

**Exploring teachers' experiences in the teaching of Civic Education as part of the
Social Studies subject in selected schools of Luanshya district**

By

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**A Dissertation Submitted in Partial Fulfilment of the Requirement for the Award of the
Degree of Master of Education in Civic Education of the University of Zambia**

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DECLARATION

I, **Matilda Musho Mate**, hereby declare that this dissertation is my own work and all the sources have been acknowledged by means of completed references and that it has never been previously submitted for Degree at the University of Zambia or any other University.

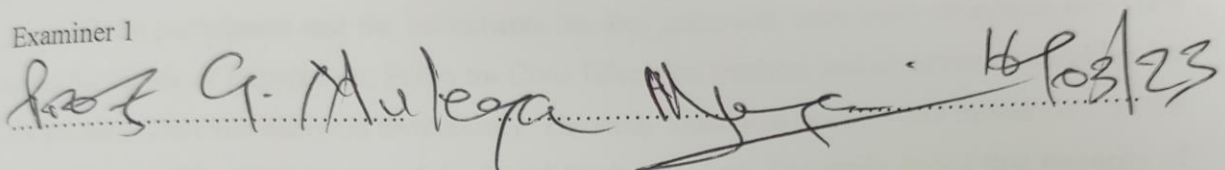
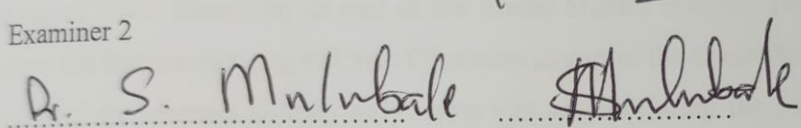
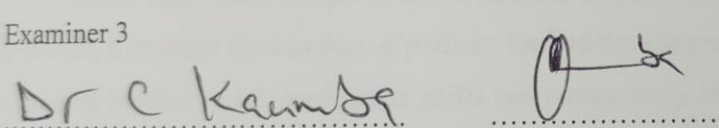
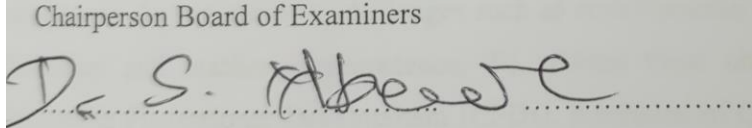
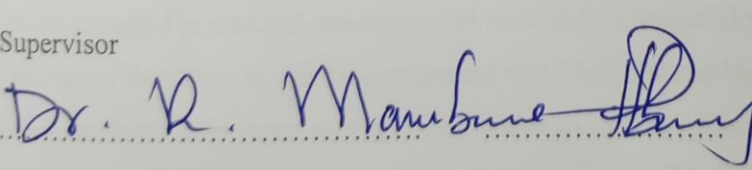
SIGNATURE

11TH AUGUST 2022

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APPROVAL

This dissertation of **Matilda Musho Mate** is hereby approved as a partial fulfillment of the requirements for the award of the Degree of Master of Education in Civic Education of the University of Zambia.

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ABSTRACT

The study explored teachers' experiences in the teaching of Civic Education as part of the Social Studies subject in selected schools of Luanshya district. The purpose of the study was to establish the views of teachers on merging of Civic Education as part of the Social Studies subject, challenges in the teaching of Civic Education and suggest interventions to improve the teachers' experiences in the teaching of Civic Education as part of the Social Studies subject. The study employed the qualitative social constructivism research paradigm. A Sample of 15 participants was used, which included 12 Civic Education teachers and 3 Heads of Department. Homogenous purposeful sampling procedure was used to select all the participants and the instruments for data collection were semi-structured interview schedule for Heads of Department, FGDs for Civic Education teachers and observation checklist for Civics teachers. Data was analyzed thematically. The study found that teachers had mixed view on the merging of Civic Education as part of the Social Studies subject. The study found that minority of teachers felt that the merging of Civic Education as part of the Social Studies subject was good because it benefited the learners as they only wrote one subject during the examination as opposed to three subjects. On the other hand, majority of the teachers felt that the merging of Civic Education made the subject bulk, it reduced the number of periods, limited time to complete syllabus and increased pressure on untrained teachers with inadequate skills and competency in teaching all the three components of Social Studies. The study also unveiled that the teaching of Civic Education as part of the Social Studies subject was characterised by challenges such as environmental challenges, instructional and material challenges and teacher incompetence. To address these challenges, teachers were engaged in Continuing Professional Development (CPDs), purchased of Civic Education teaching and learning resources, engaged in research practices and provided of remedial works to cover up on time. Based on the findings of the study, it was recommended that MoGE should train more teachers of Social Studies, provide schools with the necessary teaching and learning resources, schools should engage in seminars, workshops and CPDs, improve the infrastructure for teaching in schools. Further, the government should support teachers who are engaged in writing books for social studies in schools, teachers should be encouraged to engage in action research practices, consultations from colleagues on best practices for teaching the subject and increase funding to the schools. The recommendation for future research is that further research be done on the best practices and pedagogies for teaching crowded classrooms.

Key words: *Civic Education, Teaching, Primary Schools, Social Studies*

DEDICATION

This Dissertation is dedicated to my Late Father Mr Lubinda Geoffrey Mate who always encouraged me to move forward because of the great passion they noticed in me for education. I further dedicate my work to my husband Evaristo Chongo and my children Lubinda Chongo, Caleb Mapalo Chongo, Thabo Tehilah Chongo, Kutasha-Lesa Emmanuel Chongo and Kwibisa Mate for their support during the period of this study.

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LIST OF ABBREVIATIONS

CDC: Curriculum Development Centre.

CIPP: Context, Input, Process and Product.

CPD: Continuous Professional Development.

ECE: Early Childhood Education.

ECZ: Examination Council of Zambia.

FGDs: Focus Group Discussions.

HODs: Heads of Department.

ICT: Information and Communication Technology.

JSSSLE: Junior Secondary School Leaving Examinations.

LSEnS: Learners with Special Education Needs.

MESVTEE: Ministry of Science, Vocational, Technology and Early Education.

MoE: Ministry of Education.

MoGE: Ministry of General Education.

NCSS: National Council for the Social Studies.

RE: Religious Education.

SDS: Social Developmental Studies.

SMART: Specific Measurable Achievable Relevant Time- bound.

UBE: Universal Based Education.

UNESCO: United Nations Educational, Scientific and Cultural Organization.

UNZA: University of Zambia.

USA: United States of America.

CHAPTER ONE

INTRODUCTION

1.1. Overview

This chapter covers a brief background of the teachers' experiences in the teaching of Civic Education as part of the Social Studies subject in selected schools of Luanshya district. Thereafter, the chapter presents the problem under investigation, the purpose of the study, research objectives and research questions. It then presents the significance of the study, delimitation of the study, limitations of the study, theoretical framework, definition of terms and ends with the organization of the study.

1.2. Background of the study

From 1964 to the present, many curriculum reforms that have taken place in the Zambian education system. Like most countries in Africa, Zambia undertook some curriculum reforms as soon as she got political independence from the colonizers. The curriculum reforms were done in order to meet the growing demands of the societies and to promote local cultures. In 2013, curriculum reforms were done in Zambia, which saw three subjects namely Civic Education, History and Geography merged as one subject, and called the subject as Social Studies. The implementation process began in 2015. The three subjects were merged because they were interrelated, had similar competences and content in order to equip learners with skills, values, attitudes and competences that would enable them respond to the changing needs of the society (MoE, 2013). Hence, merging the subjects was meant to equip learners with skills, values, attitudes and competences that would enable a learner to respond to the changing needs of the society (MoE, 2013). Social Studies is compulsory for all learners in primary school and junior secondary school in Zambia, with the exception of senior secondary school where the contributory subjects are taught as independent subjects. Civic Education deals with societal problems, which vary from country to country and people to people.

The 2013 revised curriculum came with major changes in which the notable ones were introduction of Early Childhood Education (ECE), instruction through a familiar local language at Grades 1-4, a two-career pathway system of academic and vocational subjects and an integrated subject arrangement (MESVTEE 2013a; Tuchili & Kalirani 2014). The revised curriculum also introduced entrepreneurship, life skills, computer studies and the teaching of literacy in local languages from Grades 1-4. The revision saw the emergence of the subject areas such as Social Studies, Business

Studies, English Language, Computer Studies, Integrated Science, Mathematics, Religious Education, Zambian Languages and foreign Languages (CDC, 2013). It was in line with this 2013 curriculum reform that Geography, Civic Education and History were merged as Social Studies.

Nevertheless, the teaching of Civic Education as part of the Social Studies subject in Zambian schools has come with many challenges faced by teachers. In Zambia, a number of studies have been conducted on the implementation and teaching of Social Studies education in schools (Mambwe, 2019; Mambwe, et al., 2019; Mbulo, 2015 and Lufungulo, 2015). However, teachers' experiences in the teaching of Civic Education as part of the Social Studies subject in schools still need further investigation in order to appreciate the causes of poor performance among learners in Social Studies subject. It is against this background that this study was conducted to explore the teachers' experiences in the teaching of Civic Education as part of the Social Studies subject in selected schools of Luanshya district in the Copperbelt Province.

1.3. Statement of the problem

According to ECZ (2017) and MoGE (2019) reports, it was observed that Social Studies was one of the subjects with a largest proportion of candidates who performed poorly in the national examinations. This poor performance if allowed to continue would be retrogressive in as far as achieving the curriculum goals on Social Studies is concerned (Mambwe, 2019). Therefore, exploring teachers' experiences in the teaching of Civic Education content under Social Studies subject, is one way of unearthing the factors behind the observed poor performance of pupils in social studies' national examinations. A number of studies have been carried out on the implementation and teaching of Social Studies in Zambia (Mambwe, 2019; Mambwe, et al., 2019; Mbulo, 2015 and Lufungulo, 2015), but only few studies such as that of Mufalo, et al., (2022) focused on teachers' experiences in the teaching of Civic Education content as part of social studies. Further, these studies were qualitative in nature and therefore their findings may not be generalised to other contexts such as the selected schools in Luanshya District where the current study was conducted. There is, therefore, still a knowledge gap on teachers' experiences in the teaching of Civic Education content under Social Studies subject in Zambia which the current study sought to explore in selected schools of Luanshya district.

1.4. Purpose of the study

The purpose of the study was to explore the teachers' experiences in the teaching of Civic Education as part of the Social Studies subject in selected schools of Luanshya district.

1.5. Objectives of the study

The objectives of the study were to:

- (i) Establish the views of teachers on the merging of Civic Education as part of the Social Studies subject.
- (ii) Explore the challenges in the teaching of Civic Education as part of the Social Studies subject.
- (iii) Explore the interventions instituted by schools to improve the teachers' experiences in the teaching of Civic Education as part of the Social Studies subject.

1.6. Research questions

The study was guided by the following research questions:

- (i) What are the views of teachers towards the merging of Civic Education as part of the Social Studies subject?
- (ii) What are the challenges in the teaching of Civic Education as part of the Social Studies subject?
- (iii) What interventions have schools instituted to improve teachers' experiences in the teaching Civic Education as part of the Social Studies subject?

1.7. Significance of the study

It is hoped that the study may provide information on the challenges in the teaching of Civic Education as part of the Social Studies subject. Secondly, the information may be useful to stakeholders in education in addressing the challenges in the teaching of Civic Education as part of the Social Studies subject. Thirdly, it is also hoped that the findings of the study may be added to the general body of knowledge on the challenges in the teaching of Civic Education as part of the Social Studies subject.

1.8. Delimitations of the study

The study was conducted in selected secondary schools of Luanshya District. The sample only included three schools, which comprised of one rural school, one peri urban school and one urban school. The three schools were chosen in order to gather data that would represent the three levels of societies. Therefore, other schools were not of concern to this study.

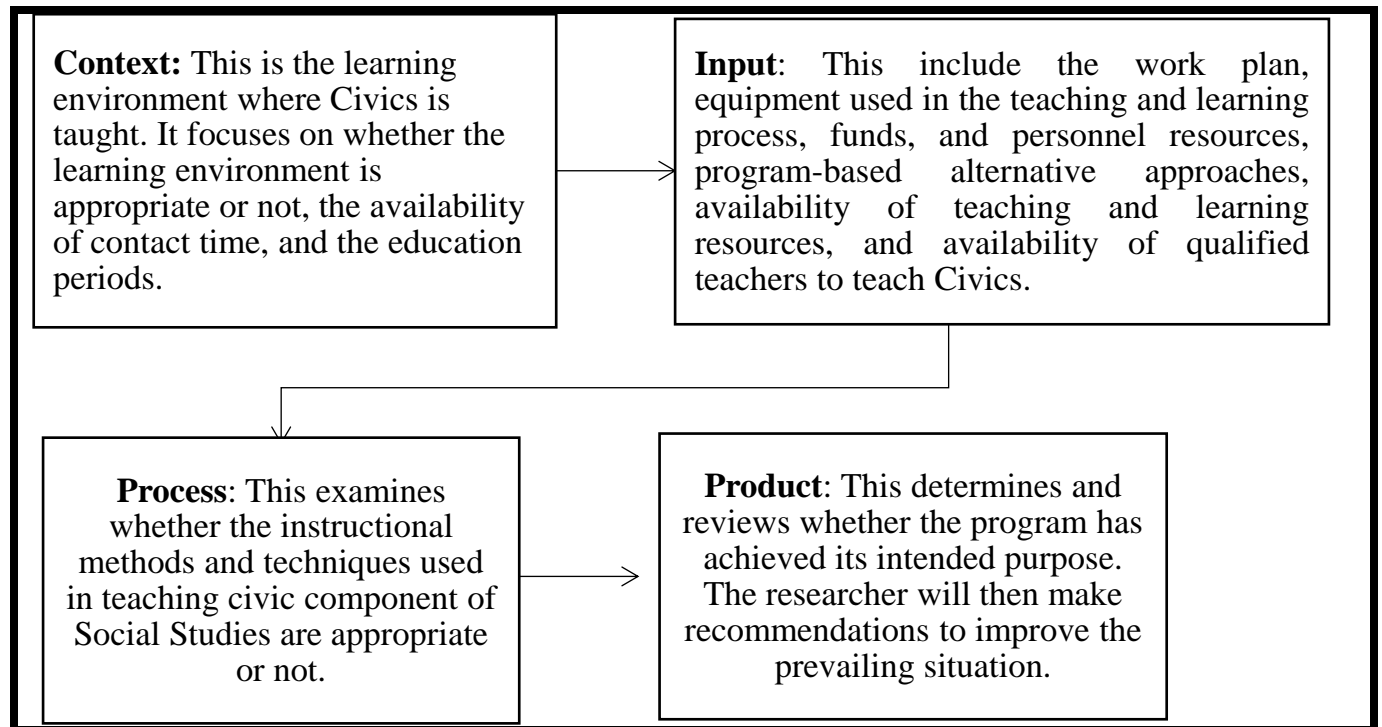
1.9. Limitations of the study

The limitations of the study bordered on the research instruments. The researcher used semi-structured interview and Focused Group Discussion guides to collect data and some key participants were not willing to participate. Further, the findings of this study may not be generalised to other contexts or settings considering it was only conducted in Luanshya district. However, the use of instrumental triangulation, such as interview guide, focus group discussion guide and observation checklist helped address this limitation. A gap in one research instrument was supplemented by the other research instruments.

1.10. Theoretical framework

The study was guided by the Context, Input, Process and Product (CIPP) Evaluation Model devised by Guba, and later developed by Stufflebeam, in the 1960s (Stufflebeam, 2008). The main purpose of this evaluation model is to measure and assess the workability of a program. This model helped to assess whether the merging of Civic Education, as part of the Social Studies subject was really working or not. The model has four elements namely Context, Input, Process and Product that explain the workability of a program.

Table 1: A diagrammatic representation of the four elements of the CIPP Evaluation Model



Source: (Stufflebeam, 2008)

An explanation of the four elements of the CIPP Evaluation Model

Context: This is the evaluation of the need, problem, asset, and opportunity within a situation (Yi, Park and Park, 2009). This element helped the researcher to assess the learning environments where Civic Education is taught by considering available contact time allocated to teach the subject, number of education periods are adequate, availability of teaching and learning resources and qualified teachers to teach Civic Education.

Input: This element assists in the decision-making of how facilities, human resources, and budget will be determined and constituted to achieve the goal of the education (Kim and Son, 2017). In this study, this element guided the researcher in establishing the learning and teaching resources that are allocated in order to the meet the targeted needs and achieving the targets of teaching and learning of Civic Education.

Process: This is the continuous examination of the program execution plan and process records (Stufflebeam and Shinkfield, 2007). The assessment of this step provides information regarding the

schedule, method of progress, input activity type, and education method related to the education program to the education director so that this information contributes to the smooth progress fitting for the education goal. This element helped the researcher to examine whether the instructional methods and techniques used in teaching Civic Education component of Social Studies are appropriate or not.

Product: This element measures and analyzes the results during and after the education and examines the overall efficacy of the program (Jung, 2000). This step has to inspect the intended effects, unintended effects, positive effects, as well as negative effects (Stufflebeam and Coryn, 2007). This element enabled the researcher to determine whether the merging of Civic Education has achieved its intended purpose. Based on the findings of the study, the researcher made recommendations to improve the teaching and learning of Civic Education, as part of the Social Studies subject.

1.11. Definitions of key terms

Civic Education: The provision of information and learning experiences to equip and empower citizens to participate in democratic processes. This education can take very different forms, including classroom-based learning, informal training, experiential learning, and mass media campaigns (Børhaug, 2010).

Geography: The study of the physical features of the earth and its atmosphere, and of human activity as it affects and is affected by these, including the distribution of populations and resources and political and economic activities (Ogar & Effiong, 2012).

History: The study of change and development in society over time. The study of history enables us to understand how past human action affects the present and influences our future, and it allows us to evaluate these effects (Okobia, 2011).

Social Studies: Social Studies is a combination of Civic Education, History and Geography at junior level. The three are taught as one subject (MoE, 2013).

1.12. Organization of the study

This study has six chapters and it is structured as follows: Chapter one presented the background of the teachers' experiences in the teaching of Civic Education as part of the Social Studies subject in selected schools of Luanshya district in the Copperbelt Province. The chapter also presented the

statement of the problem, the purpose of the study, research objectives and research questions. The chapter then presented the significance of the study, delimitation of the study, limitations of the study, theoretical framework, definition of terms and ended with the organisation of the study.

Chapter two presented the review of related literature on the teachers' experiences in the teaching of Civic Education as part of the Social Studies subject in selected schools. The review started with a discussion on the concept of social studies and the historical background of social studies. This was followed by a discussion on the benefits that have arisen from merging Civic Education as part of the Social Studies subject and the teachers' experiences in the teaching of Civic Education as part of the Social Studies subject in selected schools. The literature review ended with a discussion on the interventions instituted by schools to improve the teachers' experiences in the teaching of Civic Education as part of the Social Studies subject.

Chapter three presented the methodology that was employed in this study to collect the required data on the challenges faced by teachers in the teaching of Civic Education as part of the Social Studies subject. The chapter presented the research paradigm, research design, study site, population, sample, sampling techniques, instruments for data collection, data collection procedure, data analysis and trustworthiness of the findings. The chapter ended with a discussion of the ethical considerations.

Chapter four presented the findings of the study and analyzed them according to different categories of themes in line with the objectives of the study. Chapter five discussed the findings of the study while chapter six presented conclusion and recommendations of the study. It also suggested the areas for further research to provide more information on the teachers' experiences in the teaching of Civic Education as part of the Social Studies subject in selected schools.

1.13. Chapter Summary

Chapter one focused on the introduction to this study. This chapter covered a brief background of the teachers' experiences in the teaching of Civic Education as part of the Social Studies subject in selected schools. Thereafter, the chapter presented the statement of the problem, the purpose of the study, research objectives and research questions. The chapter then presented the significance of the study, delimitation of the study, limitations of the study, theoretical framework, definition of terms and ended with the organisation of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Overview

This chapter presents the review of related literature on teachers' experiences in the teaching of Civic Education as part of the Social Studies subject in selected schools. The review started with a discussion of the concept of Social Studies, the historical background of Social Studies, the benefits that have arisen from merging Civic Education as part of the Social Studies subject and the challenges in the teaching of Civic Education as part of the Social Studies subject in selected schools. The literature review ended with a discussion on the interventions instituted by schools to improve the teachers' experiences in the teaching of Civic Education as part of the Social Studies subject.

2.2. The Concept of Social Studies

Many writers have attempted to define Social Studies, but there is no particular agreed definition of the concept. This is because every definition is based on individual beliefs about the role of Social Studies in society. However, Social studies should not be seen as a separate set of subjects, but a unified field whose goal is to strengthen the capacity of young citizens to be productive adults and democratic citizens (Mambwe & Lufungulo, 2022; Becker, 2007). Ogar & Effiong (2012) further stated that Social Studies is the study of how people live, what they do and how various things and social practices around them affect their life. Additionally, Ogar & Effiong (2012) contended that Social Studies is the totality of experience a learner goes through having been exposed to a course explaining the problems men and women encounter in chosen environments (historical, geographical, traditional, political, religious, economic, psychological, cultural, scientific and technological).

Further, Okobia (2011) and Samwimbila (2017) defined Social Studies education as the study of man in his environment. This means that Social Studies education deals on man's cultural, social, religious, physical and economic environments. Supporting this definition, Samwimbila (2017) stated that Social Studies is an integrated area of study designed to inculcate in the individual (man) desirable knowledge, attitudes, values and skills as regards his environment in totality for production of effective citizenry capable of making rational decision. Therefore, Social Studies put man and his environment at the centre and makes man a functional and effective being in his environment capable of adjusting to the dynamic of the international society.

According to the MoE (2013), Social Studies is a combination of History, Geography and Civics at junior level (Grades 8 and 9). When the MoGE revised its curriculum in 2013, Civics, geography and history were merged into one subject called Social Studies at Junior Secondary school level. The three subjects are taught as one subject. All of them deal with human relationships. For example, Geography describes man's relations to the earth; Civics explains society's attempts to control individuals through organized states and History is the story of whatever man has done, with emphasis upon institutional and group activities. The idea behind this merging was that some contents in the three subjects are interrelated. Hence, Social Studies was seen to be an ideal subject that was able to address the children's realities in a contemporary world that is constantly changing. The merging of these subjects has created space on the curriculum to introduce two new career pathways for learners, which includes academic and vocational subjects and an integrated subject arrangement (MESVTEE 2013a; Tuchili & Kalirani 2014).

2.3. The historical background of Social Studies

Globally, Social Studies education initially started in the United States of America where the Social Studies movement was formed because of the influence of John Dewey (Salia-Bao, 1990). Drake & Burns (2004) pointed out that the movement towards integration of subjects in the curriculum emanated in the early 20th century when John Dewey questioned the purpose of education and criticized what he saw as the prevailing educational environment. According to Dewey, schools provided a platform where learners were acquainted with democratic principles. Similarly, Herbert Spencer in his writings tried to identify trends in the classroom and their subsequent psychological effects on students. He, together with other philosophers debated about the benefits of teaching a core curriculum versus a discipline-based approach. It emerged that integrated curriculum was an innovative method to teaching (Dewey, 2004). This resulted in the formation of the progressive education called the Pragmatists (Salia-Bao, 1990). They stressed the progressive philosophy, which was based on child-centered education, inquiry, and discovery learning.

In Africa, when most countries were securing independence in the 1960s, there was the need for the new leaders and educationists to make changes in the education setting. Social studies became part of the school curricula after several conferences held in the United States of America, Britain and Africa. The first conference was held in 1961 at the Endicott House, Massachusetts Institute of Technology to study some of the problems of education of the emerging nations of Africa and to suggest steps by which those problems could be solved. At the Massachusetts' conference, a Sub-

committee on the Humanities and Social Studies was formed (Tamakloe, 1994). They agreed on the following three objectives for Social Studies. Firstly, to sensitize the student to his own culture, to social heritage and to the problems of developing African states and societies. Secondly, to induce a sharp awareness in the students of his own world and of involvement in the wider world of which he is invariably a part and thirdly, to develop the ability to identify and evaluate critically the economic, social, political and moral problems and situations he will face as a citizen (Carnoy, 1974).

After independence in 1964, Zambian educators joining educators from other African nations were concerned about the inherited British educational systems and sought ways to change them to make it suitable to the needs and aspirations of the new and emerging nations (Merryfield & Muyanda-Mutebi, 1991). The development of the education of social studies dates back to the modern history and changes of teacher education generally. Social studies have moved from western cultures which begun in the 19th century to teacher colleges and university-based teacher preparation in the twentieth century. However, the education of Social Studies teachers has to take into account the unique definitions and issues connected to the teaching of Social Studies at Junior Secondary school.

In September 1967, eleven African nations, Botswana, Ethiopia, Ghana, Kenya, Lesotho, Malawi, Nigeria, Sierra-Leone, Tanzania, Uganda, and Zambia, met at Queen's Oxford in England to discuss needs and priorities in curriculum development in Africa (Samwimbila, 2017). A year later, representatives from the above nations agreed to meet in Mombassa, Kenya to address three basic questions: (a) What is social studies? (b) What should be the objectives in social studies education? and (c) What approach should be used in teaching social studies? These questions became the framework within which Zambian social studies education was organized. Moreover, the representatives discussed and debated the integration of the traditional subjects such as history, geography, and civics as well as disciplines such as economics, sociology, and anthropology into the social studies curriculum to reflect the goals and aspirations of the nations.

Merryfield & Muyanda-Mutebi (1991) pointed out that African nations needed to address the following four issues. Firstly, students' understanding of interactions between different cultural, social and physical environments. Secondly, students' appreciation of their homes and heritages. Thirdly, development of academic and social skills and attitudes expected of citizens. Fourthly, the freedom of expression of ideas in a variety of ways, however most people who are responsible for the implementation of Social Studies, teachers and teacher educators were not clear about the meaning of social studies and could not differentiate it from the subjects it replaced. Another problem

that appears to be dominant in Africa relates to the training of teachers or teacher education. It appears that there is a great shortage of trained and experienced social studies teachers in most African schools. The current state of affairs concerning social studies needs to be addressed if social studies is to achieve its goal of preparing citizens for the 21st century.

Based on the global and international background, as earlier mentioned, from 1964 to the present, many curriculum reforms that have taken place in the Zambian education system. The first example of curriculum reform took place after independence was the 1977 Curriculum Education Reforms, which outlined recommendations for special education and specified the need for integration and adaptation of the general education curriculum to meet identified and specified individual needs of students. Furthermore, the reform document outlined the need for adequate funding in order for special education to be more meaningful and beneficial (MoE, 1977). The second curriculum reform was the 1992 Focus on Learning curriculum reforms, which stressed on the importance of access to educational opportunities. Thus, in the 1992 policy document, the Zambian government reiterated that “every person-child, youth, and adult shall be able to benefit from educational opportunities designed to meet their basic learning needs” (MoE, 1992, Article 1). Notably, the 1992 policy stressed the mobilization of resources for the education of all. This policy introduced pre-service training in special education, introduced special education in pre-schools, established a special education structure in the Ministry of Education and established an appropriate progression system for learners with Special Education Needs (SENs). The third curriculum reform was the 1996 Educating our Future curriculum reforms, which focused on educational flexibility, responsiveness to educational needs, and enhancement of quality of education for all children (MoE, 1996).

After serious reflection on the curriculum that guided education before 1996, the Curriculum Development Centre (CDC), the directorate mandated by law to oversee curriculum design, development, implementation and evaluation, observed that the old curriculum was too overloaded, theoretical, examination-oriented and inflexible. Further, the old curriculum was not career-oriented, overlooked skills and values, used a foreign language as the medium of instruction, and had a fragmentation of subjects with similar content. It was observed that part of the content was not relevant to individual and societal needs, lacked the latest technological aspects such as Information and Communication Technology (ICT) and did not accommodate crosscutting issues that were affecting the community. This background, based on the Educating our Future 1996 Education Policy document, prompted technocrats to conduct a baseline survey to determine the need for curriculum change (MESVTEE 2013a, Tuchili & Kalirani 2014).

In 2005, the baseline survey was conducted by MoE, which informed the need for change of the curriculum. In 2009, a curriculum symposium was held, followed by a national curriculum Indaba, activities which lead to the designing of a pilot curriculum that today is a revised curriculum under implementation. To respond to the changing needs of the society, the *Zambian Curriculum Framework* was revised in 2013. It was in line with this 2013 curriculum reform that Geography, Civic Education and History were merged as Social Studies. Social Studies is compulsory for all learners in primary school and junior secondary school in Zambia, with the exception of senior secondary school. The course deals on societal problems, which vary from country to country and people to people.

2.4. The benefits of Social Studies

There are benefits of Social Studies on the learners. Below is a discussion of these benefits on the global, African and Zambian perspectives.

Globally, Tanushree (2008) investigated on the importance of Social Studies in the school curriculum in India and found that Social Studies creates awareness of the world and environment. The study found that lessons in Social Studies related to topics like my family, my neighbourhood, community helpers, early man, civilization, modern periods in history, the French revolution and great world leaders teach learners about the various civilizations, movements and renaissances that occurred over the years. This knowledge enables the students to understand how the world and different societies have evolved, the important events that have occurred in the past, enduring ideas and eminent personalities that have created an impact and affected the lives of people both locally and globally. It also helps learners to understand how different societies are structured, managed and governed. This in turn helps learners to understand their place in the world.

In United States of America (USA), the National Council for the Social Studies (NCSS) (2009) points out that Social Studies enables the learners to understand and appreciate the real-world issues and society. Social Studies ignites a curiosity about real-world issues. The NCSS highlighted that Social Studies helps learners to understand developments that are taking place in society and the world as well as their roles in shaping the future of the nation. Learners will explore contemporary and global issues related to governance, their roles as citizens, living in a diverse society and globalisation. These issues that affect the lives of children as young citizens, and this prepares them for the responsibilities

they need to exercise judiciously as adults in future. Social Studies encourages learners to engage in policy issues instead of just relying on the government to achieve desired outcomes.

Furthermore, the NCSS (2009) maintains that lessons such as our earth, solar system, major landforms, water resources, natural vegetation and wildlife resources, natural disasters, disaster management and pollution, enable learners to learn about outer space, formation of different landforms; evolution of animals, flora, fauna and man, water bodies, available resources, importance of conservation and preservation and environmental. These topics have an impact on our present life and future generations. This information helps learners to develop a holistic understanding of their environment and the interrelationship, which exists between the natural and human habitats.

In Africa, Meziobi et al. (2012) conducted a study on the challenges of Social Studies Educators for effective teacher preparation and implementation of the Universal Basic Education Programme in Nigerian Junior Secondary Schools. The study revealed that Social Studies helps learners to develop critical thinking abilities. Social Studies inculcate higher order thinking abilities and skills like comprehension, application, analysis, evaluation and synthesis, creativity in students. Learning a variety of topics such as natural resources, water resources, transport, communication, caste system, political ideologies, social reforms, our cultures and united nations give students a chance to gain appropriate information and data in various contexts. The information gained allows learners to make relevant observations, identify similarities and differences, and make connections between related concepts, ideas and resources.

Furthermore, a study by Chukwuemeka (2014) on evaluation of the implementation of the Social Studies Curriculum in Junior Secondary Schools in Enugu State, Nigeria indicated that Social Studies enables learners to acquire a relevant body of knowledge which can develop their positive values, attitude and skills so that they become better citizens. It is imperative to further assert that as an integrated holistic approach to learning, Social Studies offers effective citizenship education needed for national development. Subjects in Social Studies like Civic Education and History educate learners on political ideologies, constitutional laws, citizenship, rights and duties, morals and virtues, social code of conduct, thus making children aware of their roles and responsibilities particularly in relation to social and civic affairs. Chukwuemeka (2014) argues that by providing relevant information and knowledge, skills and attitudes, the study of Social Science prepares learners to grow up as active, responsible, and reflective members of society. It also teaches them to address societal and global concerns using literature, technology and other identifiable community resources. For

example, learners need an understanding of history, political science, culture, and all humanities to be able to understand why it is important to be a good citizen.

In Zambia, Mbulo (2015) carried out a study on the lecturers' attitude towards team teaching in social, spiritual and moral education in Kitwe. The study found that the study of Social Studies enables students to have religious and cultural understanding. Mbulo noted that learning about the different religions, social and cultural beliefs, castes and creed, nationalities and ethnicity, values, languages, festivals, food and clothing and types of families makes learners aware that the society they live in, is diverse and multicultural and yet there is interdependence and inter-relatedness between different people, families, cultures, religions and countries. This helps learners to recognize the benefits and challenges of living in a world with multiple cultures and ideologies. This awareness helps them to understand the importance of democracy, rights and freedoms and the fact that in order to live and coexist peacefully each and everyone needs to respect, trust and balance the various opinions, values and attitudes, lifestyles, cultures and practices and ideologies existing in society. Furthermore, Yilmaz, (2008), as cited in Mambwe (2019), pointed out that the fundamental goal of teaching Social Studies in schools is to help students become responsible, critical, reflective, and active citizens who can make informed and reasoned decisions about the societal issues confronting the local, state, and global community respectively.

Samwimbila (2017) investigated on teacher's attitudes towards the implementation of the revised Social Studies curriculum in selected secondary schools in Mufumbwe district and found that the revised Social Studies curriculum has largely avoided repetition of similar topics in the integration of civics, history and geography at Junior Secondary school. Teachers of Social Studies have found it easy to finish the syllabus because it was simplified. Samwimbila reported that in the old curriculum, certain topics were not locally oriented and had less or no impact to the Zambian and local conditions hence their removal from the new curriculum is a great achievement for the nation. However, the study by Samwimbila focused on teachers' attitudes towards the implementation of the revised social studies curriculum in selected secondary schools in Mufumbwe district, but did not focus on the teachers' experiences in the teaching of Civic Education as part of the Social Studies subject, which the current study has discovered.

2.5. Challenges in the teaching of Civic Education as part of the Social Studies subject

The merging of Civic Education, Geography and History as Social Studies has come with its challenges in most studies done at global, African and Zambian perspectives. Below is a discussion of these challenges at these three perspectives:

Many studies have been conducted globally on the challenges faced by teachers in the teaching and learning of Civic Education, History and Geography as Social Studies. For example, a study by Murat (2014) in Turkey found that there were challenges in terms of congested classrooms and inadequate time allocated for teaching. An integrated curriculum implementation requires sufficient amount of time necessary for preparation. What could lead to inadequate time for planning is a huge teaching load. In addition, teachers' general opinion was that teaching skills was problematic relatively to teaching concept and value; and teaching value was problematic relatively to teaching concept. Nevertheless, the studies by Murat (2014) was not based on the challenges related to the merging of Civic Education, Geography and History as Social Studies, which this study focused on.

In Canada, MacMath (2011) found that one of the challenges that has arisen from integration of subjects is lack of knowledge by some teachers in implementation of the subjects. MacMath (2011) noted that those who implemented the new curriculum were not fully aware of how to integrate it into the classroom because of differences in perception of what implementation looks like between teachers and administrators. Moreover, teachers that implement an integrated curriculum need to manage co-planning by rearranging their timetables and synchronizing course plans. However, the study by MacMath (2011) did not specify the subjects that were integrated.

In Africa, Meziobi et al. (2012) investigated Social Studies teachers' capability for effective implementation of the Universal Based Education (UBE) in Junior Secondary Schools in Orlu Education Zone of Imo State of Nigeria. The results from the study revealed that Social Studies teachers were not adequately aware of the objectives of UBE. In addition, teacher-training institutions did not prepare Social Studies teachers sufficiently for the implementation of the UBE programme. Further, the results showed that their teaching did not produce appreciable creativity in the learners, and teachers did not use information and communication technologies (ICT) in the discharge of instruction, as they were not ICT-skilled. However, the study by Meziobi et al. (2012) was limited to Nigeria and unverified in Luanshya.

Similarly, in Ghana a study by Ntumi (2016) on the challenges that pre-school teachers faces in the implementation of the early childhood curriculum in the Cape Coast Metropolis revealed that most

pre-school teachers did not properly deliver the subject content due to inadequate teaching and learning materials. The study's recommendations were that private proprietors and government authorities overseeing the pre-school program should provide enough learning and teaching resources for successful implementation of the curriculum. However, the study by Ntumi (2016) was conducted among pre-school teachers, while the current study was conducted among the primary and junior secondary school teachers.

Furthermore, Omondi's (2014) investigated on factors influencing implementation of curriculum in public primary schools in Ukwala division of Siaya County, Kenya and found that there was a serious shortage of teaching and learning materials on curriculum. The findings of the study noted a serious shortage of teaching and learning materials on curriculum. A book ratio of one to five (one book to five pupils) was predominant in the findings. Nevertheless, this study did not suggest methods and strategies of addressing the challenges, an issue which this study unveiled.

In Zambia, Mkandawire (2010) citing Kelly (1999) argued that Zambian schools had limited number of instructional materials and equipment, such as books, writing material, science apparatus, and inadequate or out of-date libraries. Mkandawire (2010) stressed that most classrooms were overcrowded, which caused students to share books and other materials with one another. Teacher effectiveness was limited and they were not able to pay attention to students because of the large number of pupils in classes. The supply and distribution of textbooks from ministry headquarters also proved to be an obstacle in the implementation of new integrated curriculum. However, the limited number of instructional materials and equipment, such as books, writing material, science apparatus, and inadequate or out of-date libraries were for all the subjects in the Zambia schools, unlike the current study which sought to explore the teachers' experiences in the teaching of Civic Education as part of the Social Studies subject.

Still in Zambia, a study by Samwimbila (2017) on teacher's attitudes towards the implementation of the revised Social Studies curriculum in selected secondary schools in Mufumbwe district, Zambia revealed that teachers were experiencing problems with the implementation of Social Studies at Junior Secondary school. The problems includes lack of resources, inadequate training and uncertainty on teaching contents. Lack of trained teachers, materials and knowledge of the subject content and especially the aspect of monitoring was other major challenges face by the teachers. Besides, the teachers noted that, the timing in the implementation of the new revised Social Studies curriculum was not okay. The teachers felt that, the Ministry of Education just imposed the

implementation of the new revised Social Studies curriculum without taking into consideration the views and aspiration of the teachers countrywide. However, the study by Samwimbila focused on teachers' attitudes towards the implementation of the revised social studies curriculum in selected secondary schools in Mufumbwe district, but did not focus on the teachers' experiences in the teaching of Civic Education as part of the Social Studies subject.

Isiteketo (2019) conducted a study on the challenges and opportunities of teaching Geography as a component of Social Studies in the revised curriculum in Mwandu district. The findings of the study indicated that the challenges of teaching Geography as a component of Social Studies in the revised curriculum were that a large number of teachers never received training to teach an integrated Social Studies curriculum. The challenges established in this study include lack of teachers and learners' resource books, lack of trained teachers in Social Studies and inadequate time allocated for teaching. Inadequacy of Social Studies teaching materials most especially textbooks hampers effective delivery of Social Studies education. Most of the available ones are obsolete that they no longer affect the contemporary issues of the society. However, this study only focused on the challenges in the teaching Geography as a component of Social Studies, ignoring Civic Education and History, which are components of Social Studies.

Additionally, the study by Isiteketo (2019) revealed that Social Studies teaching and learning aids available were inadequate in the schools. Similarly, Matimbe (2014) is of the view that lack of instructional materials to use during teaching and learning process negatively affects effective teaching. The majority of teachers report sourcing their own content from multiple websites, a practice requiring considerable time. Turning elsewhere to source, their own content can be a significant burden, eating up time they almost never have to spare. Turning elsewhere for content also raises issues of quality and consistency, increasing the risk of using sources that have not been properly vetted. Najumba (2013) in his studies of school achievement discovered that schools, which are well equipped with relevant educational facilities do much better in standardized examination than those that do not have resources. However, even if the school has instructional learning materials to use, learners still fail if these teaching materials are not revised because some of them may be out dated or not relevant to the curriculum taught, this means that high pass rate at grade seven examinations will not be achieved (Mupa & Chinooneka, 2015).

Furthermore, a study by Simakando (2019) on assessing Social Studies and the teaching of History in Kabwe found that the shortage of qualified Social Studies teachers in Zambian secondary schools

was a great concern during implementation phase and most of the available ones are not professionals in the field and this affects effective implementation of Social Studies education. The study revealed that since its introduction in the Zambian curriculum, Social Studies has been implemented differently. In some schools, teachers were compelled to teach all the three components of Social Studies despite not been trained in one or two components. In other schools, teachers taught the components according to their specialisation. Among the challenges that were found by the study include lack of qualified teachers and teaching materials for the subject. Therefore, the study argues that the introduction of Social Studies has contributed to poor performance in history at senior level. Nevertheless, the study by Simakando (2019) focused on the challenges in the teaching of History as a component of Social Studies, ignoring Civic Education, which was the focus of the current study.

A joint study of Moobola and Mulenga (2020) on social studies curriculum at the crossroads, the implementation of the junior secondary school Social Studies curriculum in Chingola district revealed that the time allocated to the implementation of Social Studies in schools was inadequate and teachers could not complete the syllabus within two years. It was established that Social Studies was allocated six periods per week (CDC, 2013), where teachers were required to teach learners all the three integrated components (Geography, History, Civic Education), which according to the teachers was not enough because there was a lot of content to be covered against the limited amount of time allocated to the subject in the curriculum. This was a source of concern to the researchers because the Social Studies Junior Secondary School Leaving Examinations (JSSLE) were drawn across the syllabus, and examiners were not restricted to give a certain particular type of questions drawn from specific topics, but they picked from any topic, and questions were generated from any topic as long as it was in the syllabus. Moobola and Mulenga were left to wonder how learners would effectively understand this subject if teachers did not cover all the topics in the syllabus. Nevertheless, the findings by Moobola and Mulenga (2020) were limited to Chingola district and unverified in Luanshya.

2.6. Interventions to improve the teaching of Civic Education as part of the Social Studies subject

The following are some of the interventions to improve the teaching of Civic Education as part of the Social Studies subject:

To address the challenges related to lack of teachers and learners' resource books, Moobola and Mulenga (2020) pointed out that there is need for the CDC to revise the Social Studies learner's textbooks for junior secondary school in order to improve on the quality of the textbooks. This will enable the right content to be learnt by the learners. Increasingly, fewer and fewer giant multinational corporations produce our Social Studies textbooks. Moreover, all these for-profit entities have a vested interest in learners and teachers not developing a critical awareness of the patterns of power and wealth that benefit those corporations. That means that Social Studies teachers need to rely on themselves, networks of critical teachers, non-profit publishers, and the communities they serve, as the sources of curriculum.

To address the challenges related to lack of trained teachers in Social Studies, a study by Isiteketo (2019) suggested that MoGE should expedite the training and recruitment of Social Studies teachers who would come with the content and knowledge to teach the subject as a single discipline. Training and recruitment of qualified teachers would enhance the teaching and learning process as well as improve the performance of learners in the end. Additionally, the MoGE through the schools and resource centres should spearhead CPDs in the new integrated curriculum approach to teachers who were trained in the old methodologies. This would enable teachers get acquainted with the new approaches to teach an integrated curriculum and overcome challenges related with delivering the curriculum.

Additionally, Isiteketo (2019) stated that in order to supplement government efforts, teachers of Social Studies should regularly go for in-service training to upgrade their skills. This helps them learn how to change their negative attitude to the new Social Studies curriculum, which in turn improves the performance of learners. Further, MoGE and schools should procure more of the needed teaching and learning materials for effective implementation of the new integrated curriculum, including Social Studies.

To address the challenges related to inadequate time allocated for teaching, Moobola and Mulenga (2020) recommended that the MoGE through the CDC should consider allocating more time (periods) to the implementation of Social Studies so that teachers can have enough time to cover all the topics in syllabus. In addition, teachers should teach what matters first. The job of the teachers is to excite

students about the world, to help them see the role that they can play in making society more equal and more just, to express their ideas powerfully, to see that social studies is about real people's lives and about their relationship to each other and to nature. Teachers should enter the profession as a scholar, a historian, an activist, a curricular artist not as a subordinate to some "official" curriculum established far away from our classrooms by self-interested parties.

To address the challenges related inadequate learning and teaching aids, the MOGE should devise ways of providing quality and relevant teaching and learning resources that are consistent with revised curriculum. Najumba (2013) in his studies of school achievement discovered that schools, which are well equipped with relevant educational facilities do much better in standardized examination than those that do not have resources.

A study by Sivakumar (2018) on methods and resources in teaching Social Studies found that the use of technology is one of the instructional strategies that can be used by teachers to address the challenges in the teaching of Civic Education as part of Social Studies. Using technology to enhance instruction is increasingly important, and Social Studies teachers can use simple ways to integrate technology with the curriculum. Including technology in the classroom forms a powerful bridge from academics to the real world. The flexibility of the Internet provides rich and varied learning options for advanced students. Specific Measurable Achievable Relevant Time- bound (SMART) Boards, blogs, e-mails, iPods, software programs, and Internet searches are among the many means to enhance learning experiences. Technology gives learners access to an extraordinary range of sources and learning opportunities that they might never discover otherwise.

Furthermore, Sivakumar (2018) asserts that the other instructional strategy that can be used by teachers to address the challenges that have arisen from merging Civics, History and Geography as Social Studies is the use of differentiated instruction. Differentiated instruction seeks to personalize learning for each student. Differentiated methods recognize the unique abilities and needs of each student. Differentiated instruction is an umbrella term that can refer to a variety of instructional methods and co-teaching. Co-teaching, in which two or more teachers work with different learners or groups of learners in the same class, can be an effective way to address the individual learning needs of students at different levels of ability and knowledge. Co-teaching facilitates differentiated instruction by allowing multiple teachers to address separate groups of students simultaneously.

To address the challenges related lack of monitoring and supervision of Social Studies in schools, Samwimbila (2019) posits that there should be improved monitoring and supervision of the new programmes such as the social studies curriculum. He pointed out that this should be a core responsibility of the District Education Standards Officers and School Managers. Similarly, Cunningham and Cordeiro (2000) saw monitoring and support in the context of class visits that created the opportunity to observe teacher's work provided motivation and exercise influence. Arising from the study above, monitoring determined the successes, deficiencies and challenges, which teachers encountered in the implementation phase. Therefore, if all the challenges ranging from lack of teachers and learners' resource books, lack of trained teachers, inadequate time allocated for teaching, inadequate learning and teaching aids, limited use of technology, limited use of differentiated instructions and lack of monitoring and supervision were addressed, the teaching of Civic Education, History and Geography as Social Studies would be effective.

2.7. Research gap

Although various studies have been done at global, international and Zambia on implementation and teaching of Civic Education in Social Studies education, there is still a knowledge gap on teachers' experiences in the teaching of Civic Education as part of the Social Studies subject in schools. These studies focused on implementation, teaching of Social Studies education in general, and challenges associated with the teaching of Civic Education. Further, some of these studies were limited in scope and may not be generalised to other contexts such as Luanshya District, where the current study was conducted. This was the gap unveiled by the present study.

2.8. Summary

This chapter reviewed literature done by scholars globally, internationally and Zambia on the teachers' experiences in the teaching of Civic Education as part of the Social Studies subject. The review started by explaining the concept Social Studies, the historical background, then identified the benefits that have arisen from teaching Social Studies. This was followed by a review on the teachers' experiences in the teaching of Civic Education as part of the Social Studies subject. The review ended with the interventions to improve the teaching of Civic Education as part of the Social Studies subject. The next chapter will discuss the methodology that was used to collect the required data for the study.

CHAPTER THREE

METHODOLOGY

3.0. Overview

This chapter highlights the methodology that was used in the study. This include, the research paradigm, research design, study population and study sample. It will also look at sampling techniques or procedure, instrument for data collection, procedures for data collection, data analysis, trustworthiness and ends with ethical consideration.

3.1. Research Paradigms

This study used the qualitative social constructivism research paradigm because of its descriptive nature, focusing on collection of in-depth data, non-use of numbers and focusing on interpreting data that is collected from the study sites. This study focused on describing data, not using numbers, collecting in depth data and focusing on interpreting the views that was collected from the respondents.

3.2 Research Design

This study used a descriptive research design using a qualitative approach. Stake (1995) and Yin (2011) posits that descriptive studies are based on a constructivist paradigm. Constructivists maintain that truth is relative and that it is dependent on one's perspective. This approach recognises the importance of the subjective human creation of meaning but does not reject outright some idea of objectivity (Thomas, Serenje-Chipindi & Chipindi, 2020). In this study, a descriptive research design was selected based on the rationale that the data collected contained information about people's views, attitudes, and opinions on the challenges faced by teachers in the teaching and learning of Civics, as part of the Social Studies subject.

The design chosen was embedded in qualitative method. According to Mukul and Deepa (2013), qualitative research method refers to the research method of collecting descriptive data. It is concerned with subjective assessment of attitudes, opinions and behavior of participants. It also involves description of words, which are non-numerical and its naturalistic approaches takes into account decisions, actions, beliefs, values and thoughts of participants and attaching meaning to them.

3.3 Population

Kasonde-Ng'andu (2013) reveals that a population is a group of individuals, objects or items from which samples are taken for measurement. It is an entire group of persons or elements that have at least one thing in common. The population for this study comprised of Civic Education teachers and Heads of Social Science Department from the three selected rural, peri urban and urban schools in Luanshya District. The researcher's choice of this population was based on the belief that it could provide the necessary data need for the study.

3.4 Sample

The sample for this research study consisted of three schools in Luanshya district, namely one (1) rural school, one (1) peri urban school and one (1) urban school. The sample of participants was fifteen (15), which included three (3) Heads of Social Science Department (one from each school) and twelve (12) Civic Education teachers (four from each school). Learners were used for observing teachers while teaching but were not part of the sample. The three schools were chosen in order to gather data that would represent the three levels of societies. Further, the Heads of Social Science Department and Civic Education teachers were chosen because they are the implementers of the Civic Education curriculum in schools, thus they are the ones who experienced the challenges in the teaching of Civic Education, as part of the Social Studies subject. Hence, this population provided the necessary data needed for the study.

Table 2: Summary of sample size

SITE	HEADS OF SOCIAL SCIENCE DEPARTMENT	CIVIC EDUCATION TEACHERS
SCHOOL A	1	4
SCHOOL B	1	4
SCHOOL C	1	4
TOTAL	3	12
	15	

3.5 Sampling Techniques

Sampling techniques are important for this study because they determine how the findings of the study are generalized to the entire population and make inferences for the qualitative research design. This study used homogenous purposive sampling techniques. Homogenous purposive sampling technique was applied to select all the Heads of Social Science Department and Civic Education teachers because they are the implementers of the Civic Education curriculum in schools. Being implementors of the curriculum, they understood the challenges they faced in the teaching of Civic Education as part of the Social Studies subject. Thus, this sample was reliable and was a source of rich information for the study.

3.6 Sampling Procedure

According to Hamed (2016) sampling procedure is a process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group where the researcher intends to investigate. In this study, homogenous purposive sampling techniques was used to select the Heads of Social Science Department and Civic Education teachers. The procedure for selecting the Heads of Social Science Department and Civic Education teachers was as follows: Firstly, the researcher visited the selected schools. The researcher sought for permission from the Head teachers in the selected schools and explained to them that their school, some Civic Education teachers and the Heads of Social Science Department were purposively selected to participate in the study. The researcher further explained to the Head teachers that the information they provided was purely for academic purposes. Thereafter, the Head teachers in the schools helped the researcher in selecting the class teachers who participated in the research. After permission was granted, arrangements to meet the class teachers and learners was made in order to ask for their informed consent using the Ethics Committee of the University of Zambia form.

3.7 Instruments for data collection

To collect the necessary data for this study, the main instruments that the researcher used included semi-structured interview guide, focus group discussion guide and observation checklist. This provided a triangulation of instruments for the data that was collected because it helped the researcher to collect data that was valid and reliable and a gap in one of the research instruments, was supplemented by the other research instruments.

3.7.1 Semi-structure interview guide

This current study used a semi-structured interview guide to collect data from three Heads of Social Science Department in the selected schools. The researcher used open communication lines with the participants to plan on when and where the interviews were to be conducted. Interviews were used in this study because they gave participants an opportunity to give detailed account of the challenges that have arisen from merging Civic Education as part of the Social Studies subject. This instrument enabled the researcher to probe or seek further clarification on issues outside the set questions thereby gathering rich and thick data. With a semi-structured interview guide, the researcher was able to capture non-verbal responses as well. Interviews also enabled the researcher to determine the methods and strategies used by teachers to address the challenges that have arisen from merging Civic Education, History and Geography as Social Studies.

3.7.2. Focus Group Discussions Guide (FGDs)

The focus group discussion is one of the methods that was used to collect data from the Civic Education teachers. This was applied as follows. One focus group discussion per school comprising of four Civic Education teachers per focus group was conducted. The focus group discussion was carried out in order to probe responses, follow up ideas, motives for further discussion on points, which were not, clearly articulated from interviews and observations. The individual responses were recorded in the researcher's notebook in readiness for data analysis.

3.7.3. Observation Checklist

The observation checklist was prepared in line with one objective. This included exploring the possible challenges that have arisen from merging of Civics as part of the Social Studies subject. The observation checklist was used for observing three (3) class teachers. The observation checklist was suitable in this study because it took place in the arena or classroom where teachers and learners experienced the challenges that have arisen from merging of Civics as part of the Social Studies subject. The observation checklist helped the researcher to identify the challenges that have arisen from merging of Civics as part of the Social Studies subject.

3.8. Data collection Procedure

Three main data collection techniques were used in this study; semi-structured interview guide for Heads of Social Science Department, FGDs for Civics Civic Education and observation checklist for

Civic Education teachers, which all yielded qualitative data. Before data collection, written permission was sought from the ethics committee of the University of Zambia. Then the researcher sought for permission to conduct research from the District Education Board Secretary (DEBS) and the three Head teachers from the three schools. With permission from the Head teachers in the schools, the researcher selected a sample of the three (3) Heads of Social Science Department and twelve (12) Civic Education teachers who participated in the research. After the selection of the sample, the researcher conducted the interviews with Heads of Social Science Department and then conducted focus group discussions with the Civic Education teachers. The researcher also conducted lesson observations to explore the teacher and learner's experiences on how social studies was taught.

3.9. Data Analysis

The researcher used thematic analysis to analyze data. Thematic analysis is a method for identifying, analysing, organizing, describing and reporting themes found within a data set (Braun and Clarke, 2006). Qualitative data from both interviews and FGDs was cleaned, transcribed and coded into themes and sub-themes that emerged during data collection. This was done by carefully listening to the recorded conversations in order to interpret, reduce and code key responses into major and sub-themes in relation with the research purpose. In this study, thematic analysis was used to examine the perspectives of different research participants, by highlighting similarities and differences in the data that was provided. All participants were given codes according to the schools they were captured from as school "A", "B" and "C" and whether were teachers or Heads of Department. For instance, T1A, T5B and T9C represents teacher from school A, B or C and HOD1A, HOD2B or HOD3C represents Heads of Departments from school A, B or C.

3.10. Trustworthiness

The purpose of trustworthiness in qualitative research is to support the argument that the inquiry's results are "worth paying attention to". What is trustworthiness and what does it mean? For quantitative studies, it is referred to as validity and reliability. However, in qualitative studies, this concept is more obscure because it is put in different terms. Since qualitative researchers do not use instruments with established metrics about validity and reliability, it is pertinent to address how qualitative researchers establish that the research study's findings are credible, transferable, confirmable, and dependable (Guba and Lincoln, 1989). Trustworthiness is all about establishing

these four things, which are Credibility, Transferability, Confirmability and dependability described in more detail below.

Credibility is the how confident the qualitative researcher is in the truth of the research study's findings. This boils down to the question of "How do you know that your findings are true and accurate?" Qualitative researchers can use triangulation to show that the research study's findings are credible (Guba and Lincoln, 1989). Therefore, to ensure credibility, triangulation used three instruments, which semi-structured interviews, FGDs and observation checklist.

Transferability is how the qualitative researcher demonstrates that the research study's findings are applicable to other contexts. In this case, "other contexts" can mean similar situations, similar populations, and similar phenomena. Qualitative researchers can use thick description to show that the research study's findings can be applicable to other contexts, circumstances, and situations (Guba and Lincoln, 1989). Therefore, transferability was ensured by generalizing the results of the research to context of the participants.

Confirmability is the degree of neutrality in the research study's findings. In other words, this means that the findings are based on participants' responses and not any potential bias or personal motivations of the researcher. This involves making sure that researcher bias does not skew the interpretation of what the research participants said to fit a certain narrative (Tobin and Begley, 2004). Therefore, to ensure confirmability, the researcher provided an audit trail, which highlighted every step of data analysis made and provided a rationale for the decisions that was made. This helped in establishing that the research study's findings accurately portray participants' responses

Finally, dependability is the extent that other researchers could repeat the study and the findings would be consistent. In other words, if a person wanted to replicate the study, they should have enough information from the research report to do so and obtain similar findings as the study did (Tobin and Begley, 2004). Therefore, the researcher used an inquiry audit in order to establish dependability, where an outside person reviewed and examined the research process and the data analysis and ensured that the findings were consistent and could be repeated in different settings.

3.11. Ethical Consideration

Researchers are required to strike a balance between the demands placed on them as professional scientists in pursuit of truth, and their subjects' rights and values potentially threatened by the research

(Cohen et al, 2007). In other words, it is important for a researcher to respect participants' rights during the research period. The ethical consideration for this study included the following: The right of participants to consent, it was important to seek informed consent from participants using consent form and information letter for them not to feel coerced. Thus, the consent was obtained through Ethic committee of the University of Zambia (UNZA) and written to participants explaining what the researcher was doing and what participants were protected from. Informed consent to participate was obtained through signing of the consent form by participants in order for them not to feel coerced but free to participate.

Kombo and Tromp (2013) pointed out that participants need to be assured of confidentiality and preservation of anonymity. Anonymity is the masking of the identities as much as possible in the report to minimize any negative repercussions in the light of outcome of the study. Participants to the study remained unknown to the public. The researcher assured the respondents that all the information shared would remain confidential and that anonymity was observed for instance their names and names of institutions was replaced by arbitrary symbols.

Privacy, this is respect accorded to the input of participants by the researcher. Thus, participants were promised that the researcher would observe the privacy of the information they shared. In addition, even the information written manually for instance would not released to or accessed by unauthorized officers and be destroyed immediately after writing of the final report.

3.12. Chapter Summary

The chapter focused on the research paradigms, research design, study population, study sample, sampling procedure, instruments that were used in data collection, and procedures on how data was collected and analyzed, ethical considerations and issues of trustworthiness. The study used the qualitative research paradigms and a descriptive research design. The research instruments used included semi-structured interview guide, focus group discussion guide and observation checklist. Sampling procedure comprised of homogenous purposive sampling. In order to ensure trustworthiness of the findings, the researcher used credibility, transferability, confirmability and dependability. Finally, a detailed account of how this research upheld ethical issues in research was presented. The ethical procedures adhered to Ethics Committee of the University of Zambia. The researcher gave an account of how matters dealing with confidentiality, privacy, informed consent and anonymity were applied to ensure that the dignity of the participants was upheld.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.0. Overview

The chapter presents the findings of the study on the theme exploring teachers' experiences in the teaching and learning of Civic Education as part of the social studies subject in selected schools of Luanshya district. Data was collected from Civic Education teachers and Heads of Department of Social Science who are the implementors of the Social Studies curriculum. Data was collected through interview guide, FGDs guide and observation checklist. The findings are arranged in themes in relation to the study objectives, which included:

- (i) To establish the views of teachers on the merging of Civic Education as part of the Social Studies subject.
- (ii) To explore the challenges in the teaching of Civic Education as part of the Social Studies subject.
- (iii) To explore the interventions to improve the teaching of Civic Education as part of the Social Studies subject.

4.1. Demographic data for participants

4.1.1. Characteristics for participants

The participants in this study were categorised as follows:

T1A, T2A, T3A and T4A: Civic Education teachers from School A.

T5B, T6B, T7B and T8B: Civic Education teachers from School B.

T9C, T10C, T11C and T12C: Civic Education teachers from School C.

HOD1A: Heads of Department from School A.

HOD2B: Heads of Department from School B.

HOD3C: Heads of Department from School C.

4.1.2. Gender of participants

The Table below shows the gender of participants who participated in this study.

Table 3: Gender of participants

Participant	Male	Female	Total
Teachers	05	07	12
Heads of Department	01	02	03
Total	05	07	15

From Table 4.0 above on the gender of participants; fifteen (15) respondents participated in this study; these were twelve (12) and three (03) Heads of Departments. These included five (05) male teachers, seven (07) female teachers, one (1) male HOD and two (2) female HODs. This implies that more female than male respondents participated in the study because of negative attitude.

4.1.3. Professional qualifications of teachers and Heads of Department

The Table below shows the professional qualifications of Civic Education teachers and Heads of Department who participated in this study.

Table 4: Professional qualifications of teachers and Heads of Department

Participant	Diploma	Degree	Masters Degree
Teachers	09	03	Nil
Heads of Department	NIL	03	NIL
Total	15		

From Table 4.1 above on the professional qualification in Education of participants; twelve (12) teachers had Diplomas in Education and three (3) teachers had Degrees in Education. All the three Heads of Departments had Degrees in Education. None of the teachers and HODs had a Master's Degree. This implies that Civic Education teachers and Heads of Department were educated enough to contribute significantly to the study.

4.2. Objective One: Teachers’ views on the merging of Civic Education as part of the Social Studies subject

To explore the views of teachers on the teaching and learning of Civic Education as part of the Social Studies subject, data was collected from (12) Civics teachers and (3) Heads of Department (HODs). The researcher used interviews and focused group discussion to probe from the participants to explore the views of teachers on the teaching and learning of Civics, as part of the Social Studies subject. A question was asked to the participants: “*What are the views of teachers on the teaching and learning of Civics, as part of the Social Studies subject?*” There were mixed views on the merging of Civic Education as part of the Social Studies subject. Minority teachers felt that the merging of Civic Education as part of the Social Studies subject was good because it benefited the learners as they only wrote one subject during the examination as opposed to three subjects. Majority teacher participants felt that the merging of Civic Education as part of Social Studies made the subject bulk than it used to be, it reduced the number of periods, led to poor performance among the learners and there was limited time to complete syllabus. Further, the merging of the subject increased pressure on untrained teachers who had no skills and competency in teaching all the three components of Social Studies. This was evidenced by the themes and codes/near codes identified from the teachers’ narratives in Table 4 below:

Table 5: Teachers’ views on merging of Civic Education as part of the Social Studies subject

Themes	Codes or Near Codes
<p style="text-align: center;">Positive view</p> <ol style="list-style-type: none"> 1. Reduced examination content 2. Reduced workload 	<ul style="list-style-type: none"> • Learners wrote only a single subject instead of three subjects. • Teachers were only teaching one components instead of three.
<p style="text-align: center;">Negative view</p> <ol style="list-style-type: none"> 1. Pedagogical or instructional challenges. 2. Increased workloads on teachers. 3. Poor performance among the learners. 4. Time limitations. 	<ul style="list-style-type: none"> • Merging has increased the bulkiness of the subject. • Merging has led to poor performance among the learners. • Inadequate materials to use by teachers. • Limited time to complete the syllabus. • Reduced the number of contact periods. • Increased pressure on untrained teachers.

Source: Own illustration based on current study

4.2.1. Reasons why teachers felt the merging of Civic Education was good

According to table 4 above, two major themes emerged why teachers felt that the merging of Civic Education as part of the Social Studies subject was good. These included reduced examination content and reduced workload. This was reflected in the following responses:

In one FGD with the Civics teachers from School A, <T4A> pointed out that:

“I feel the merging of Civic Education as part of the Social Studies subject is good because it benefits the learners as they only write one subject during the examination as opposed to three subjects” (T4A, 2022).

During interviews, one Head of Department from School C <HOD3C> confirmed that,

“The merging of Civic Education as part of the Social Studies subject is good because it has really reduced the workloads on the teachers. Teachers are now teaching one components instead of three” (HOD3C, 2022).

4.2.2. Reasons why teachers felt the merging of Civic Education was not good

According to table 4 above, four major themes emerged why teachers felt that the merging of Civic Education as part of the Social Studies subject was not good. These included pedagogical or instructional challenges, increased workloads on teachers, poor performance among the learners and time limitations.

This was evidenced by one teacher participant <T2A> who explained that:

“Honestly speaking, I can say that the merging of Civic Education, as part of the Social Studies subject is not good because it has just increased the bulkiness of the subject. Three subjects have been combined as one subject, but the content has not been reduced” (T2A, 2022).

In another FGD, one teacher participant from School B, <T5B> lamented that:

“The merging of Civic Education, as part of the Social Studies subject is not good because we do not even finish covering the whole syllabus. The syllabus has become wider than the way it used to be” (T5B, 2022).

One other Civic Education teachers from School C during FGD <T9C>, reported that,

“In fact, I can say that the merging of Civic Education, as part of the Social Studies subject has brought more harm than good things. This is because the failing rate of pupils in our school has increased” (T9C, 2022).

One Head of Department from School A <HOD1A> during interviews confirmed that:

“The merging of Civic Education as part of the Social Studies subject is not good because it has increased pressure on teachers who trained in one component only. I think this has contributed to poor performance of pupils” (HOD1A, 2022).

In another interview, one Head of Department from School B, <HOD2B> said that:

“The merging of Civic Education as part of the Social Studies subject is not good because standards have been compromised , in that learners learn a lot of things but they are assessed on few things” (HOD2B, 2022).

Further, in another interview, one interviewee from School C, <HOD3C> revealed that:

“The merging of Civic Education as part of the Social Studies subject is not good because there is inadequate materials to use to teach all the three components” (HOD3C, 2022).

Basing on the findings on the first research objective, teachers had mixed view on the merging of Civic Education as part of the Social Studies subject. Minority teachers felt that the merging of Civic Education as part of the Social Studies subject was good because it benefited the learners as they only wrote one subject during the examination as opposed to three subjects. Majority teacher participants felt that the merging of Civic Education made the subject bulk than it used to be, it reduced the number of periods, led to poor performance among the learners, limited time to complete syllabus and increased pressure on untrained teachers with inadequate skills and competency in teaching all the three components of Social Studies. Thus, the teachers’ views were that Civic Education should not have been merged.

4.3. Objective two: Challenges in the teaching Civic Education as part of the Social Studies subject

The second research objective of this study was on the challenges in the teaching of Civic Education as part of the Social Studies subject. A question was asked to the participants: “*What are the possible challenges faced by teachers in the teaching of Civic Education as part of the Social Studies subject?*” The findings on the challenges faced by teachers in the teaching of Civic Education as part of the Social Studies subject revealed three significant themes supported by relevant codes or near codes. These were environmental challenges, instructional and material challenges and teacher incompetence as shown in table 5 below:

Table 6: Challenges faced by teachers in the teaching of Civic Education as part of the Social Studies subject

Themes	Codes or Near Codes
<p>1. Environmental challenges</p>	<ul style="list-style-type: none"> • Unsuitable sitting arrangement due to lack of desks in the school. • Inadequate learning space in schools due to overcrowded classrooms.
<p>2. Instructional and material challenges</p>	<ul style="list-style-type: none"> • Inadequate teaching materials for teaching Civic Education. • Lack of computers or any other form of technology used in schools. • Lack of competence and skills in teaching Civic Education among the teachers. • Lack of financial support in schools. • Inadequate contact time allocated for teaching.
<p>3. Teacher incompetence</p>	<ul style="list-style-type: none"> • Lack of skills among the Civic Education teachers. • Less exposure to instructional materials used in schools.

Source: Own illustration based on current study

4.3.1. Environmental challenges

The study found that environmental challenges are some of the challenges in the teaching of Civic Education as part of the Social Studies subject. Participants reported that some of the environmental challenges faced by teachers in the teaching of Civic Education were unsuitable sitting arrangement due to lack of desks in the school and inadequate learning space in schools due to overcrowded classrooms.

In support of these findings, one Civic Education teacher participant <T1A> gave a sentiment:

“The learning environment is appropriate for teaching and learning of Civic Education. However, the time allocated to teach Social Studies in schools is inadequate and teachers do not complete the syllabus within two years. For example, Social Studies is allocated six periods per week, where teachers are required to teach learners all the three integrated components, which is not enough because there is a lot of content to be covered against the limited amount of time allocated to the subject in the curriculum” (T1A, 2022).

In addition, one other teacher participant <T6B> stated that:

“The classroom layout is appropriate for all the learners, but the only challenge is the sitting arrangement is not suitable for all the learners due to lack of desks in the school” (T6B, 2022).

One other Civics teacher during focus group discussion from School C observed that:

“There is inadequate learning space in schools due to overcrowded classrooms. Therefore, it is difficult to make an appropriate sitting arrangement in the classroom” (T10, 2022).

Further, during the interviews with one of the Heads of Department <HOD1A> from School A, it was reported that:

“With the introduction of the free education by the New Dawn government, there is inadequate learning space in schools due to overcrowded classrooms.

Most classrooms have few desks, so in some classes learners are sitting 3 sometimes even 4” (HOD1, 2022).

Furthermore, another Head of Department from School B <HOD2B> during interviews pointed out that:

“Although there is adequate lighting and ventilation in the classrooms, the greatest challenge is inadequate learning spaces. Some learners even sit on the mats due to limited desks in the school” (HOD2B, 2022).

Basing on the findings, the study found that the environmental challenges that affected the teaching of Civic Education as part of the Social Studies subject were unsuitable sitting arrangement due to lack of desks in the school and inadequate learning space in schools due to overcrowded classrooms. Thus, these environment challenges should be addressed if the teaching of Civic Education as part of the Social Studies subject is to be effective.

4.3.2. Instructional and material challenges

The study also found that instructional and material challenges are some of the challenges in the teaching of Civic Education as part of the Social Studies subject. Participants reported that some of the instructional and material challenges faced by teachers in the teaching of Civic Education were inadequate teaching materials for teaching Civic Education, lack of computers or technology used in schools, lack of competence and skills in teaching Civic Education among the teachers, lack of financial support in schools and inadequate contact time allocated for teaching.

Supporting the findings above, one Civic Education teacher participant <T3A> lamented that:

“As usual, there are inadequate teaching and learning materials such as books for Social Studies. The books are there, but the quantities do not match with the number of pupils we have in the school” (T3A, 2022).

Another Civic Education teacher from School B during FGD, <T7B> lamented that:

“As teachers we face challenges such as lack of resources, inadequate training and uncertainty on teaching contents. Lack of trained teachers in Social Studies, materials and knowledge of the subject content and especially the aspect of monitoring are other major challenges face by the teachers in the school. In

addition, most of the teaching and learning resources we have are appropriate for teaching Civic Education; however, they are not available in school (T7B, 2022).

Further, one Civic Education teacher from School C <T11C> confirmed that:

“We don’t use computers or any other form of technology in the classroom. In fact, even in the HOD’s office there is no computer. We just use our personal laptops” (T11C, 2022).

Furthermore, One Head of Department, <HOD1A> from School A during interviews reported that:

“All the Social Studies teachers I have in my department are trained in either History or Geography only, so they don’t have competence and skills for teaching Civics to the learners” (HOD1A, 2022).

Another Head of Department, <HOD2B> from School B during interviews observed that:

“One of the barriers is that teaching is too involving due to bulkiness of the subject. Further, there are inadequate teaching and learning materials for teaching Civic Education in the classroom and school” (HOD2B, 2022).

In line with the findings above, another Head of Department <HOD3C> during interviews highlighted that:

“The school has been facing financial challenges to run the school, at least now with the coming of the New Dawn government; things are getting better because the school is receiving grants from the government. This is helping in purchasing of teaching and learning resources” (HOD3C, 2022).

Based on the findings, the instructional and material challenges that affected the teaching of Civic Education as part of the Social Studies subject were inadequate teaching materials, lack of computers or technology used in schools, lack of competence and skills in teaching Civic Education, lack of financial support in schools and inadequate contact time allocated for teaching. Thus, these instructional and material challenges should be addressed if the teaching of Civic Education as part of the Social Studies subject is to be effective.

4.3.3. Teacher incompetence

The study also unveiled that teacher incompetence are some of the challenges in the teaching of Civic Education as part of the Social Studies subject. Participants reported that some of the challenges related to teacher incompetence faced by teachers in the teaching of Civic Education were lack of skills among the Civic Education teachers and less exposure to instructional materials used in schools.

In agreement with the findings above, one Civic Education participant during FGD <T4A> articulated that:

“In most cases, the instructional methods used in the teaching of Civic Education are not appropriate because teachers lack of teaching skills among the teachers to teach all the three components” (T4A, 2022).

Contributing on the findings above, one other Civic Education teacher participant <T8B> reported that:

“Since most teachers in our school are not trained in Civic Education one would also question their ability to make modification in the instructional methods used in the teaching of Civics” (T8B, 2022).

In conformity with the findings above, Civic Education teacher participant <T12C> lamented that:

“ Most of the teaching strategies or techniques used in the teaching of Civic Education are not appropriate due to lack of teaching skills among the teachers” (T12C, 2022).

Further, during the interviews with one of the Heads of Department, <HOD1A> from School A reported that:

“Most of the teachers of Civic Education in my school lack teaching skills to teach all the three components of Social Studies (HOD1A, 2022).

Furthermore, another Head of Department, <HOD2B> from School B during interviews reported that:

“There is lack of teachers and learners’ resource books, lack of trained teachers in Social Studies and inadequate time allocated for teaching. The inadequacy of Social Studies teaching materials most especially textbooks hampers effective delivery of Social Studies education” (HOD2B, 2022).

Supporting the findings above, one other Head of Department <HOD3C> from School C confirmed that:

“Most pre-school teachers do not properly deliver the Social Studies content due to inadequate teaching and learning materials” (HOD3C, 2022).

With these findings above, the challenges related to teacher competence that affected the teaching of Civic Education as part of the Social Studies subject were lack of skills among the Civic Education teachers and less exposure to instructional materials used in schools. Thus, teachers should be adequately trained if the teaching of Civic Education as part of the Social Studies subject is to be effective.

The researcher conducted a lesson observation in order to explore the challenges in the teaching of Civic Education as part of the Social Studies subject. The researcher observed three class teachers teaching Civic Education in the classroom situation. In School A, one teacher (T3A) was observed while teaching 120 learners, which included 90 girls and 30 boys. In school B, another teacher (T5B) was also observed teaching 118 learners, which included 95 girls and 23 boys. In school C, one teacher (T11C) was observed teaching 98 learners, which included 63 girls and 35 boys. The class observations were focused on environment, availability of instructional and material in the classrooms and teacher incompetence. An observation checklist was used to note these challenges in the teaching of Civic Education.

From the lesson observation, the researcher observed that in all the three schools, the classroom layouts were appropriate for all the learners. There was inadequate lighting and ventilation in the classrooms and the sitting arrangement was not suitable for all the learners because the classes were overcrowded.

On the challenges related to instructional and teaching materials, the researcher observed the type of equipment used in the teaching of Civic Education, the availability of teaching and learning resource, and availability of qualified teachers to teach Civic Education. The researcher observed that there were inadequate teaching materials for teaching Civic Education in the classroom and school. This was seen when the teacher divided the learners into groups in order to share the books. In all the three schools, there were no computers or any other form of technology used by teachers. The time for contact allocated for teaching Civic Education was inadequate as this was observed on the teacher's timetable where Civic Education was allocated only two periods in a week.

The researcher also observed the teachers to determine whether they had knowledge and skills in teaching Civic Education component of Social Studies. Two teachers from Schools B and C showed lack of competence in teaching Civic Education. This was seen in the inability to answer some questions asked by the learners.

Arising from the findings on the second research objective, the challenges faced by teachers in the teaching of Civic Education as part of the Social Studies subject were environmental challenges, instructional and material challenges and teacher incompetence. The environmental challenges that affected the teaching of Civic Education as part of the Social Studies subject were unsuitable sitting arrangement due to lack of desks in the school and inadequate learning space in schools due to overcrowded classrooms. The instructional and material challenges that affected the teaching of Civic Education as part of the Social Studies subject were inadequate teaching materials, lack of computers or technology used in schools, lack of competence and skills in teaching Civic Education, lack of financial support in schools and inadequate contact time allocated for teaching. The challenges related to teacher competence that affected the teaching of Civic Education as part of the Social Studies subject were lack of skills among the Civic Education teachers and less exposure to instructional materials used in schools. Thus, all these challenges should be addressed if the teaching of Civic Education as part of the Social Studies subject is to be effective.

4.4. Research Objective three: Interventions to improve the teaching of Civic Education as part of the Social Studies subject

The third research objective of this study was aimed at establishing interventions to improve the teaching of Civic Education as part of the Social Studies subject. A question was asked to the participants: *“What measures do teachers use to address the challenges that have arisen from the teaching and learning of Civics as part of the Social Studies subject?”*

Participants responded to the question in several ways. Their responses appeared under several themes, including engaging in Continuing Professional Development (CPDs), purchasing of Civic Education teaching and learning resources, engagement of teachers in research practices and provision of remedial works to cover up on time as revealed by the findings in table 6 below:

Table 7: Interventions to improve the teaching of Civic Education as part of the Social Studies subject

Themes	Codes or Near Codes
<p>1. Engaging in Continuing Professional Development.</p>	<ul style="list-style-type: none"> • More school based seminars, workshops and CPDs on teaching of Civic Education. • Consultations from colleagues on best practices for teaching the subject. • Capacity building teachers.
<p>2. Purchasing of Civics teaching resources.</p>	<ul style="list-style-type: none"> • Improvisation and resourcefulness of teaching and learning resources. • Having more streams to address the challenges of overcrowdings and limited numbers of desks in the classrooms.
<p>3. Engagement of teachers in research practices.</p>	<ul style="list-style-type: none"> • Engaging in action research practices to discover new methods of teaching the subject. • Engaging in writing books for social studies.
<p>4. Provision of remedial works to cover up on time.</p>	<ul style="list-style-type: none"> • Provision of remedial works to slow learners. • Increase the teaching time for learners

Source: Own illustration based on current study

4.4.1. Engaging in Continuing Professional Development

The study found that one of the interventions to improve the teaching of Civic Education as part of the Social Studies subject was by engaging in school based seminars, workshops, Continuing Professional Development on teaching of Civic Education, consultations from colleagues on best practices for teaching the subject and capacity building of teachers.

In support of these findings, Head of Department <HOD1A> during interviews gave a sentiment:

“We usually have school based seminars, workshops and CPDs where teachers are oriented on best teaching strategies for teaching the subject” (HOD1A, 2022).

In another interview, one Head of Department, <HOD2B> from School B pointed out that:

“No man is an island, sometimes we consult from our colleagues on how best we can teach the subject” (HOD2B, 2022).

4.4.2. Purchasing of Civics teaching resources

The study found that another interventions to improve the teaching of Civic Education as part of the Social Studies subject was by purchasing of Civics teaching resources for Civic Education. Participants revealed that to improve the teaching of Civic Education as part of the Social Studies subject, teachers improvised and resourced the teaching resources for Civic Education. Further, more streams were introduced to address the challenges of overcrowdings and limited numbers of desks in the classrooms.

In a FGD, one Civic Education teacher participant, <T1A> from School A indicated that,

“Although there are inadequate teaching and learning resources to make good teaching aids, we just improvise. We use our own initiative to look for teaching and learning resources and make teaching and learning aids to use in class” (T1A, 2022).

Another Civic Education teacher participant <T10C> from School C during FGD pointed out that:

“The school has introduced more learning streams to address the challenges of overcrowdings and limited numbers of desks in the classrooms. Some learners report in the morning and some report in the afternoon” (T10C, 2022).

In another focused group discussion, one teacher from School B lamented that:

“We use the available books for learners in the mainstream and modify the work to suit the needs of the learners we are teaching” (T5, 2022).

4.4.3. Engagement in research practices

Engaging in research practices was another intervention that was suggested by teachers to improve the teaching of Civic Education as part of the Social Studies subject. Participants revealed that to improve the teaching of Civic Education as part of the Social Studies subject, teachers should engage in action research practices to discover new methods of teaching the subject and engaging in writing books for social studies.

One Civic Education teacher participant <T9C> from School C during FGD reported that:

“We are engaged in action research practices to discover new teaching methods and strategies for teaching the subject” (T9C, 2022).

Further, in another interview, one Head of Department, <HOD3C> from School C suggested that:

“We have engage in writing books for social studies to address the challenges of shortages of books in schools” (HOD3A, 2022).

4.4.4. Provision of remedial works

The study unveiled that another interventions to improve the teaching of Civic Education as part of the Social Studies subject was provision of remedial works to cover up on time. Participants revealed that to improve the teaching of Civic Education as part of the Social Studies subject, teachers should provide remedial works to slow learners and increase the teaching time for learners

Agreeing with the findings above, one Civic Education teacher participant < T4A> noted that:

“To help slow learners or those performing poorly in Civic Education we provide some remedial works and we have increased their learning time especially during prep time” (T4A, 2022).

Based on the findings on the third research objective, the interventions to improve teaching and of Civic Education as part of the Social Studies subject were engaging in Continuing Professional Development, purchasing of Civic Education teaching and learning resources, engagement of teachers in research practices and provision of remedial works to cover up on time. Thus, if the interventions were instituted, then the teaching of Civic Education as part of the Social Studies subject would be effective.

4.2. Chapter Summary

This chapter presented the findings of the study in line with the three objectives, which explored the challenges in the teaching of Civic Education as part of the Social Studies subject. The findings of the study on the first research objective revealed that teachers had mixed view on the merging of Civic Education as part of the Social Studies subject. Minority teachers felt that the merging of Civic Education as part of the Social Studies subject was good because it benefited the learners as they only wrote one subject during the examination as opposed to three subjects. Majority teacher participants felt that the merging of Civic Education made the subject bulk than it used to be, it reduced the number of periods, led to poor performance among the learners, limited time to complete syllabus and increased pressure on untrained teachers with inadequate skills and competency in teaching all the three components of Social Studies. The findings of the study on the second research objective unveiled that the challenges faced by teachers in the teaching of Civic Education as part of the Social Studies subject were environmental challenges, instructional and material challenges and teacher incompetence. The environmental challenges that affected the teaching of Civic Education as part of the Social Studies subject were unsuitable sitting arrangement due to lack of desks in the school and inadequate learning space in schools due to overcrowded classrooms. The instructional and material challenges that affected the teaching of Civic Education as part of the Social Studies subject were inadequate teaching materials, lack of computers or technology used in schools, lack of competence and skills in teaching Civic Education, lack of financial support in schools and inadequate contact time allocated for teaching. The challenges related to teacher competence that affected the teaching

of Civic Education as part of the Social Studies subject were lack of skills among the Civic Education teachers and less exposure to instructional materials used in schools. Lastly, the findings of the study on the third research objective revealed some of the interventions to improve teaching and of Civic Education as part of the Social Studies subject were engaging in Continuing Professional Development, purchasing of Civic Education teaching and learning resources, engagement of teachers in research practices and provision of remedial works to cover up on time.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1. Overview

Chapter five discussed the findings of the study. The study explored the teachers' experiences in the teaching of Civic Education as part of the Social Studies subject. The findings of the study were discussed in accordance with the objectives of the study. These were:

- (i) To establish the views of teachers on the merging of Civic Education as part of the Social Studies subject.
- (ii) To explore the challenges in the teaching of Civic Education as part of the Social Studies subject.
- (iii) To explore the interventions to improve the challenges in the teaching of Civic Education as part of the Social Studies subject.

The findings were also discussed in line with the theoretical framework of the Context, Input, Process and Product (CIPP) Evaluation Model by Guba, and later developed by Stufflebeam, in the 1960s (Stufflebeam, 2008). The chapter ended with a summary.

5.2. Teachers views on the merging of Civic Education as part of the Social Studies subject

Concerning the first research objective, the study found teachers had mixed view on the merging of Civic Education as part of the Social Studies subject. The study unveiled that minority teachers felt that the merging of Civic Education as part of the Social Studies subject was good because it benefited the learners as they only wrote one subject during the examination as opposed to three subjects. On the other hand, majority teacher felt that the merging of Civic Education made the subject bulk than it used to be, it reduced the number of periods, led to poor performance among the learners, limited time to complete syllabus and increased pressure on untrained teachers with inadequate skills and competency in teaching all the three components of Social Studies.

The findings of the study were similar with what was discovered by Samwimbila (2017) who found that the attitude of both Social Studies teachers and Heads of Departments towards the implementation of the Social Studies revised curriculum in school was negative and showed that teachers face a variety of challenges. Samwimbila (2017) added that teachers felt that the Ministry of Education imposed the implementation of the new revised Social Studies curriculum without taking into consideration the views and aspiration of the teachers countrywide. However, the study by

Samwimbila (2017) focused on teachers' attitudes towards the implementation of the revised social studies curriculum, not on the teachers' experiences on which the current study focused on.

Based on the findings above, the researchers' remarks were that majority teacher participants felt that the merging of Civic Education made the subject bulk, it reduced the number of periods, led to poor performance, limited time to complete syllabus and increased pressure on untrained teachers with inadequate skills and competency in teaching all the three components of Social Studies. If these factors were addressed, then teachers would have a positive view on the merging of Civic Education as part of the Social Studies subject.

5.3. Challenges in the teaching of Civic Education as part of the Social Studies subject

The study found that the teaching of Civic Education as part of the Social Studies subject was characterised by environmental challenges, instructional and material challenges and teacher incompetence. Thus, these three themes formed the basis for our discussion on the challenges in the teaching of Civic Education as part of the Social Studies subject

5.3.1. Environmental challenges

The study revealed that the environmental challenges that affected the teaching of Civic Education as part of the Social Studies subject were unsuitable sitting arrangement due to lack of desks in the school and inadequate learning space in schools due to overcrowded classrooms. The findings of the study were similar with a study by Al-Dababneh et al. (2022) who stated that some of the barriers to effective curriculum implementation were physical environment, sufficient time, financial barriers and failure to use technology. However, the Al-Dababneh et al. (2022) focused on curriculum implemented for learners with specific learning disabilities in resource rooms, while the current focused teachers' experiences in the teaching of Civic Education as part of the social studies subject in selected schools.

The findings of the current study were in line with the theoretical framework of the Context, Input, Process and Product (CIPP) Evaluation Model by Guba and Stufflebeam (2008) on the context or the learning and environment where Civics is taught. The model states that to teach Civics in schools effectively, the learning environment should be appropriate, there should be adequate contact time, adequate teaching and learning resources and qualified teachers to teach Civic Education. If these

factors were not available in schools, teachers would face with challenges associated to the context or teaching and learning environment. This is in line with what the current study has found.

Based on the above discussion, the study unveiled the challenges associated to the context or teaching and learning environment in the teaching and learning of Civic Education as part of the Social Studies subject due to inadequate time for contact allocated to teach the subject, unsuitable sitting arrangement and inadequate learning space in schools due to overcrowded classrooms. These challenges should be addressed if teachers are to teach Civic Education as part of the Social Studies subject effectively.

5.3.2. Instructional and material challenges

The study found that the instructional and material challenges that affected the teaching of Civic Education as part of the Social Studies subject were inadequate teaching materials, lack of computers or technology used in schools, lack of competence and skills in teaching Civic Education, lack of financial support in schools and inadequate contact time allocated for teaching.

The findings of this study were in line with the study by Isiteketo (2019) who found that the challenges of teaching Geography as a component of Social Studies in the revised curriculum were that teachers never received training to teach an integrated Social Studies curriculum. The study also established challenges such as lack of teachers and learners' resource books, lack of trained teachers in Social Studies and inadequate time allocated for teaching. Inadequacy of Social Studies teaching materials most especially textbooks hampers effective delivery of Social Studies education. However, this study only focused on the challenges in the teaching Geography as a component of Social Studies, ignoring Civics Education, which the current study focused on.

The findings of the current study were in line with the theoretical framework of the CIPP Evaluation Model by Guba and Stufflebeam (2008) on the input element on how Civic Education is taught. The model states that to teach Civic Education in schools effectively, the input, which include the work plan, equipment used in the teaching and learning, funds, personnel resources, teaching approaches, availability of teaching and learning resources and qualified teachers to teach Civic Education should be available and appropriate. If these factors were not available in schools, teachers would face with challenges associated to the input. This is in line with what the current study has found.

Basing on the above discussion, the researcher's remarks were that if the instructional and material challenges including inadequate teaching materials, lack of computers or technology, lack of

competence and skills, lack of financial support in schools and inadequate contact time allocated for teaching were addressed, the teaching of Civic Education as part of the Social Studies subject would be effective.

5.3.3. Teacher incompetence

The study also unveiled that some of the challenges related to teacher incompetence faced by teachers in the teaching of Civic Education were lack of skills among the Civic Education teachers and less exposure to instructional materials used in schools. The findings of the current study were similar with a study conducted by MacMath (2011) on Curriculum integration and at risk students in Canada. The study unveiled that one of the challenges that has arisen from integration of subjects is lack of knowledge by some teachers in implementation of the subjects. MacMath (2011) adds that those who implemented the new curriculum were not fully aware of how to integrate it into the classroom because of differences in perception of what implementation looks like between teachers and administrators. However, the study by MacMath (2011) did not specify the subjects that were integrated.

The findings of the current study were in line with the theoretical framework of the CIPP Evaluation Model by Guba and Stufflebeam (2008) on the process element on how Civic Education is taught. The model states that to teach Civic Education in schools effectively, the instructional methods and techniques used in teaching Civic Education component of Social Studies should be appropriate. If these teachers do not have these competencies and skills, then teachers would be faced with teachers' experiences associated to the process. This is in line with what the current study has found.

With these findings above, the researcher's perspectives were that if challenges related to teacher incompetence including lack of skills among the Civic Education teachers and less exposure to instructional materials used in schools were addressed, the teaching of Civic Education as part of the Social Studies subject would be effective.

5.4. Interventions to improve the teaching of Civic Education as part of the Social Studies subject

The study unveiled that some of the interventions to improve teaching and of Civic Education as part of the Social Studies subject included engaging in Continuing Professional Development, purchasing

of Civic Education teaching and learning resources, engagement of teachers in research practices and provision of remedial works to cover up on time.

5.4.1. Engaging in Continuing Professional Development

The study found that one of the interventions to improve the teaching of Civic Education as part of the Social Studies subject was by engaging in school based seminars, workshops, Continuing Professional Development on teaching of Civic Education, consultations from colleagues on best practices for teaching the subject and capacity building of teachers.

These findings were in agreement with a study by Ndum et al. (2015) who suggested the need for having well-informed and trained teachers who would involve in curriculum change. The researchers stressed the need of involving teachers in Continuing Professional Development at various levels, which include planning, creation, implementation, and reflection. Such involvement creates not only a full understanding of the change as it comes but also ownership on the part of teachers. Nevertheless, the two study by Ndum et al. (2015) were limited to South African and Nigerian contexts respectively where the prevailing learning conditions were not the same as Zambia where the current study was conducted.

Based on the above discussion, the researcher's remarks were that if teachers were engaged in school based seminars, workshops, Continuing Professional Development on teaching of Civic Education, consultations from colleagues on best practices for teaching the subject and capacity building of teachers, the teaching of Civic Education as part of the Social Studies subject would be effective.

5.4.2. Purchasing of Civics teaching resources

The study found that another interventions to improve the teaching of Civic Education as part of the Social Studies subject was by purchasing of Civics teaching resources for Civic Education. The study revealed that to improve the teaching of Civic Education as part of the Social Studies subject, teachers improvised and resourced the teaching resources for Civic Education. Further, more streams were introduced to address the challenges of overcrowdings and limited numbers of desks in the classrooms.

The findings of this study were consistent with the study by Najumba (2013) who stated that to address the challenges related inadequate learning and teaching aids, the MoGE should devise ways of providing quality and relevant teaching and learning resources that are consistent with revised

curriculum. Nevertheless, the findings by Najumba (2013) were limited to Mwandia district and unverified in Luanshya. Hence, created knowledge gap for further verification.

Basing on the above discussion, the researcher's views were that if teachers improvised and resourced the teaching resources for Civic Education, introduced more streams to address the challenges of overcrowdings and limited numbers of desks in the classrooms, the teaching of Civic Education, as part of the Social Studies subject would be effective.

5.4.3. Engaging in research practices

The study found that another intervention that was suggested by teachers to improve the teaching of Civic Education as part of the Social Studies subject was engaging in research practices. The study revealed that to improve the teaching of Civic Education as part of the Social Studies subject, teachers should engage in action research practices to discover new methods of teaching the subject and engaging in writing books for social studies.

The findings of the study were in conformity with the study by Isiteketo (2019), who stated that in order for teacher to implement the curriculum for Social Studies, they should regularly go for in-service training to upgrade their skills. The study unveiled that teachers should further engage in research work teachers of Social Studies so that they discover new methods of teaching the subject. This would help them learn how to change their negative attitude to the new Social Studies curriculum, which in turn improves the performance of learners. Nevertheless, the study by Isiteketo (2019) focused the challenges in the teaching Geography as a component of Social Studies, ignoring the Civic Education component of Social Studies.

With these research findings, the researcher's perspective was that, if teachers were engaged in action research practices and writing books for social studies, the teaching of Civic Education as part of the Social Studies subject would be effective.

5.4.4. Provision of remedial works

The study found that provision of remedial works was another intervention to improve the teaching of Civic Education as part of the Social Studies subject. The study revealed that to improve the

teaching of Civic Education as part of the Social Studies subject, teachers should provide remedial works to slow learners and increase the teaching time for learners.

These findings were consistent with the study by Adewumi et al. (2017), who found that teachers used different teaching approaches or strategies, dedication of time, multi-grade, individual work, group work, extra work and coming down to learners' level to accommodate all learners as some of the methods used to adapt the curriculum for the inclusion of learners. Nevertheless, the study by Adewumi et al. (2017) focused on learners with special education needs, while the current study focused on general learners.

Based on the research findings, the researcher's views were that, if teachers provided remedial works to slow learners and increased the teaching time for learners when teaching Civic Education, the teaching of Civic Education as part of the Social Studies subject would be effective.

5.5. Chapter Summary

This chapter discussed the findings of the study in line with the three objectives, which explored the teachers' experiences in the teaching of Civic Education as part of the Social Studies subject. The findings of this study have shown that teachers had a mixed view and challenges on the merging of Civics as part of the Social Studies subject. On a positive aspect, it benefited the learners as they only wrote one subject during the examination as opposed to three subjects. On the negative aspect, it increased the bulkiness of the subject, led to poor performance among the learners, inadequate materials, limited time to complete the syllabus, increased pressure on untrained teachers, and lack of competence, skills and techniques used in the teaching of civics. The study also found that there were challenges faced by teachers in the teaching of Civic Education as part of the Social Studies subject, and these were environmental challenges, instructional and material challenges and teacher incompetence. The study discussed the interventions to improve teaching and of Civic Education as part of the Social Studies subject and these included engaging in Continuing Professional Development, purchasing of Civic Education teaching and learning resources, engagement of teachers in research practices and provision of remedial works to cover up on time.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1. Overview

This chapter presents conclusions and recommendations of the study, which explored the teachers' experiences in the teaching of Civic Education as part of the Social Studies subject in Luanshya district. The chapter concludes research findings and outlines the recommendations for the current study and recommendations on areas for further investigations. The conclusions on the recommendations will be according to the research findings and objectives.

6.2. Conclusion

It was evident from the findings that teachers had mixed view on the merging of Civic Education as part of the Social Studies subject. The study found that minority of teachers felt that the merging of Civic Education as part of the Social Studies subject was good because it benefited the learners as they only wrote one subject during the examination as opposed to three subjects. On the other hand, majority of the teachers felt that the merging of Civic Education made the subject bulk, it reduced the number of periods, led to poor performance among the learners, limited time to complete syllabus and increased pressure on untrained teachers with inadequate skills and competency in teaching all the three components of Social Studies.

The study also unveiled that the teaching of Civic Education as part of the Social Studies subject was characterised by challenges such as environmental challenges, instructional and material challenges and teacher incompetence. The environmental challenges that affected the teaching of Civic Education as part of the Social Studies subject were unsuitable sitting arrangement due to lack of desks in the school and inadequate learning space in schools due to overcrowded classrooms. The instructional and material challenges that affected the teaching of Civic Education as part of the Social Studies subject were inadequate teaching materials, lack of computers or technology used in schools, lack of competence and skills in teaching Civic Education, lack of financial support in schools and inadequate contact time allocated for teaching. The challenges related to teacher competence that affected the teaching of Civic Education as part of the Social Studies subject were lack of skills among the Civic Education teachers and less exposure to instructional materials used in schools. To address these challenges, teachers were engaged in Continuing Professional Development (CPDs), purchased of Civic Education teaching and learning resources, engaged in research practices and provided of remedial works to cover up on time.

6.3. Recommendations

In view of the findings and conclusion, the following were the recommendations;

1. MoE should revise the Social studies curriculum to reduce the bulkiness of the subject content.
2. MoE should train and deploy more teachers to support the teaching of Social Studies in schools.
3. MoE should improve the teaching environment in all the schools to the teaching of Civic Education effective.
4. Schools should engage in seminars, workshops and CPDs to orient on best teaching approaches and strategies in the teaching of Social Studies.
5. MoE should support teachers who are engaged in writing books for social studies in schools.
6. Teachers should engage in consultations from stakeholders on best practices for teaching Civic Education.

6.3.1. Suggestion for Future research

The suggestion for future research was that teachers should engage in further research on best practices and pedagogies for teaching crowded classrooms.

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APPENDICES

APPENDIX 1: INTERVIEW SCHEDULE FOR HEADS OF SOCIAL SCIENCE

DEPARTMENT

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF LANGUAGES AND SOCIAL SCIENCES EDUCATION

DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

TITLE OF RESEARCH: “EXPLORING THE CHALLENGES FACED BY TEACHERS IN THE TEACHING OF CIVIC EDUCATION AS PART OF THE SOCIAL STUDIES SUBJECT. A CASE STUDY OF SELECTED SCHOOLS IN LUANSHYA DISTRICT”

Dear Respondent, I am a student from the University of Zambia pursuing a Masters of Education Degree in Civic Education. I am required to carry out an investigation on the challenges that have arisen from the teaching of Civic Education as part of the Social Studies subject. A case study of selected schools in the Luanshya district. You are therefore, purposively selected as a participant in this study.

I am humbly requesting for your openness, co-operation and of course, your positive contribution towards this study, in order for the truth to come out on the issue under investigation. I would also like to assure you that the information being gathered is solely for academic use, and will be treated with the confidentiality it deserves.

QUESTIONS ON THE CHALLENGES FACED BY TEACHERS IN THE TEACHING OF CIVIC EDUCATION AS PART OF THE SOCIAL STUDIES SUBJECT

- 1. The views of teachers on the teaching of Civic Education as part of the Social Studies subject**
 - a) Is the merging of Civic Education as part of the Social Studies subject good or bad?
 - b) Why do you think the merging of Civic Education as part of the Social Studies subject good or bad?
 - c) Do you think there are benefits that have arisen from merging of Civic Education as part the Social Studies subject?
 - d) What are the benefits that have arisen from merging of Civic Education as part of the Social Studies subject?

2. The possible challenges faced by teachers in the teaching of Civics Education as part of the Social Studies subject

A. Environmental Challenges

- (a) Is the learning environment appropriate for teaching and learning of Civic Education?
- (b) Is the classroom layout appropriate for all the learners?
- (c) Do learners face environmental challenges in school?
- (d) Is the time for contact allocated for teaching and learning adequate?
- (e) Is there adequate lighting and ventilation in the classroom?
- (f) Is sitting arrangement suitable for all the learners?
- (g) Is the duration for periods allocated to teach Civic Education adequate?

B. Instructional and material challenges

- (a) How many Civic Education teachers do you have at your school?
- (b) Are there adequate teaching materials for teaching Civic Education in the classroom and school?
- (c) Are the teaching and learning resources appropriate for teaching Civic Education?
- (d) Do teachers use computers or any other form of technology in the classroom?
- (e) Do teachers have competence and skills in teaching Civic Education to the learners?
- (f) Do teachers face challenges when teaching Civic Education to the learners?
- (g) Mention the challenges faced by teachers when teaching Civic Education to the learners.
- (h) Do you face financial challenges to run the school?
- (i) If so, how do these challenges affect the teaching and learning process?
- (j) Do Education Standard Officers come in your school to monitor and supervise the teachers?

C. Teacher incompetence

- (a) Are the instructional methods used in the teaching of Civic Education appropriate?
- (b) Are the teaching strategies or techniques used in the teaching of Civic Education appropriate?
- (c) What are the possible challenges have arisen from teaching of Civic Education as part of the Social Studies subject?

4. Measures teachers use to address the challenges that have arisen from the teaching of Civic Education as part of the Social Studies subject

What can be done to address?

- a) The challenges learners face due to inadequate teaching material for Civic Education in the school.
- b) The challenges learners face due to inadequate teachers and learners' resource books for Civic Education in the school?
- c) The challenges learners face due inadequate time allocated to teach Civic Education adequate.
- d) The challenges learners face due inadequate learning and teaching aids for Civic Education in the school.
- e) The challenges learners face due lack of monitoring and supervision by Education Standard Officers come in school to monitor and supervise the teachers.
- f) What can be done to help the untrained teachers in school teach Civic Education effectively?
- g) What measures can teachers use to address the challenges that have arisen from merging of Civic Education as part of the Social studies subject?

THANK YOU FOR YOUR POSITIVE PARTICIPATION

APPENDIX 2: FOCUS GROUP DISCUSSION FOR CIVICS TEACHERS

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF LANGUAGES AND SOCIAL SCIENCES EDUCATION

DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

TITLE OF RESEARCH: “EXPLORING THE CHALLENGES FACED BY TEACHERS IN THE TEACHING OF CIVIC EDUCATION AS PART OF THE SOCIAL STUDIES SUBJECT. A CASE STUDY OF SELECTED SCHOOLS IN LUANSHYA DISTRICT”

Dear Respondent, I am a student from the University of Zambia pursuing a Masters of Education Degree in Civic Education. I am required to carry out an investigation on the challenges that have arisen from the teaching of Civic Education as part of the Social Studies subject. A case study of selected schools in the Luanshya district. You are therefore, purposively selected as a participant in this study.

I am humbly requesting for your openness, co-operation and of course, your positive contribution towards this study, in order for the truth to come out on the issue under investigation. I would also like to assure you that the information being gathered is solely for academic use, and will be treated with the confidentiality it deserves.

QUESTIONS ON THE CHALLENGES FACED BY TEACHERS IN THE TEACHING OF CIVIC EDUCATION AS PART OF THE SOCIAL STUDIES SUBJECT

1. The views of teachers on the teaching of Civic Education as part of the Social Studies subject

- a) Is the merging of Civic Education as part of the Social Studies subject good or bad?
- b) Why do you think the merging of Civic Education as part of the Social Studies subject good or bad?
- c) Do you think there are benefits that have arisen from merging of Civic Education as part the Social Studies subject?
- d) What are the benefits that have arisen from merging of Civic Education as part of the Social Studies subject?

2. The possible challenges faced by teachers in the teaching of Civics Education as part of the Social Studies subject

A. Environmental Challenges

- a) Is the learning environment appropriate for teaching and learning of Civic Education?
- b) Is the classroom layout appropriate for all the learners?
- c) Do learners face environmental challenges in school?
- d) Is the time for contact allocated for teaching and learning adequate?
- e) Is there adequate lighting and ventilation in the classroom?
- f) Is sitting arrangement suitable for all the learners?
- g) Is the duration for periods allocated to teach Civic Education adequate?

B. Instructional and material challenges

- a) How many Civic Education teachers do you have at your school?
- b) Are there adequate teaching materials for teaching Civic Education in the classroom and school?
- c) Are the teaching and learning resources appropriate for teaching Civic Education?
- d) Do teachers use computers or any other form of technology in the classroom?
- e) Do teachers have competence and skills in teaching Civic Education to the learners?
- f) Do teachers face challenges when teaching Civic Education to the learners?
- g) Mention the challenges faced by teachers when teaching Civic Education to the learners.
- h) Do you face financial challenges to run the school?
- i) If so, how do these challenges affect the teaching and learning process.
- j) Do Education Standard Officers come in your school to monitor and supervise the teachers?

C. Teacher incompetence

- a) Are the instructional methods used in the teaching of Civic Education appropriate?
- b) Are the teaching strategies or techniques used in the teaching of Civic Education appropriate?
- c) What are the possible challenges have arisen from teaching of Civic Education as part of the Social Studies subject?

3. Measures teachers use to address the challenges that have arisen from the teaching of Civic Education as part of the Social Studies subject

What can be done to address?

- a) The challenges learners face due to inadequate teaching material for Civic Education in the school.
- b) The challenges learners face due to inadequate teachers and learners' resource books for Civic Education in the school?
- c) The challenges learners face due inadequate time allocated to teach Civic Education adequate.
- d) The challenges learners face due inadequate learning and teaching aids for Civic Education in the school.
- e) The challenges learners face due lack of monitoring and supervision by Education Standard Officers come in school to monitor and supervise the teacher.
- f) What can be done to help the untrained teachers in school teach Civic Education effectively?
- g) What measures can teachers use to address the challenges that have arisen from merging of Civic Education as part of the Social studies subject?

THANK YOU FOR YOUR POSITIVE PARTICIPATION

APPENDIX 3- LESSON OBSERVATION CHECKLIST

The Observer will look for the following attributes in teacher observations. The main idea is to evaluate the challenges faced by teachers in the teaching of Civic Education as part of the Social Studies subject.

Observation Details

School:**District:****Province:**

Qualification of the class teacher:.....**Class being taught:****Date:**

The researcher will tick appropriately on a space provided

Elements	Whether the theme/item is a challenge or not	Yes (Tick)	No (Tick)	Not sure
Environment: The learning environments where Civics is taught, the availability of contact time and the education periods.	Is the learning environment appropriate for teaching of Civic Education?			
	Is the classroom layout appropriate for all the learners?			
	Do learners face environmental challenges in school?			
	Is there adequate lighting and ventilation in the classroom?			
	Is sitting arrangement suitable for all the learners?			
	Is the duration for periods allocated to teach Civic Education adequate?			
Instructional and Materials : Equipment used in the teaching and learning, human resources, teaching and learning approaches, and availability of qualified teachers to teach Civics.	Are there adequate teaching and learning materials for teaching Civic Education in the classroom and school?			
	Are the teaching and learning resources appropriate for teaching Civic Education?			
	Are there adequate learning and teaching aids in the classrooms?			
	Do teachers use computers or any other form of technology in the classroom?			
	Do teachers have competence and skills in teaching Civic Education to the learners?			
	Do teachers face challenges when teaching Civics to the learners?			
	Is the time for contact allocated for teaching and learning adequate?			
Teacher Incompetence: Appropriateness of the instructional methods and techniques used in teaching civic component of Social Studies are appropriate or not.	Are the instructional methods used in the teaching of Civic Education appropriate?			
	Are the teaching strategies or techniques used in the teaching of Civic Education appropriate?			

THANK YOU

Appendix 4: Research introduction letter



THE UNIVERSITY OF ZAMBIA
INSTITUTE OF DISTANCE EDUCATION

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Telex: UNZALU ZA 44370
Fax: 26021-1-290719
E-mail: director-ide@unza.zm

P.O. Box 32379
LUSAKA, ZAMBIA

DATE: _____

Dear Sir/Madam,

RE: CONFIRMATION OF STUDY

Name: _____ **Computer #:** _____

Reference is made to the above subject.

This serves to confirm that the above named student of NRC Number _____ is a bonafide student of the University of Zambia.

The student is pursuing a Master of Education in Civic Education and that he/she will be carrying out a research on _____

Any assistance rendered to him/her will be greatly appreciated.

Prof. Boniface Namangala (PhD)
DIRECTOR
INSTITUTE OF DISTANCE EDUCATION