teaching of civic skills and how such measures have enhanced Civic Education teachers' ability to empower Civic Education learners with civic skills. This question was well raised and various views presented. Below are discussions of major emerging themes that were raised.

5.4.1. Measures and benefits put in place aimed at addressing the challenges associated with Civic Education Sources, Methods and Evaluations

It was presented in the findings that there were measures and benefits put in place aimed at addressing the challenges associated with Civic Education Sources, Methods and Evaluations by the Ministry of General Education (MoGE), Teaching Service Commission(TSC) and Teaching Council of Zambia (TCZ) to help Civic Education teachers empower learners with knowledge, skills and values by making it compulsory for all teachers to join Continuous Professional Development (CPD) programmes so as to receive the much needed benefits of belonging to Continuous Professional Development (CPD) programmes

5.4.1.1. Continuous Professional Development (CPD) programmes and Benefits of belonging to Continuous Professional Development (CPD) programmes

From the findings presented, different counteracting measures to the possible challenges were shared by teachers. These measures included: conducting of Continuous Professional Development (CPD), Lesson Study Circle, Cluster Meetings and Professional Subject Associations Meetings. These activities as explained by teachers through their verbatim clearly indicated that they were teacher competency equipping forums which are so important in the career life of every week meaning teacher. For example, in a Lesson study circle, skills of classroom lesson delivery are shared among teacher members. The challenges of lesson deliveries Civic Education teachers' encounter will be reduced. Also, challenges of handling huge classrooms might also be tackled during these study cycles and subject associations. These have proved to be a critical resource for teachers to be part of, in order to make teachers equipped with better lesson delivery skills.

Also, another challenge which teachers indicated and can be well addressed by these counteracting activities was the mismatch of content in evaluation assessments that were prepared at provincial level. These evaluation tools were judged by teachers not to be accurate as they presented content that learners did not meet in their classroom learning time. For example, the Zone Cluster Meetings which were conducted at zone level where a starting point to deal with these mismatches. When these views reached provincial level, teachers engaged to prepare these evaluation assessments would then prepare coordinated tasks that would be measurable and reflect a true picture of the learnt content. Indeed, these activities have been seen to have a potential of standardizing the evaluation of civic education.

Additionally, the Lesson Study Circle and Cluster Meetings have demonstrated significant issues that bring about effective teaching and learning of civic skills. These aspects (lesson study cycle, cluster meetings and CPDs) are very good initiatives if well implemented as they give a teacher the capability to carefully explore how learners learn, think and behave in a classroom environment. Lesson Study Cycle and Cluster Meetings can, no doubt, lead to instructional improvement as teachers become more knowledgeable about how their learners learn and think and how instruction affects learner thinking and performance. However, these activities are merely professional accompaniments of teachers in delivering effective civic skills to learners. Muleya (2015) affirms that, Universities and Colleges tasked to train teachers of civic education should enhance on pedagogy training than leaving it for professional in service skills training. He is of the belief that, once teachers leave training schools well trained, they would not rely solely on CPDs and Study cycles as well as Cluster meetings in order to embrace teaching of civic skills. This observation leaves a gap between a professional teacher from a training school and a professional teacher as a result of CPD orientation. All relevant anchors as proposed by the theory 'Correlative Learning' by Bransford (1990) need to be on the fingertips of a trained teacher. This aspect of embracing teaching of civic skills needs to be inculcated in minds of teachers while still in training schools so that they join the teaching service with confidence of pedagogy delivery. Thus, in establishing a framework for teaching civic skills in schools, the teacher factor need not be ignored, as they are a critical component of training that result in proper imparting of civic skills in learners.

5.5 Summary

The chapter has presented the implications on the findings on the exploration of Civic Education teaching sources, methods and evaluations used by Civic Education teachers to empower Civic Education learners with civic skills. It has highlighted the challenges faced by teachers of Civic Education in the empowerment of learners with civic skills. Further, the study has presented the measures to mitigate the challenges teachers encounter in the empowerment of civic education learners with civic skills. The next chapter presents Conclusion and Recommendation.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 Overview

In this chapter, the researcher makes a conclusion in the context of the findings established by the study. The recommendations and suggested topics for further research have been highlighted.

6.2 Conclusion

The study focussed on exploring Civic Education teaching sources, methods and evaluations used by Civic Education teachers to empower Civic Education learners with civic skills. The study brought out the key aspects regarding the prevailing situations in schools on civic skills acquisition by learners.

This study concludes that teaching methods employed in schools by teachers of Civic Education do not help in facilitating acquisition of civic skills. The study revealed that, teacher centred methods such as lecture method and teacher exposition denied learners a chance to practise or participate in the activity or skill being discussed.

It is inferred that lessons of Civic Education lack the use of anchors in delivering Civic Education lessons with an intention of learners acquiring civic skills. The theory used in the study by Bransford (1990) confirmed that anchors were not utilised in the lessons as there was lack of them in findings. Thus, the theory redefined the study and remains pivotal in helping to find the best methods of teaching Civic Education in schools.

The study also revealed that Civic Education teachers had a challenge of out-dated sources of information, over enrolment and examination based teaching. Hence, the utilization of the Continuous Professional Development (CPD) programmes such as Lesson Study Circle (LSC), Cluster Meetings (CM) and Professional Subject Associations Meetings (PSAM) as measures through which the teachers navigate the challenges they encounter in empowering Civic Education learners with Civic Skills

Lastly, the study concluded that, teacher training institutions seem to lack adequate pedagogy preparation of teachers of Civic Education. This finding was consistent with Muleya (2015) who also noted a gap in methodology delivery of teachers of civic skills. This was another

consideration in the framework development for teaching of Civic Education skills. A well trained teacher is pivotal in facilitating skills acquisition by learners.

6.3 Recommendations

In view of the observations made in this study, the following recommendations are made so as to help in the teaching of civic skills to learners in Civic Education lessons.

- i. Currently the Civic Education Syllabus for Grade 10 to 12 has only Specific Outcomes based on Cognitive Level (Knowledge based outcomes). Hence, there is a serious need to revise the Syllabus so as to include the Specific Outcomes based on Psychomotor Level (Skill based outcomes) and Affective Level (Value based Outcomes).
- ii. There is a serious need to create an online resource data base to cushion information gap emanating from Civic Education teaching sources getting out-dated with time.
- iii. Teachers of Civic Education should be trained in detailed methodology of Civic Education skills acquisition. Methods and techniques are important in the acquisition of civic skills by learners of Civic Education.
- iv. The Teachers of Civic Education should consider intensifying the Continuous Professional Development (CPD) programmes such as Lesson Study Circle (LSC), Cluster Meetings (CM) and Professional Subject Associations Meetings (PSAM) as they have the capacity to refine teachers.
- v. Every lesson of Civic Education needs to be defined by accurate anchors with an identified skill to be attained at the end of learning session.
- vi. Knowledge and outcomes for a syllabus of Civic Education should be those in tandem with the principles of Civic Education. Curriculum being the guiding factor in formal education, there is need for curriculum developers and syllabus designers to put into consideration ideologies informing the introduction of Civic Education in a country like Zambia and provide appropriate methods that will lead to accurate outcomes which should enhance a skill in a learner.

vii. **The Proposed Conceptual Framework of Civic Skills Empowerment in Civic Education Lessons**

The study assumes that if the compulsory teaching of Civic Education is well implemented in secondary schools in Zambia, learners will learn civic skills and become competent citizens capable of engaging themselves fully in any Civic engagement in society, as they will possess the civic skills. Figure 6.1 showing conceptual framework for civic skills empowerment in Civic Education lesson in secondary schools.

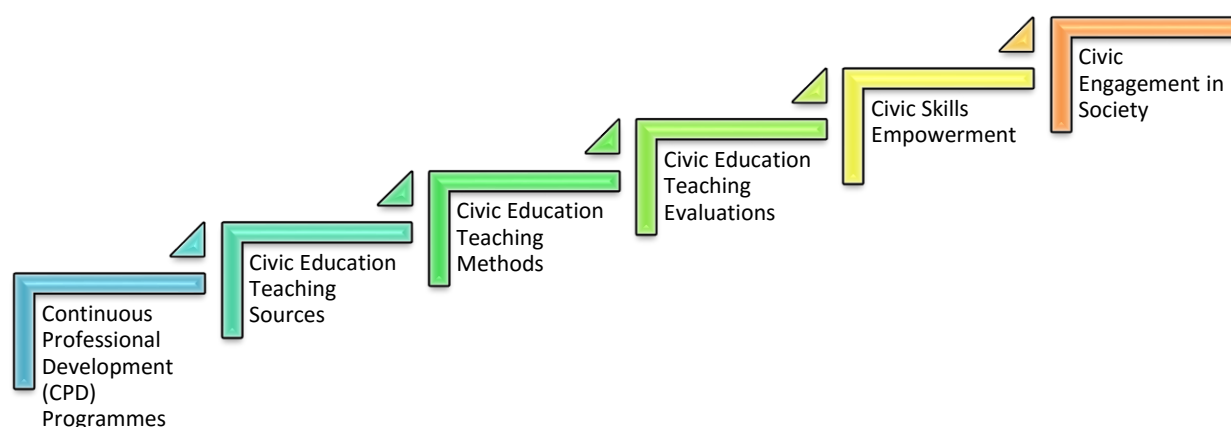


Figure 6:1 Conceptual Framework for Civic Skills Empowerment in Civic Education Lesson

Source: Study Findings (2019)

Conceptual Framework Explanations

1. Continuous Professional Development (CPD) Programmes

The researcher is of the view that if the Civic Education teachers intensify the Continuous Professional Development (CPD) programmes such as Lesson Study Circle (LSC), Cluster Meetings (CM) and Professional Subject Associations Meetings (PSAM), they will be trained in better methods of lesson delivery. These aspects (lesson study cycle, cluster meetings and subject associations) are very good initiatives, if well implemented, as they give a teacher the chance to carefully explore how learners learn, think and behave in a classroom environment. For example, in a Lesson study circle skills of classroom lesson delivery are shared among

teacher members. The challenges of lesson deliveries Civic Education encounter will be reduced. Also, challenges of handling huge classrooms might also be tackled during these study cycles and subject associations. These have proved to be a critical resource for a teacher to be a part of in order to get equipped with better methods.

2. Civic Education Teaching Sources

The researcher is of the view that if the Civic Education teachers have the correct Civic Education Teaching sources such as Civic Education Syllabus, Civic Education Pupils and Teachers Textbooks, Civic Education Schemes of Work, Lesson Plans, internet, Civic Education Past Papers and leaflets rich in Civic Education content such as the Constitution, Newspapers, Magazines, Written Speeches, Audio Recordings and Pictures, the teaching of relevant and correct civic skills to learners in Civic Education will be accelerated. They will help to focus on educating and shaping the learners as competent members of the society through skills empowerment. Therefore, the information obtained from these sources should facilitate the teaching process that would help realise the goals of Civic Education and the nation in the context of education.

3. Civic Education Teaching Methods

The researcher is of the view that if Civic Education teachers were to use various Civic Education teaching methods in the teaching of Civic Education with respect to empowerment of learners with civic skills, it will surely achieve the intended purpose. The recommended methods include Lecture Method/Teacher Exposition Method, Question and Answer Method, Class Presentations/Group Discussions and Whole Class Discussions. These are among the commonly exploited methods of teaching Civic Education in most schools.

4. Civic Education Teaching Evaluations

The researcher is of the view that if Civic Education teachers were to evaluate their teaching appropriately using the suggested techniques, it will help them to determine whether their teaching of Civic Education is empowering Civic Education learners with skills. The appropriate suggested techniques are; Oral Questions and Answers, Class Exercises, End of Topic Tests, Mid Term Tests, End of Term Tests and Progress Chart Monitoring in a bid to assess skills acquisition and competence. It was evident from the findings that there was consistency in the use of classroom taught content in the evaluation activities used through the evaluation tools.

5. Civic Skills Empowerment

The researcher hopes that the appropriate teaching of Civic Education by the Civic Education teachers to Senior Secondary schools will accelerate the acquisition of civic skills by the learners. Therefore, it is expected that once the learners are taught Civic Education in Secondary schools in Zambia, they will acquire various civic skills namely, Communication, Organisation, Collective Decision Making, Critical Thinking (Cognitive, Political interpretation) and Participatory/News Monitoring skills that will enable them to identify, describe, explain, analyse, evaluate, take and defend positions on public matters. Civic skills are meant to equip the learners with skills necessary to evaluate, take and defend positions on political and civic issues as well as monitoring and influencing public policy. On the other hand, civic skills instil in learners the civility, courage, self-discipline, persistence, concern for the common good and respect for others, as well as recognition of shared values and sense of togetherness in the community regardless of one's race, tribe, sex or status.

6. Civic Engagement in Society

The empowering of civic skills to Civic Education learners will uproot the emerging culture among the Zambian youths of being used as tools of political violence by those contesting for political office. In the recent past, has Zambia recorded high levels of political violence perpetuated by the ruling party cadres against their political opponents during local government, parliamentary or presidential elections? The cadres disrupt meetings planned by their political opponents by way of violently attacking them with pangas and any available offensive weapons in full view of the law enforcers

There is also a continuous decline in public participation such as voting and public debates by the Zambian youths to leading to high voter apathy as compared to the days before inception of Civic Education in 2004. This is due to the fact that the eligible voters are not seeing the value of voting due to lack of development, inadequate time allocated to voter education, imposed candidates on voters during elections and more visits by the elected officials in their community.

The violence being carried out by the Zambian youths and lack of Civic engagement defeats the main objective of the civic skills being promoted in Civic Education. After the Zambian youths have acquired the civic skills, they are expected to embrace opposing views and

consider their opponents as partners in development, whose goal is equally to fight for the common good of serving their community unlike resorting to violence to silence opponents with divergent views.

It is surprising to read through the reports that Zambian youths in high learning institutions are equally involved in riotous behaviour as a means of airing out their grievances. Many are the times we have witnessed closure of the public universities on account that the students resolved to use violence as a way of resolving the differences they had with the university management. This is contrary to what is expected of students in such higher learning institutions to use violence as a means of sorting out grievances.

This is so, because almost the entire crop of students in public universities by now have all learnt the compulsory teaching of Civic Education in secondary schools and hence, we expect them to use the Civic Skills acquired in Civic Education lessons to settle any grievances in a peaceful manner. Therefore, it is hoped that if the Zambian learners who have the privilege of learning civic skills through Civic Education in Secondary Schools can actively engage their community and elected officials to air out the concerns, the Zambian society will be a just society to live in.

6.4 Proposed areas for further study

The quest for exploring Civic Education teaching sources, methods and evaluations used by Civic Education teachers to empower Civic Education learners with civic skills might have been well researched on but, its continuous exploration might be due to the following areas that would help conclusively address the study especially in Zambia:

- i. Teacher training institution pedagogy focus on considering a well-trained teacher of Civic Education in Zambia
- ii. Awareness of both teachers and learners on specific civic skills necessary to be attained by learners at the end of a senior secondary school Civic Education course
- iii. Curriculum planners' sources of material reference as key informing sources in designing syllabus and curriculum for Civic Education in Zambia
- iv. Developing a framework to promote civic skills acquisition by Civic Education learners in secondary schools.

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APPENDICES

Appendix 1 Interview Guide for Teachers of Civic Education

**THE UNIVERSITY OF ZAMBIA
DIRECTORATE OF RESEARCH AND GRADUATE STUDIES
SCHOOL OF EDUCATION
DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES EDUCATION**

Dear Respondents

I am a Postgraduate student at the University of Zambia pursuing a Master of Education in Civic Education. I am conducting a research on *“Exploring Education teaching sources, methods and evaluations used by Civic Education teachers to empower Civic Education learners with Civic Skills in Selected Secondary Schools of Lusaka District”*

Kindly feel free, open and honest in your responses as well all answers you give will be treated confidential.

**CIVIC EDUCATION TEACHING SOURCES, METHODS AND
EVALUATIONS USED BY CIVIC EDUCATION TEACHERS TO
EMPOWER CIVIC EDUCATION LEARNERS WITH CIVIC SKILLS**

1. What relevant documents do you consider as a Civic Education Teachers in ensuring that learners are taught correct Civic Skills in Civic Education Lessons?
2. What Teaching Method do you use to teach the Civic Skills outlined on each of the topics in the Zambian Civic Education Syllabus?
3. What methods do you use to evaluate your teaching of Civic Skills outlined on each of the topics in the Zambian Civic Education Syllabus?
4. What challenges do you encounter in your teaching of Civic Skills outlined on each of the topics in the Zambian Civic Education Syllabus?
5. What appropriate measures do you feel can be put in place to help you as Civic Education Teacher to embrace the teaching of Civic Skills in the Zambian Civic Education Syllabus?
6. Of what benefit are the measures being proposed be of any help to the Civic Education Teacher who wishes to embrace the teaching of Civic Skills in the Grade 11 Zambian Civic Education Syllabus?
7. Is there anything else that you wish to add?

Thank you for your responses

Appendix 2 Humanities and Social Sciences Research Ethics Committee Form 1a



HSSREC FORM 1a

**THE UNIVERSITY OF ZAMBIA
DIRECTORATE OF RESEARCH AND GRADUATE STUDIES
HUMANITIES AND SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE**

Telephone: +260-211-290258/293937
Fax: +260-211-290258/293937

P O Box 32379
Lusaka, Zambia

E-mail: drgs@unza.zm

**APPLICATION FOR ETHICAL APPROVAL FOR PROPOSED RESEARCH
INVOLVING HUMAN PARTICIPANTS**

1. **TITLE OF STUDY:** *Perceptions of Civic Education teachers on Civic Skills Acquisition by Learners in Selected Secondary Schools of Lusaka District.*

2. **Principal Investigator:**

Name: Muntengwa Wilfred

Qualifications: *Bed SSC*

Present Appointment/Affiliations: *Subject Teacher (Ministry of General Education)*

3a. **OTHER INVESTIGATORS:**

Name:

Qualifications:

Present Appointment/Affiliations:

Name:

Qualifications

Present Appointment/Affiliations:

(Other names to be included on a separate page)

3b. **SUPERVISORS: FOR STUDENTS ONLY**

Name: *Dr Muleya, G.*

Qualifications: *PhD, M.A., B.A. Dip (Civic Education)*

Present Appointment/Affiliations:

Name:

Present Appointment/Affiliations: *Lecturer*

University of Zambia

Signature:

A handwritten signature in black ink, appearing to read 'Muleya'.

3c. Co-Supervisor/Mentor in Zambia (This section is for all researchers outside Zambia)

Name: _____ Qualifications: _____
Present Appointments/Affiliations: _____

Name: _____ Qualifications: _____
Present Appointments/Affiliations: _____

4. **SUMMARY OF PROPOSED RESEARCH**

A summary of the project proposal should include background to the study, aims and objectives, participants to be studied and research methods to be used. Technical terminology should be avoided as much as possible.

(Use not more than one additional A4 sheet if necessary)

5. **ARE THE PARTICIPANTS DEPENDENT ON ANY OF THE INVESTIGATORS?**

As students: Yes ☐ No ☒ As employees: Yes ☐ No ☒

As patients: Yes ☐ No ☒ In other ways: Yes ☐ No ☒

If 'Yes' to any of the above, give details

6. **POSSIBLE BENEFITS TO PARTICIPANTS:** *There will be no direct benefit to you, but your participation is likely to help me to come up with appropriate strategies to incorporate the Civic Skills if lacking in the teaching of Civic Education in Secondary Schools in Zambia. Additionally, the study might contribute to the existing body of knowledge on Civic Skills in Zambia and also might inform teachers on the appropriate methods and techniques in the teaching of Civic skills.*

7. **POSSIBLE RISKS TO PARTICIPANTS:** *There are no possible risks involved as the study wishes to gather the views of Teachers of Civic Education on Civic Skills Acquisition and no participants found ignorance of the Civic Skills will be punished.*

8. **POSSIBLE BENEFITS TO THE COMMUNITY:** *The significance of findings of this study might help inform policy and practice in the management of the subject. To policy makers such as The Curriculum Development Centre, findings might help them to come up with appropriate strategies to incorporate the Civic Skills if lacking in the teaching of Civic Education in Secondary Schools in Zambia.*

9. **BUDGET**

- (a) Financial support (requested or granted): Yes ☐ No ☒

SPONSOR: *Self Sponsorship*

- (b) Are there costs which will be carried by other institutions Yes ☐ No ☒

- (c) Are there costs which will be carried by the participants Involved (e.g. travel, accommodation, meals, and treatment)? Yes ☐ No ☒

If 'Yes' to any of the above, give details:

10. **SUBMISSION** (Please take note of UNZAREC Forms 1a and 1b)

A. **For Normal Review** at regular monthly meetings, attachments

Should include (Tick to show that you have provided these):

- | | | | | | |
|--------|--|-----|-------------------------------------|----|--------------------------|
| (i) | 5 copies of Full Protocol | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| (ii) | 15 copies of Summary of Protocol. | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| (iii) | 15 copies of Questionnaire and/or interview schedules | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| (iv) | 15 copies of Information Sheet | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| (v) | 15 copies of Consent Form | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| (vi) | 15 copies of letter approving of or giving ethical clearance to the project proposal if it is a sponsored research related to another University | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| (vii) | 15 copies of Budget | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| (viii) | 15 copies of Time Line | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |

B. For Expedited Review, attachments should include (Tick to show that you have provided these):

- | | | | |
|--------|---|------------------------------|-----------------------------|
| (i) | 5 copies of Full Protocol (to include the following): | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| (ii) | 8 Summary of Protocol | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| (ii) | 8 Questionnaire and/or interview schedules | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| (iii) | 8 Information Sheet | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| (iv) | 8 Consent Form | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| (v) | 8 Letter approving the project proposal if
it is a sponsored research related to another
University | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| (vi) | 8 Budget | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| (viii) | 8 Time Line | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
-

11. DECLARATION

I *Muntengwa Wilfred* apply to the Humanities and Social Sciences Research Ethics Committee of the University of Zambia apply for ethical approval of the above research proposal involving human participants, as conforming with recognized ethical standards and as not impinging on the rights of the individuals.

Signed:  Date: 31/07/2019

PRINCIPAL INVESTIGATOR

Contact Address:

Ministry of General Education
Libala Stage III Primary School,
P.O Box 360155
Chilenje, Lusaka.

Local Contact Address:

Telephone No:

Fax No:

Cell phone No: 0977-232330

E-mail address: *wmuntengwa@gmail.com*

Full name and address of Local Co-Supervisor/Member (if applicable):

Signed:

Date:

Full name and address of Head of Department or Head of relevant Organization:

DR DS MWANZA

LSSE/ED

Signed:



Date:

31-07-19



Full name of Assistant Dean Postgraduate¹

DR. EMMY H. MBOZI

Signed:



Date:

31/7/2019



¹ The Assistant dean should provide a confirmatory letter that the candidate made a proposal presentation to the school/department.

12. Checklist for Documentation:

For a thorough and complete review, all research proposals should be submitted with the following documents:

- 1) Name of the applicant with designation
- 2) Name of the institution, field area where research will be conducted.
- 3) Approval of the Head of the Department / Institution/Supervisor superintending the study.
- 4) CV of supervisor for students and of PI if the study does not involve a student.
- 5) Protocol of the proposed research with sufficient detail (see form)
- 6) Ethical issues in the study and plans to address these issues.
- 7) Proposal should be submitted with all relevant enclosures like case questionnaires, interview, and Focus group discussion guides, follow - up cards, etc. (Questionnaires interview schedules and focus group discussion guides should be in English and in the study site local language(s).
- 8) Informed consent process, including information sheet and informed consent form in local language(s) of ALL categories of respondents or participants based the reason they are being recruited in the study (see type of tool relevant for respondents or participants) .
- 9) Curriculum vitae of all the investigators with relevant publications in last five years or supervisors for students.
- 10) Any regulatory clearances or authority to do a study in a particular site is required.
- 11) Source of funding and financial requirements for the project.
- 12) Other financial issues including those related to insurance
- 13) Statement of conflicts of interest, if any.
- 14) A statement describing any compensation for study participation (including expenses) to be given to research participants; a description of the arrangements for indemnity, if applicable (in study-related injuries); a description of the arrangements for insurance coverage for research participants, if applicable; all significant previous decisions(e.g., those leading to a negative decision or modified protocol) by other IRBs or regulatory authorities for the proposed study (whether in the same location or elsewhere) and an indication of the modification(s) to the protocol made on that account. The reasons for negative decisions should be provided.
- 15) Plans for publication of results – positive or negative- while maintaining the privacy and confidentiality of the study participants.
- 16) Any other information relevant to the study.
- 17) Items prescribed in section 10 of this form.

Appendix 3 Humanities and Social Sciences Research Ethics Committee Form 1b



HSSREC FORM 1b

**THE UNIVERSITY OF ZAMBIA
DIRECTORATE OF RESEARCH AND GRADUATE STUDIES
HUMANITIES AND SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE**

Telephone: +260-211-290258/293937

P O Box 32379

Fax: +260-211-290258/293937

Lusaka, Zambia

E-mail drgs@unza.zm

PARTICIPANT INFORMATION SHEET

This informed consent form is for respondents from three secondary schools and Lusaka District Education Board. I am inviting them to participate in my research which is specifically for academic purposes and is entitled “*Exploring Education teaching sources, methods and evaluations used by Civic Education teachers to empower Civic Education learners with Civic Skills in Selected Secondary Schools of Lusaka District*”

[Name of Principle Investigator]

Muntengwa Wilfred

[Name of Organization]

The University of Zambia

[Name of Sponsor]

Muntengwa Wilfred

This Informed Consent Form has two parts:

- Information Sheet (to share information about the study with you)
- Certificate of Consent (for signatures if you choose to participate)

You will be given a copy of the full Informed Consent Form

Part I: Information Sheet

Introduction

I am **Muntengwa Wilfred** a post graduate student at the University of Zambia doing a research on “*Exploring Education teaching sources, methods and evaluations used by Civic Education teachers to empower Civic Education learners with Civic Skills in Selected Secondary Schools of Lusaka District*”

I am going to give information and invite you to be part of this research. You do not have to decide today whether or not you will participate in the research. Before you decide, you can talk to anyone you feel comfortable with about research. This consent form may contain words that you do not understand. Please ask me to stop as we go through the information and I will take time to explain. If you have questions later, you can ask them of me or of another researcher.

Purpose of the research

The background of this study is that, Zambia embarked on the need to teach the Civic Skills in Civic Education Lessons after The Upper Basic Education National Survey of 2005 and National Symposium on Curriculum of 2009 in order to enhance and transmit civic skills, knowledge, values and dispositions to children in schools and hope to groom upright citizens with citizenship values.

Since, then the Zambia Curriculum Development Centre (CDC) integrated the Civic Education Component at grade 1 to 9 to be taught through Social Studies while at grade 10 to 12 it is taught as Civic Education with the aim of teaching cross cutting topics such as Governance, Human Rights, Rights of the Child, Family Law, Development Planning, Poverty in Zambia, Environmental Education and Global Issues.

Therefore, it is hoped that if Civic Education is well taught, it has the ability to transform a Zambian learner into a civic think tank and responsible citizen who shall democratically participate in community affairs, embrace opposing views and consider other citizens as partners in development whose goal is equally to fight for the common good of serving their community and avoid resorting to violence and character assassination to silence opponents with divergent views.

However, it should be emphasised that the failure to teach Civic Education properly, it will result into having the Zambian youths being used as tools of political violence by those contesting for political office, decline in public participation such as voting and public debates, character assassination of opponents, intolerance of opposing views and shunning away from community engagement.

Henceforth, the study *“Explore Methods of Empowering Civic Education Learners with Civic Skills in Selected Secondary Schools of Lusaka District”*

Type of Research Intervention

This research will require your participation through an oral interview. The researcher will take you the interview questions and as a respondent you will be expected to provide the feedback immediately. However, in an event that you are not clear with the question you may feel to ask for clarity.

Participant Selection

You are being invited to take part in this research because we feel that your experience as a teacher of Civic Education and a Ministry official can contribute much to our understanding and knowledge of *“Exploring Education teaching sources, methods and evaluations used by Civic Education teachers to empower Civic Education learners with Civic Skills in Selected Secondary Schools of Lusaka District”*

Voluntary Participation

Your participation in this research is entirely voluntary. The choice that you make will have no bearing on your job or on any work-related evaluations or reports. You may change your mind at any time and stop participating in the research even if you had agreed earlier.

Procedures

I am asking you to help me learn more about the *“Exploring Education teaching sources, methods and evaluations used by Civic Education teachers to empower Civic Education learners with Civic Skills in Selected Secondary Schools of Lusaka District”*

I am inviting you to take part in this academic research. If you accept, you will be asked to take part in the interview which will just be between you and me. This discussion will be guided by me.

I will try by all means to make you feel comfortable; I can also answer questions about the research that you may ask me. Then I will ask you questions about the how you ensure that Civic Skills are acquired by the Learners, your perceptions on the approaches that enhance Civic Skills acquisitions among Learners and the extent to which you ensure that civic skills are acquired by learners. You are not going to share knowledge that you are not comfortable with sharing.

The interviews will take place in your office or any secluded place, and no one else except me and you will be part of the interview, unless you want someone to be present. The entire interview will be tape-recorded, but no-one will be identified by name on the tape. The tape will be kept in my locker which is always locked and I will always keep the keys safe. The information recorded is confidential, and no one else except me will have access to the tape. The tapes will be destroyed after the whole research process at the end of this academic year.

I will share with you the findings of my research at an appropriate time if you so wish.

Duration

The research takes place over a period of two months. During this time, I will visit you the first time for an interview which may last for about one hour. During the interviews you may not respond to the questions you do not wish to respond to.

Uses of information

The information I shall get from you will be used in making decisions, inform policy and practice in the management of the subject. To policy makers such as The Curriculum Development Centre, findings might help them to come up with appropriate strategies to incorporate the Civic Skills if lacking in the teaching of Civic Education in Secondary Schools in Zambia. Additionally, the study might contribute to the existing body of knowledge on Civic Skills in Zambia and also might inform teachers on the appropriate methods and techniques in the teaching of Civic skills.

Risks

There is a risk that you may share some personal or confidential information by chance, or that you may feel uncomfortable talking about some of the issues. However, I do not wish for this to happen. You do not have to answer any question or take part in the interview if you feel the question(s) are too personal or if talking about them makes you uncomfortable.

Benefits

There will be no direct benefit to you, but your participation is likely to help me to come up with appropriate strategies to incorporate the Civic Skills if lacking in the teaching of Civic Education in Secondary Schools in Zambia. Additionally, the study might contribute to the existing body of knowledge on Civic Skills in Zambia and also might inform teachers on the appropriate methods and techniques in the teaching of Civic skills.

Reimbursements

You will not be provided any incentive to take part in the research.

Confidentiality

The research being done in may draw attention of other people around and if you participate, you may be asked questions by other people who have seen you participating. I will not be sharing information about you to anyone. The information that I collect from this research will be kept private. Any information about you will have a code on it instead of your name. Only the researcher will know what your number is and I will lock that information up with a lock and key. It will not be shared with anyone or given to anyone except me Muntengwa Wilfred.

Sharing the Results

Nothing that you tell me today will be shared with anybody outside the research team, and nothing will be attributed to you by name. The knowledge that I get from this research will be shared with you before it is made widely available to the public. Each participant will receive a summary of the results.

Right to Refuse or Withdraw

You do not have to take part in this research if you do not wish to do so, and choosing to participate will not affect your job or job-related evaluations in any way. You may stop participating in the discussion or interview at any time that you wish without your job being affected. I will give you an opportunity at the end of the interview or discussion to review your remarks and you can ask to change or remove portions of those, if you do not agree with my notes or if I did not understand you correctly.

Who to Contact

If you have any questions, you can ask them now or later. If you wish to ask questions later, you may contact me Muntengwa Wilfred on 0977-232330 or email me on wmuntengwa@gmail.com

This proposal or protocol has been reviewed and approved by HSSREC which is a committee whose task is to make sure that research participants are protected from harm. If you wish to find about more about the IRB, contact:

Dr. Jason Mwanza Chairperson, Humanities and Social Sciences, Research Ethics Committee,

University of Zambia

P O Box 32379

LUSAKA

OR

Professor Henry M. Sichingabula Director, Directorate of Research and Graduate Studies

University of Zambia

P O Box 32379

LUSAKA.

"Approval to conduct this research has been provided by the University of Zambia, in accordance with its ethics review and approval procedures. Any person considering participation in this research project, or agreeing to participate, may raise any questions or issues with the researchers at any time.

In addition, if you are/ or any person is not satisfied with the response of researchers may raise ethics issues or concerns, and may make any complaints about this research project by contacting the HSSREC on the address sated above.

All research participants are entitled to retain a copy of any Participant Information Form and/or Participant Consent Form relating to this research project."

Part II: Certificate of Informed Consent

I have been invited to participate in this academic research about the perceptions of Civic Education teachers on civic skills acquisition by learners in selected secondary schools of Lusaka District. I have read the foregoing information, or it has been read to me in a language that I understand. I understand the purposes, procedures described in the research project. The purposes of the study and the procedures as well as benefits and any risks have been explained to my satisfaction. I have had the opportunity to ask questions about it and any questions I have been asked have been answered to my satisfaction. I consent voluntarily to be a participant in this study.

Name of Participant _____

Signature of Participant _____

Date _____

Day/month/year

If illiterate ¹

I have witnessed the accurate reading of the consent form to the potential participant, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Name of witness _____ Thumb print of
participant

Signature of witness _____

Date _____

Day/month/year

If vulnerable or incapacitated like pregnant women, children, people with mental illness, people with disabilities, prisoners and minority groups form instance, the investigator must ensure that there is a well-educated and motivated surrogate or proxy decision maker. When comprehension is an issue the research plan should include means of testing the participants' understanding of the important information prior to enrollment.

Statement by the researcher/person taking consent

I have accurately read out the information sheet to the potential participant, and to the best of my ability made sure that the participant understands.

I confirm that the participant was given an opportunity to ask questions about the study, and all the questions asked by the participant have been answered correctly and to the best of my ability. I confirm that the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily.

¹ A literate witness must sign (if possible, this person should be selected by the participant and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.

A copy of this ICF has been provided to the participant.

Name of Researcher/person taking the consent_____

Signature of Researcher /person taking the consent_____

Date _____

Day/month/year

CONTACTS FOR QUESTIONS

1. Principal Investigator
Names: Muntengwa Wilfred
Phone: +26 0977-232330
E mail: wmntengwa@gmail.com
Physical address:
The University of Zambia



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 24.05.19

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: FIELD WORK FOR MASTERS/ PhD STUDENTS

The bearer of this letter Mr./Ms. MUNTENCWA WILFRED Computer number 2017014581 is a duly registered student at the University of Zambia, School of Education.

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

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

Yours faithfully

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

cc: Dean-Education
Director-DRGS



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@drgr.unza.zm | Website: www.unza.zm

Approval of Study

25th September 2019

REF NO. HSSREC: 2019-AUG-001

Mr. Wilfred Muntengwa
Libala Stage Three Primary School
PO Box 380155
LUSAKA

Dear Mr. Muntengwa,

**RE: "DEVELOPING A FRAMEWORK TO PROMOTE CIVIC SKILLS ACQUISITION
BY GRADE 11 CIVIC EDUCATION LEARNERS IN SECONDARY SCHOOLS OF
LUSAKA DISTRICT"**

Reference is made to your submission. 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: 2019-AUG-001
Approval and Expiry Date	Approval Date: 25 th September 2019	Expiry Date: 24 rd September, 2020
Protocol Version and Date	Version-Nil	25 th September, 2020
Information Sheet, Consent Forms and Dates	• English.	To be provided
Consent form ID and Date	Version	To be provided
Recruitment Materials	Nil	Nil

1

Excellence in Teaching, Research and Community Service

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 to, the approval may be suspended. Should the study be suspended, study sponsors and other regulatory authorities will be informed.

Conditions of Approval

- No participant may be involved in any study procedure prior to the study approval or after the expiration date.
- All unanticipated or Serious Adverse Events (SAEs) must be reported to the IRB within 5 days.
- All protocol modifications must be IRB approved by an application for an amendment prior to implementation unless they are intended to reduce risk (but must still be reported for approval). Modifications will include any change of investigator/s or site address or methodology and methods. Many modifications entail minimal risk adjustments to a protocol and/or consent form and can be made on an Expedited basis (via the IRB Chair). Some examples are: format changes, correcting spelling errors, adding key personnel, minor changes to questionnaires, recruiting and changes, and so forth. Other, more substantive changes, especially those that may alter the risk-benefit ratio, may require Full Board review and approval. In all cases, except where noted above regarding subject safety, any changes to any protocol document or procedure must first be approved by the IRB before they can be implemented.
- All protocol deviations must be reported to the IRB within 5 working days.
- All recruitment materials must be approved by the IRB prior to being used.
- Principal investigators are responsible for initiating Continuing Review proceedings. Documents must be received by the IRB at least 30 days before the expiry date. This is for the purpose of facilitating the review process. Any documents received less than 30 days before expiry will be labelled "late submissions" and will incur a penalty.
- Every 6 (six) months a progress report form supplied by The University of Zambia Humanities and Social Sciences Research Ethics Committee IRB must be filled in and submitted to us. There is a penalty of K500.00 for failure to submit the report.
- The University of Zambia Humanities and Social Sciences Research Ethics Committee IRB does not "stamp" approval letters, consent forms or study documents unless requested for in writing. This is because the approval letter clearly indicates the documents approved by the IRB as well as other elements and conditions of approval.

Should you have any questions regarding anything indicated in this letter, please do not hesitate to get in touch with us at the above indicated address.

On behalf of The University of Zambia Humanities and Social Sciences Research Ethics Committee (IRB), we would like to wish you all the success as you carry out your study.

Yours faithfully,

A handwritten signature in blue ink, appearing to read 'Dr. J. Mwanza', is written over a horizontal line. The signature is stylized with a large 'D' and 'M'.

**CHAIRPERSON
THE UNIVERSITY OF ZAMBIA HUMANITIES AND
SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE - IRB**

cc: Director, Directorate of Research and Graduate Studies
Assistant Director (Research), Directorate of Research and Graduate Studies
Acting Assistant Registrar (Research), Directorate of Research and Graduate Studies
Acting Senior Administrative Officer (Research), Directorate of Research and Graduate Studies

Appendix 6 Lusaka District Board Consent Letter

All Correspondence should be addressed
to the District Education Board Secretary

Telephone: 0211 - 240250/240249/0955 623749
E-mail: desbsisk@yahoo.co.uk



In reply please quote

DEB/LSK/101/1/19

**REPUBLIC OF ZAMBIA
MINISTRY OF GENERAL EDUCATION**

**DISTRICT EDUCATION BOARD SECRETARY
P.O. BOX 50297
LUSAKA**

7th August, 2019


The Headteachers
Secondary Schools
Lusaka District
LUSAKA

**RE: INTRODUCTORY LETTER: MUNTENGWA WILFRED- COMPUTER
NUMBER 2017014581**

This serves to introduce to you the above mentioned student from the University of Zambia. He is currently undertaking a research entitled **"Perception of Civic Education Teacher on civic skills Acquisition by learners"** in selected Secondary Schools of Lusaka District.

Mr. Muntengwa Wilfred has been granted permission to carry out his reasrch.

Kindly, welcome and assist him accordingly.


B. Mwanza (Mr.)
**DISTRICT EDUCATION BOARD SECRETARY
LUSAKA DISTRICT**

SS*

Appendix 7 Arakan Boys Secondary School Consent Letter

	<p>REPUBLIC OF ZAMBIA MINISTRY OF GENERAL EDUCATION</p> <p>ARAKAN BOYS SECONDARY SCHOOL BOARD</p> <p>Telephone: +260 211 252533 / Cell: 0955-382160, P.O. Box 51134, LUSAKA ZAMBIA</p>	
<p>All correspondence should be addressed to: The Headteacher / Board Secretary E-mail: arakanhigh@yahoo.com</p>		<p>In reply please quote Ref. ABSSB/102/6/31</p>
<p>Ministry of General Education Libala Stage III Primary School P.O Box 350155 Lusaka.</p>		<p>10th September, 2019</p>
<p>Dear Sir,</p>		
<p>RE: ACCEPTANCE LETTER FOR MUNTENGWA WILFRED COMPUTER NO. 2017014581</p>		
<p>We write to refer to your letter dated 7th August 2019.</p>		
<p>On behalf of the school management, I am glad to inform you that your request has been granted.</p>		
<p>Yours faithfully,</p>		
<p> E MWALUNGALI, BSC Ed Msc PLCR Lieutenant Colonel Head teacher</p>		<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"><p>REPUBLIC OF ZAMBIA MINISTRY OF GENERAL EDUCATION</p><div style="border: 1px solid black; padding: 2px; text-align: center; margin: 5px 0;"><p>10 SEP 2019</p></div><p>HEADTEACHER ARAKAN BOYS SEC. SCHOOL P. O. BOX 51134, LUSAKA</p></div>

Appendix 8 Arakan Girls Secondary school Consent letter



REPUBLIC OF ZAMBIA
MINISTRY OF GENERAL EDUCATION
ARAKAN GIRLS SECONDARY SCHOOL



All correspondence should be addressed to:
the Headmaster
Telephone: +260 211 262925
Cell: 0977 / 0955 454355 / 0968811056

In reply please quote
Ref No.....
P.O. Box 31967
Lusaka - Zambia

Mr Muntengwa Wilfred
Libala Stage III Primary School
P O Box 350155
LUSAKA

02 September 2019

Dear Sir,

PERMISION TO CONDUCT A RESEARCH

1. Reference is made to your letter dated 13 August, 2019 and DEBS letter dated 7 August, 2019.
2. Permission has been granted for you to conduct your research at Arakan Girls Secondary School.
3. You are to rehearse with HOD Social Sciences on further arrangements.
4. I wish you the very best.

H KANDELA, MBA BBA Dip (Ed)
Major
Headteacher

Appendix 9 Libala Secondary School Consent Letter

All communications should be addressed to:

The Headteacher

+260 211 263361



**REPUBLIC OF ZAMBIA
MINISTRY OF GENERAL EDUCATION**

In reply please quote

No:



**LIBALA SECONDARY SCHOOL
P.O. BOX 50018
LUSAKA**

4th September, 2019

The Dean
University of Zambia
LUSAKA

Dear Sir/Madam,

**RE: PERMISSION GRANTED TO CONDUCT A RESEARCH - MUTENGWA WILFRED –
COMPUTER NUMBER 2017014581**

With reference to the above mentioned.

As a school we are pleased to let you know that permission has been granted to conduct a research at Libala Secondary School with the Guidance and Social Sciences Department.

Looking forward to work with you.

Yours faithfully,

A handwritten signature in blue ink, appearing to read 'Beatrice M Habeenzu'.

Beatrice M Habeenzu (Mrs)
**DEPUTY HEADTEACHER
for/HEADTEACHER**