

**REFLECTIVE PRACTICE: A STRATEGY FOR IMPROVING THE TEACHING  
OF CIVIC EDUCATION IN SECONDARY SCHOOLS IN ZAMBIA**

**BY**

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**A thesis submitted to the University of Zambia in full fulfilment  
of the requirements for the award of a Degree of Doctor of Philosophy  
in Civic Education.**

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## DECLARATION

I declare that this thesis is a product of my own effort and has not been presented to any University in the same or different form to merit a PhD degree other than that for which I am now a candidate. All scholarly work used in this thesis has been acknowledged.

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**CERTIFICATE OF APPROVAL**

This thesis of Magasu Oliver is hereby approved as fulfilling for the requirements of the degree of Doctor of Philosophy in Civic Education by the University of Zambia.

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## **DEDICATION**

This study is dedicated to Mum and Dad, Gabriel Magasu and Jennipher Tembo who worked tirelessly in laying the solid foundation upon which this work could be realised and stand. I also dedicate this work to my brothers; Allan, Gabriel, Paul and Felix, and my sisters; Patriciah, Silvia and Casmir. I further dedicate this study to my lovely wife, Hilda Mwila and my Children, Tinashe, Tapiwa, Tafara and Tawana for their patience, support and understanding during my studies.

## ABSTRACT

This study sought to investigate the implementation of reflective practice strategy in the teaching of Civic Education in secondary schools in Zambia. The objectives of this study were to explore teaching strategies used in Civic Education lessons in secondary schools of Lusaka Province in Zambia, to describe how reflective practice as a strategy is used in the teaching of Civic Education in secondary schools of Lusaka Province in Zambia, to explore the challenges, if any, affecting the implementation of reflective practice strategy in the teaching of Civic Education in secondary schools of Lusaka Province in Zambia and to propose a framework that could enhance the implementation of reflective practice in the teaching of Civic Education in secondary schools of Lusaka Province in Zambia. The research paradigm was critical theory paradigm. Since it was a qualitative study, a descriptive survey research design was used and data was collected using interviews, Focus Group Discussions (FGDs), observations and document analysis. Purposive sampling procedures was used to sample Twenty- Four participants and Five Focus Groups. Data collected was analysed using themes that emerged from the literature review and objectives of the study. The study noted that reflective practice though rarely promoted by the teachers in their lessons was a significant aspect in teaching of Civic Education in secondary schools. The study also found that when applied correctly as an approach in teaching, reflective practice provides opportunities among the learners to engage in educational discussions during the lessons. Additionally, the study also noted that the use of reflective practice in teaching Civic Education in Secondary schools served as a good motivation for the learners to become active, responsive and informed members of society. Based on these findings, this study concludes that reflective practice as an approach of teaching serves to build self- esteem and confidence in learners and therefore the study recommends that the Ministry of General Education (MoGE) should take a deliberate move in providing workshops/short courses to Civic Education teachers so that they can enhance their skills in the use of reflective practice in Civic Education lessons. This study further proposes a framework that should be used in the teaching of Civic Education in secondary schools. There is need in future to assess the training of Civic Education teachers with regards to training for reflective practice strategy.

**Key words:** *Civic Education; Pedagogical; Implementation; Curriculum and Reflective Practice*

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## **ACRONYMS AND ABBREVIATIONS**

ACARA	- Australian Curriculum Assessment and Reporting Authority
CCE	- Centre for Civic Education
CDC	- Curriculum Development Centre
DD	- Discovery Democracy
ECZ	- Examinations Council of Zambia
FGDs	- Focus Group Discussions
GRZ	- Government of the Republic of Zambia
LTS	- Learning and Teaching Scotland
MoE	- Ministry of Education
MoGE	- Ministry of General Education
MoES	- Ministry of Education and Science
NAEP	- National Assessment of Educational Projects
NCGE	- National Curriculum for General Education
NCSS	- National Council for the Social Studies
NGO	- Non-Governmental Organisations
NIE	- National Institute of Education
RNCS	- Revised National Curriculum Statement
SDGs	- Sustainable Development Goals
UNZA	- University of Zambia
USA	- United States of America
USAID	- United States Agency for International Development
ZCEA	- Zambia Civic Education Association

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Overview**

This chapter presents the general background of the study, the statement of the problem, the aim of the study, the research objectives and questions. Furthermore, the chapter presents the significance of the study, limitations of the study, theoretical framework, definitions of key terms and summary of the chapter.

#### **1.2 Background and Context of the Study**

Studies done by different scholars such as Carretero et al. (2016); Bergersen & Muleya (2019); Cohen (2013) and others have noted that Civic Education is one of the subjects in the school curricula that has attracted significant pedagogical innovations since the second half of the 21<sup>st</sup> Century. In this study we argue that reflective practice is also one such significant pedagogical innovation which undoubtedly needs to be embraced in the teaching of Civic Education in secondary schools in Zambia. For instance, Likando (2019) notes that reflective practice has become one of the most classroom instructional strategies in many countries around the world. Scholars such as Ogene (2014) and Bransford et al. (2005) among many others have used synonyms such as critical thinking, inductive thinking, problem solving, analysis, reflective inquiry or reflective thinking to explain reflective practice. Nonetheless, Finlay (2008) contends that reflective practice refers to adopting a thinking process to learning. In other words, reflective practice is an approach to teaching that creates possibilities among the learners to think through the whole process of their learning. Thus, helping learners to have a deeper understanding of issues surrounding their society. This entails learning from experience and is a precursor for critical thinking. This view is supported by Muleya (2019) who observed that teaching and learning methods that encouraged learners to reflect upon their own situation and the circumstances and power structures they live in, help stimulate critical reflections that may lead to transformation and social change. Therefore, reflective practice provides an important lens for teaching Civic Education in secondary schools in Zambia.

This study reflects on a change in the teaching and learning strategies that are more participative like reflective practice in the teaching of Civic Education. Underlying this transition is a basic tension between pedagogy that emphasizes the acquisition of knowledge through teacher instruction on one hand and pedagogy that emphasizes praxis, interaction with tools, objects, experiences and people as the means to gain understanding on the other hand (Carretero et al. 2016). This view is supported by Zeichner & Liston (2014) who argue that the move towards seeing teachers as reflective practitioners is also a rejection of top-down forms of educational reform that involve teachers only as conduits for implementing programmes and ideas formulated elsewhere. By implication, teachers who used reflective practice were supposed to be facilitators in the process of learning and not fountains of knowledge.

Studies in this field have also indicated that defining what actually constitutes Civic Education is difficult and complex. It may therefore be argued that this problem of definition has a bearing on how the reflective teaching strategy is implemented in Zambia.

As Muleya (2017) observed, those scholars who have tried to define the concept, have done so according to their own perspectives and orientations. However, attempts have been made to try to define Civic Education by different scholars. For instance, Ukegbu et al (2009) defined Civic Education as a systemized educative process through which a learner is oriented to governmental functions in a given democratic society as well as the learner's rights and correlative responsibilities, all geared at producing or developing, informed, participative and responsible citizens. In this definition, Civic Education is seen as a subject which is specifically designed to produce good, useful, informed, active, responsive and morally up right citizens through a deeper understanding of issues surrounding society. Dejaeghere (2006) defines Civic Education as a subject that "includes several dimensions that extends the dimensions of knowledge, values and participation." This definition by Dejaeghere (2006) is supported by Halstead & Pike (2008) who noted that with Civic Education, critical mass of the country's citizens must possess the skills, embody the values and manifest the behaviours that are in accord with democracy. This means that through Civic Education, citizens must be seen to embrace

the values and practices of democracy. In this sense, Branson (2004) observes that Civic Education is essential to sustaining constitutional democracy. This observation entails teaching Civic Education in a manner that develops critical minds for the benefit of an individual and community at large, which is a critical component of reflective practice. This places enormous responsibility on the classroom teacher, who must help learners acquire good thinking skills, values and civic dispositions.

The above discussion is supported by Dumor (1998) who asserts that Civic Education curricula were designed to achieve three broad goals namely:

- a. Introducing citizens to the basic rules and institutional features of democratic political systems and to provide them with knowledge about democratic rights and practices;
- b. Conveying a specific set of values thought to be essential for democratic citizenship such as political tolerance, critical thinking, trust in the democratic process, respect for the rule of law and compromise; and
- c. Encouraging responsible and informal political participation, defined as a cluster of activities that include; voting, working in campaigns, lodging complaints, attending meetings, paying taxes and service learning activities.

Additionally, Osakwe (2009) gives five major goals of civic education as follows:

- a. To equip one with knowledge and understanding about how government in a given polity works (principles and practices) particularly in a democracy;
- b. To make its beneficiaries become aware of their rights, duties and obligations;
- c. To equip the learners with the cognitive skills and problem-solving tools that will enable them critically think and analyse civic life related problems, issues and challenges;
- d. To engender participatory civic skills such as working with others and engage meaningfully in collaboration rational discussions and decision-making; and

- e. To instill civic dispositions such as support for human rights, people consented government, active and enlightened socio-political participation and working to promote citizenship formation and socio-civic competence of the citizenry or the tenets or goals of citizenship.

By implication, the ultimate goal of Civic Education is to prepare generations for the essential principles and values of democracy embodied with a high sense of responsibility and active engagement in issues of society in their everyday life (CCE, 1994) through reflective practice. This argument is supported by Gutmann who observed that Civic Education, whenever and however undertaken, prepares people of a country, especially the young, to carry out their roles as citizens. Civic Education is, therefore, “the cultivation of the virtues, knowledge and skills necessary for political participation (Gutmann, 1987:287).” However, this can only be done when the learners develop critical minds. Developing critical minds in this study entails using strategies that encouraged reflective thinking in Civic Education lessons.

Despite the concept of Civic Education being highly contested, Gibson & Levine (2003) in Cohen (2013), gives an understanding that Civic Education is, in fact, composed of three main factors: The transmission of relevant knowledge, instilling of values and the development of dispositions. In this vein, teachers of Civic Education, through appropriate teaching strategies should transmit relevant knowledge which is substantial and not procedural. Through the process of learning, the learners must learn the values of democracy since Civic Education is informed by the values and norms of democracy. Furthermore, the learners need to develop qualities of mind and character in line with democratic values and norms through appropriate teaching strategies. In the light of this discussion, Muleya (2019), contends that the call for more critical, active and participatory strategies to the teaching of Civic Education has become imperative. This is a call that has been emphasized in the Zambia Educational Curriculum Framework of 2013 where teachers have been encouraged to as much as possible to use methods which help learners to think, reflect and do, rather than reproduce from rote learning. Therefore, this study aims at providing empirical data on the implementation of reflective practice in the teaching of Civic Education in secondary schools in Zambia.

The rationale behind the introduction of Civic Education in Zambia was that:-

- a. Civics taught at junior level had created a gap between the upper secondary and tertiary levels and that there was an urgent need to bridge up this gap. This gap had an impact on senior secondary school leavers who in most cases graduated with little or no experience of Civic Education with regards to their roles, rights and obligations. Hence, this major development in the curriculum was identified as an important contribution to Zambia's educational system that is based on democratic principles and values;
- b. The content at junior level was too loaded and detailed to be grasped by the level making learning difficulty for the learners at this stage of the school system; and
- c. The skills and values in the content were also limited to enable the learners understand and practice their civic rights and obligations (Irish Aid Report, 2002).

It is clear that the introduction of Civic Education in Zambia was to respond to societal needs in a liberal democratic society. Therefore, citizens are supposed to be engaged with political, legal, social, economic and cultural dimensions of the community and the country at large. The narrow approach of Civics denied the school leavers to engage with societal affairs. Arguably, the introduction of Civic Education in the secondary school curriculum was a call in the right direction especially if we are to examine the dwindling democratic values. In this regard, this study supports the move by the Zambian Government in making Civic Education a compulsory subject in secondary schools.

In this sense, Civic Education was initially piloted in three (3) provinces. In each province, five secondary schools were selected, three from the urban setting and two from the rural setting. Table 1: shows the names of Provinces and Schools where Civic Education was first piloted. The first Grade 12 examination in Civic Education was written in 2006.

**Table 1: Civic Education Pilot Schools in 2004 (Phase 1)**

<b>LUSAKA PROVINCE</b>	<b>CENTRAL PROVINCE</b>	<b>NORTHERN PROVINCE</b>
Arakan High	Chibombo High	Kasama Girls High
Chongwe High	Kabwe High	Luwingu High
Kafue Boys Secondary	Ibolelo High	Mbala High
Libala High	Mkushi High	Mpika High
Luangwa High	Mumbwa High	Mwenzu Girls High

(Source: Irish Aid Report, 2007).

By 2007, the pilot phase was rolled out to other provinces and in selected secondary schools. All the provinces were catered for in this phase. Table 2 below shows the provinces and selected secondary schools where Civic Education was rolled out after the first phase.

**Table 2: Second Phase of Civic Educ. pilot phase (2007)**

<b>COPPERBELT</b>	<b>EASTERN</b>	<b>WESTERN</b>	<b>LUAPULA</b>	<b>N/WESTERN</b>	<b>SOUTHERN</b>
Chikola High	Chadiza High	Kaoma High	Kawambwa Tec.	Kabompo High	Choma High
Chililabombwe Sec	Katete High	Holy Cross	Mansa High	Mukinge Girls	Mazabuka High
Kansenshi High	Lundazi High	Kambule High	Mwense High	Solwezi Day High	Monze High
Luanshya Girls	Petauke High	Lukulu High	Nchelenge High	Mwinilunga High	St. Mary's Sec.
Ndeke High	St. Monica's	Sesheke High	St. Clements Sec.	Zambezi High	Njase Girls High
		St. John's			St. Edmunds Sec.

(Source: Irish Aid Report, 2007).

Today, Civic Education is taught in all secondary schools in Zambia and the introduction of the subject in Zambia is seen as unpacking the national educational objectives (goals) in *Educating Our Future*. For instance, goal number two in *Educating Our Future* is aimed at producing a learner capable of “developing an analytical, innovative, creative and constructive mind (MoE, 1996: 5).” It is presumed that through learning Civic Education, learners will at least acquire relevant knowledge and have a deeper understanding of issues affecting society, but also skills for reflective and responsible action. This would in turn would steer willingness to engage and deep commitment to democratic values. This means that the introduction of Civic Education in secondary schools in Zambia was guided by the desire to have an emphasis on education that could positively impact on the learners in order to advance national interests.

Given the importance of Civic Education to the Zambian society, it is imperative that teachers of Civic Education take the mantle of instilling democratic values and competences in the learners through the implementation of reflective practice strategy. This requires teachers who are well vested with the subject matter and use appropriate teaching techniques to develop critical thinking in the minds of the learners. This is because Civic Education introduces learners to the critical dimensions of society. Therefore, reflective practice is a cornerstone in the teaching and learning process as it helps to develop reflective thinkers who contribute positively to the affairs of society. Moon (2004) contends that reflection plays a part in good quality and is an important variable in developing appropriate learning behavior. In this study classroom processes were seen as central to understanding the reflective practice. It is from this background that the study has been done to investigate reflective practice as a strategy for improving the teaching of Civic Education in selected secondary schools of Lusaka Province in Zambia.

### **1.3 Statement of the Problem**

A global review of literature in the field of education shows that there is a shift from teacher centred teaching strategies to learners centred teaching strategies in school curricula. Rodgers (2002) found that Dewey’s (1933) seminal work ‘how we think’ set the ground for learner centred strategies of learning through reflection as “disciplined,

conscious, explicit and critical thought which contributes to the intellectual and moral development of the person.” As a result of this development, Likando (2019) noted that reflective practice has become one of the most sort classroom instructional strategies in many countries around the world. This strategy (reflective practice) resonates well with the teaching of Civic Education in secondary schools in Zambia and is in line with the Zambia Education Curriculum Framework of 2013 where teachers and teacher educators are urged as much as possible to “use methods that promote active learners’ participation and interaction (MoGE, 2013: 56),” and encourage learners to reflect, think and do rather than reproduce from rote learning.

Therefore, under the right pedagogical and classroom climate, Civic Education should be taught using reflective practices and strategies. This entails that Civic Education should develop critical minds through the use of reflective practice as a teaching strategy. However, there is little (if any) information on how teachers of Civic Education in secondary schools in Zambia are implementing reflective practice in Civic Education lessons. If reflective practice is not embraced in Civic Education lessons, there will be poor learning outcomes as pupils will just be memorizing. Furthermore, the learners will be detached from political, social, economic and cultural life and thus, defeating the aim of the subject which is to consolidate democracy. Therefore, this study is conducted to investigate the implementation of the reflective practice strategy as a teaching strategy in the teaching of Civic Education in secondary schools in Zambia.

#### **1.4 Purpose of the Study**

To investigate reflective practice as a teaching strategy for improving the teaching of Civic Education in selected secondary schools of Lusaka Province in Zambia.

#### **1.5 Research Objectives**

1. To explore teaching strategies used in Civic Education lessons in selected secondary schools of Lusaka Province, Zambia.
2. To describe how reflective practice as a teaching strategy is used in the teaching of Civic Education in selected secondary schools of Lusaka Province, Zambia.

3. To explore challenges, if any, affecting the implementation of reflective practice in the teaching of Civic Education in selected secondary schools of Lusaka Province, Zambia.
4. To propose a framework of enhancing the implementation of reflective practice in the teaching of Civic Education in selected secondary schools of Lusaka Province, Zambia.

### **1.6 Research Questions**

1. What teaching strategies are used in Civic Education lessons in selected secondary schools of Lusaka Province, Zambia?
2. How is reflective practice as a teaching strategy implemented in the teaching of Civic Education in selected secondary schools of Lusaka Province, Zambia?
3. What are the challenges, if any, in the implementation of reflective practice in the teaching of Civic Education in selected secondary schools of Lusaka Province, Zambia?
4. What framework can enhance the implementation of reflective practice in the teaching of Civic Education in selected secondary schools of Lusaka Province, Zambia?

### **1.7 Significance of the Study**

Since there is little (if any) information on how reflective practice is implemented in Civic Education lessons in Zambia, this study, therefore, will generate new knowledge which might be useful in the teaching Civic Education in secondary schools through the insights to be gained in the precise benefits that result from the use of reflective practice. This study may also act as a motivation to the community in terms of information sharing leading to a fully-fledged democratic society. Furthermore, the findings and recommendations of this study may help the Ministry of Education and teachers to devise effective strategies/methodology of teaching Civic Education that encourage critical thinking.

### **1.8 Delimitation of the Study**

This study was conducted in five selected secondary schools of Lusaka Province because the province was among the three where Civic Education was first piloted. Therefore, the results of this study may be generalized beyond the specific population from which the sample was drawn because there is a proposal for a framework which should be used in the teaching of Civic Education in secondary schools in Zambia.

### **1.9 Limitations of the Study**

Borg, Gall and Gall (2003), postulate that limitations refer to factors which the researcher foresees as restrictions, problems and such elements which might affect the objectivity of the study findings. Due to failure by the sample participants to answer with candor, results may not accurately reflect opinions of all members of the included population. However, an attempt was made to mitigate the situation by the use of observation method which complimented the information collected from Interviews and Focus Group Discussions (FGDs).

### **1.10 Theoretical Framework**

A theoretical framework is a general set of assumptions about the nature of phenomena. It is a reasoned set of propositions, which are derived from and supported by data or evidence (Kombo and Tromp, 2006). A theory is also defined as a set of propositions which together describe and explain the phenomenon being studied (Punch, 2009). This study is informed by the theory of conscientisation which was proposed by Paulo Freire (1970) in trying to explain the importance of reflective practice in the teaching of Civic Education. Arguably, Freire suggests that education should bring about enlightenment, empowerment and emancipation. This theory as noted by Rugut & Osman (2013), has significantly influenced the approach to education and has remained an inspiration to many across the world.

Freire (2000) advocated for critical reflection in the transformational learning process. Freire notes that transformative learning is a social, political and pedagogical practice that takes place when people reach a deeper, richer, textured and nuanced understanding of themselves and their world. This is basically the essence of reflective practice in the process of learning. This theory resonates well with the teaching of Civic Education in

the sense that it agitates a critical awareness of the world based on the concrete experience of their everyday lives. This view is supported by Citizenship Education Foundation (2012) which observed that in whatever form Civic Education curriculum must have an active element that emphasises learning by doing, must be interactive by utilising discussion and debate and be relevant by focussing on real-life issues facing society. By implication, this theory is calling for the use of reflective practice in the process of learning if education is to make any impact on society. This view puts the focus of this study into context.

Freire (1973) observed that conventional learning which he described as banking education was the tool of the elite because it treated students as objects upon which knowledge was deposited but argued that learning could only be achieved through lived experiences, critical reflections and praxis. Furthermore, this theory postulates that education should develop radical and reflective minds of the learners so that they become critical thinkers. This is the principle of reflective practice. If people become critical thinkers, it is expected that they will be able to make informed decisions and choices for betterment of society. Further, Freire (2000) notes that change comes when people are conscientised or made critical thinkers through education which is relevant to the learners. In this study, the education being talked about is Civic Education. This thinking by Freire is in line with the idea of using reflective practice as a strategy in the teaching of Civic Education.

Furthermore, critical thinking can also be understood as a practice of processing information in the most skilful, accurate and rigorous manner possible for the benefit of an individual and society (Freire, 2000). This means critical skills in the learners will help them to make responsible decisions about their lives, behaviour and actions with full knowledge of the consequences and underlying assumptions of the choices made. One can also argue that Civic Education has the potential to produce informed citizens who are capable of using critical thinking in making intelligent decisions about everyday challenges of life. This is because studies done by Carretero et al (2016) and Jensen (2010) have shown that Civic Education has the power to enlighten, emancipate and

empower the learners if taught in a reflective manner. This calls for teaching strategies that are participatory and provide an avenue to engage with societal affairs.

In enhancing conscientisation, Freire developed teaching and learning methods that encourage learners to reflect upon their own situation and the circumstances and power structures they live in. Through this process reflection, learners become aware of socio-economic injustices and unequal power structures that restrict their freedom, choices and self-determination through life experiences. On the basis of this recognition, liberating education which in this study is Civic Education, stimulates a critical reflection upon the students' own potentials to challenge oppression and exclusion. Freire (2000) notes that conscientisation will empower the learners to take collective action and eventually liberate themselves from the constraints of class and power. This entails that traditional hierarchies must be broken down and teachers must also be learners (particularly learning from their students) and being critically reflective about their practice to bring about conscientization (Freire, 1998). This theory fits very well in this study in that effective teaching implies using methods that help the learners to develop critical minds. This is also a principle of reflective practice strategy.

Contextualising this theory to this study, it can be argued that Civic Education is an important subject in Zambia which can help to develop effective citizens when well executed. If people are not made critical thinkers, they will fail to face the challenges of society. Critical thinking is an important avenue for the actualisation of the national goals on education in Zambia. It is assumed that if learners would think critically and act effectively and virtuously in response to a public issue, they must understand the terms of the issue, its origins, the alternative responses to it, and the likely consequences of these responses (Freire, 2000). This lies in the strategies used in the teaching of the subject.

This theory fits very well in this study and contributes to empirical knowledge and points out to critical issues that need to be addressed if the teaching of Civic Education in secondary schools in Zambia is to meet the desired goals. Furthermore, this study points

to the fact that if Civic Education is well taught, it will impart relevant skills of rationality and evaluation which are key in consolidating democracy.

### **1.11 Operational definitions of Terms**

**Secondary School:** refers to those schools offering education from grades 10 to 12 since Civic Education is taught in those grades

**Civic Education:** A classroom subject introduced into the Zambian school curriculum as part of the basic education program for the purpose of developing young Zambian people into responsible citizens.

**Curriculum:** Curriculum in this study refers to a plan or program for all the experiences which the learner encounters under the direction of the school, college and university.

**Reflection:** The process or act of analyzing one's actions by focusing on the process of achieving the outcome.

**Reflective practice:** it is the ability to reflect on one's actions so as to engage in a process of continuous learning.

### **1.12 Organisation of the Thesis**

This study has been organised and divided into six chapters. Chapter One gives the introduction and background to the study. It also presented the statement of the problem, purpose of the study, objectives and research questions, significance of the study, theoretical framework and the definitions of key terms. The chapter ends with a summary.

Chapter Two presents related literature review. Literature related to the study was reviewed and gaps were identified. The literature review is presented with the following themes: Historical Overview of Civic Education, Status of Civic Education in selected countries, historical and philosophical foundations underpinnings of reflective practice as a teaching strategy, Implementation process of reflective practice, Significance of reflective practice, Forms of reflection and reflective teaching, Value of reflective practice, Challenges in the implementation of reflective practice, Research gap and the chapter ends with a summary.

Chapter Three presents the research methodology which was used in the collection, analysis and presentation of data. The chapter explains the paradigm informing this study, research design, study population, sample size, sampling technique, data collection instruments, data analysis, data presentation, validity and reliability of data collected, ethical considerations and limitations. It ends with a summary.

Chapter Four presents the findings of the study. The chapter gives answers to the research questions. The findings were based on key statements revolving around the implementation of reflective practice in the teaching of Civic Education in secondary schools in Zambia. It ends with a summary.

Chapter Five discusses the findings of the study. The discussions are based on the objectives of the study. Finally, Chapter Six gives the conclusion of the study and makes key recommendations based on the findings. Chapters Five and Six also end with a summary.

### **1.13 Summary**

This chapter presented the background to the problem by giving a synopsis of the concept of Civic Education generally before narrowing down to the Zambian scenario. The chapter further presents the statement of the problem together with the research purpose, objectives and questions, significance of the study, limitations of the study, theoretical framework and definitions of key terms. The next chapter provides a review of related literature.



## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2.1 Overview

This chapter focuses on the review of literature related to this study. It begins by giving a historical overview of Civic Education at different levels across the globe, continent and Zambia. While the review took a wider approach by focusing on both global and continental levels, an investigation of how reflective practice is implemented in secondary schools in Zambia formed the core of the discussion. The benefits and challenges including work that outlines the process of reflective practice in the teaching of Civic Education was also reviewed for the sake of proposing a framework that would enhance and strengthen the strategy. This literature is reviewed in line with the set objectives.

#### 2.2 The Concept of Civic Education

Studies by Heater (2004); Taylor (1960) suggest that the history of Civic Education can be traced as far back as the beginning of civilization to mankind in ancient Greece. Thus, education for citizenship emerged in Greece during the Archaic Age (776–479 BC) and flourished in the following Classical Age, during which time it was the subject of some distinguished thinking. Taylor (1960) observed that the subject of Civic Education in Greece was democratic though meant for a small minority because of its nature where some members of the community such as women and slaves were not allowed to get engaged in the life of the public. As such, Muleya (2017) notes that citizenship education was seen as a legalistic construct to undermine and control sources of discontent. This meant that the subject was meant to maintain the status quo.

Oats (2009) observes that the re-invention and change on citizenship perception was propelled by forces such as political needs of participation and loyalty. The arguments by Oats are supported by Peterson (2011) who notes that some of the reasons that led to the introduction of Civic Education in many western democracies were a decline in political awareness, understanding and activities of the young people.

Heater (2004) further observed that the ages of rebellions and revolution in Europe brought a new done to citizenship education which was not based upon the assumptions

of the elite but one which aimed at redefining the focus of Civic Education. These rebellions and revolutions show that there was need to redefine the focus of the subject in order to respond to the needs of society.

In analyzing the historical events towards the revolutionized Civic Education, Arbues (2014) notes that the content of modern Civic Education in Europe was affected by important factors, including the ‘Third Wave of Democracy,’ which began after the 1989 fall of Berlin Wall.” By implication, this meant regime change which also saw the redefining of the focus of Civic Education. Muleya (2017) observed that this historical event gave an expression to the desire to create a more human and radical liberalism and a democratic society where all people could feel as full citizens of a radically transformed social order. In the same vein, Hursh & Wayne (2000) in Marsone (2016) noted that the tradition of justifying a conservative lifestyle distorted the formation of multicultural diversity which was one of the characteristics of democracy.

### **2.3 The Status of Civic Education in Selected Countries**

This section discusses studies from selected countries where Civic Education has been taught for some time now with a view to investigate reflective practice as a teaching strategy for improving the teaching of Civic Education in selected secondary schools of Lusaka Province in Zambia. While studies elsewhere especially the west have indicated that reflective practice has helped to develop learners who were responsive, active and informed, in Zambia literature on this matter is scanty. However, the current study will add a new dimension to the body of knowledge by focussing on how reflective practice is implemented in secondary schools of Lusaka Province, Zambia. In doing so, barriers or successes to the implementation of reflective practice strategy will be learnt or avoided. This approach will keep the focus of this study into context.

#### **2.3.1. Scotland**

The introduction of Education for Citizenship in secondary schools as a subject in Scotland can be traced as far back as 2002 (Biesta & Lawy, 2006). The emphasis of the Scottish curriculum is to produce learners who are responsible citizens. Responsible citizens are depicted as individuals who have ‘respect for others’ and a commitment to participate responsibly in political, economic, social and cultural life and who are able to develop knowledge and understanding of the world and Scotland’s place in it;

understanding different beliefs and cultures: make informed choices and decisions; ... (Scottish Executive, 2004). This subject is taught to children as young as three years to the age of eighteen (18). This study by the Scottish executive is in support of the idea of imparting education for citizenship to the children in the sense that as children grow; they grow to be responsible citizens rather than when they are adults. Additionally, the young learners are exposed to society values, knowledge, skills at an early stage and have a deeper understanding of issues at a tender age which helps them to be confident, autonomous and evaluative individuals. With such a strategy, it becomes easier for the learners to acquire information and skills based on experience and from that experience, they would be able to reflect upon it to participate in bringing about positive development in society. This is the focus of reflective practice as a teaching strategy.

What is also clear from the Scottish curriculum is that the aim of Education for Citizenship in secondary schools was to enable all children to develop their capacities as successive learners to effectively contribute to society. This aim is clearly spelt out in the Scottish curriculum as stated;

*“The aim of the Curriculum for Excellence document is to enable all children to develop their capacities as successful learners, confident individuals, responsible citizens and effective contributors to society (Scottish Executive, 2004:4).”*

However, one could argue that to achieve a responsible citizenry through Education for Citizenship, the teaching methods adopted in schools should awaken the individuals’ consciousness so that the learners become increasingly aware of the existence of social reality and its components and of forces working. This is an important aspect of learning because children come from communities with different backgrounds and challenges. Learners should be exposed to such challenges affecting their communities. This view is supported by Hughes and Sears (2005: 7) who argued that the best practice in citizenship education must be to “engage students in meaningful activities designed to help them make sense of, and develop competence with, civic ideas and practices.” However, to address the perceived challenges, there is need to impart relevant knowledge, skills and

values. This observation suggests the use of reflective practice in the teaching of Civic Education.

Learning and Teaching Scotland (LTS) (2000) argues that the development of the capacities in the learners will depend on the development of four aspects: knowledge and understanding, skill and competences, values and dispositions, and creativity and enterprise. Here, we can see that the learners need to learn about citizenship, and with the knowledge acquired, they need to participate in national affairs. By so doing, they become active citizens. However, the learners can only become active citizens when they acquire analytical and evaluative skills. What is also clear in this curriculum is that education for citizenship should benefit both an individual and society. This education is not just about having sufficient knowledge and skills, but it is about using knowledge and skills to make decisions for the benefit of society. One could argue that civic participation may attract challenges because it requires changes in how teachers teach, how pupils learn and the relationship between the classroom teacher and the community. This view is in line with Cohen (2013) who argues that in spite of the many positive attributes given to Civic Education by many scholars with regards to its capacity in providing knowledge, skills, values and dispositions to learners, it is without some conceptual challenges which require some discussions in this study. This is a worthwhile call and in line with the scope of this study.

According to the Scottish curriculum (2004), citizenship at an individual level involves enjoying rights and exercising responsibilities. Biesta and Lawy (2006) argue that young people should be regarded as citizens of today rather than in waiting; an idea which is linked to the UN Convention on the Rights of the Child which states that children are born with rights. It is from here that we can deduce that the Scottish approach was individualistic in nature and was based on what we might call a social rather than an exclusively political conception of citizenship. However, it is important for educational authorities to provide a roadmap in the manner Civic Education should be taught through a conceptual framework. This move would help the teachers in secondary schools to apply appropriate pedagogical strategies that would achieve the broader aim of Civic Education which is to produce responsible citizens.

### **2.3.2 Armenia**

Blackmore (2016) notes that global trends during the last 50 to 60 years have significantly shaped the organization of education systems worldwide, as well as the establishment of goals and priorities for public education. From this statement, one can argue that the education system should position itself to address the societal changes through the school curriculum and prepare citizens with new knowledge, skills, values and dispositions in line the current trends. However, Avery's (2002) study has shown that there is inadequate preparation of learners who live in the rapidly changing and increasingly independent world. This unfortunate state of affairs is seen as a hindrance to participation in national affairs. An exposure to real life situation through Civic Education would ensure that informed decisions are made and this would in turn, stimulate participation in national affairs. This is the core business of reflective practice.

MoES (2004) observes that an important part of the school curriculum in Armenia was to prepare learners to learn and function in diverse social circumstances; learn how to reason; identify and solve problems; work in teams and collaborate with others; develop research and critical thinking skills, understand responsibility, develop leadership, learn tolerance, how to co-existence and respect others. The attributes stated are important for democracy to function. By implication, if Civic Education is well taught in secondary schools it has the potential to contribute to the positive development of society through citizen participation. The implementation of reflective practice in this case becomes of paramount importance.

Sax (1997) notes in another report published by the Association of Supervision and Curriculum Development in Armenia some unique roles that Civic Education plays in the lives of learners. Sax identified these roles as to provide learners with the awareness and knowledge on various cross-cutting issues affecting society. In this case, the aspect of participation through the implementation of reflective practice in the teaching of Civic Education is crucial if the nation is to actualize the national education objectives and aspirations.

Studies by MoES (2004); MoES (2007) in Armenia consistently indicate that a good education in social studies/Civic Education builds learners' capacity for early and long-term professional success. Equally important is the respecting of the rule of law, freedom, knowing the importance of human rights and world justice. Learners also need to develop participatory skills and then learn how and when to effectively use these skills. This has to be demonstrated through the actions of the learners. While this study highlights that no state currently provides a comprehensive Civic Education, there is need, however, to be optimistic that high-quality Civic Education can impact positively on civic behavior.

In 1998, the Ministry of Education and Science of Armenia launched a new reform programme called 'Education Quality and Relevance' to deal with the global developments and actual problems facing the education system after the collapse of the former Soviet Union. The ultimate goal of the reform in education was to integrate the development of the Armenian education system with international education systems and match it to the requirements of 'knowledge economy.' One can argue that with this move by the education authorities in Armenia, education would be relevant to society. By implication, Civic Education cannot be confined only to classroom environment but has to be learnt by way of exposing learners to real life situations. This is a matter that resonates well with reflective practice strategy.

The Ministry of Education and Science of Armenia (MoES) (2007) identified the main problems of education as follows; outdated educational standards, current curricular frameworks in disciplines, textbooks, and assessment requirements and products. In addition, the MoES also noted the following challenges of which to this study hindered the effectiveness of teaching Civic Education:

- a. Teachers were still requiring their learners to rote memorize information;
- b. There was tension to choose discipline-specific content versus integrated curriculum and some teachers' orientation to teaching to only the elite learners;
- c. There was still a widespread use of the teacher-centered approach with the teaching directed at only the elite learners;

- d. Few teachers demonstrate an interest in differentiating their lessons to the learners needs and interests; and
- e. There was also a lack of the use of media and technology integrated into the learning process.

The discussion above agrees with the scope of this study that the teaching of Civic Education should take a strategy which allows the learners to engage with the local environment. That way, it will make the learners to contribute meaningfully to the development of society. Unless such a strategy is made part and parcel of teaching Civic Education in schools, desired social change and transformation of society in line with the national policy on education will always be an illusion.

### **2.3.3 The United States of America**

Walsh (2013) notes that education in the USA is viewed as a way to teach young people how to be good citizens and instill in them civic virtues and a sense of morality and responsibility so that they could lead their communities later on. This argument was echoed by the former United States President, John Adams, who wrote (as cited in Walsh: 2013) that liberty cannot be perceived without general knowledge among the people. This was further summarized in a report by the Christian Mission in Schools (2003: 4) that “a goal of Civic Education is to promote competent and responsible citizens that have a grasp and an appreciation of history and the fundamental processes of American democracy ...” Herein, Civic Education is viewed as emancipating and as an agent of change. This study notes that civic participation requires informed citizens. However, one can also argue that access to information in itself does not constitute public participation, it is nevertheless a process to achieving participation. Unless the citizens have the relevant knowledge, skills and values, it would be difficult to make informed decisions. Informed decisions are critical for individual and community development. This view is also supported by Sear (1996) who contended that citizens needed to be informed as possible about public issues and, based on this information, they should make informed decisions. This reflects the desire to have citizens who were responsive, informed, patriotic and morally upright. This is in line with the focus of this study.

Further, Walsh notes that Civic Education curricula and programmes had received less attention in terms of time and money, and that schools had shifted their focus to preparing learners for employment and passing examinations. This meant that the emancipation power of Civic Education was being overshadowed. This argument was supported by an open letter to President Obama cited by Resinger (2010: 338) in Walsh (2013) which states:

*Mr President, where is the citizenship education? I have never seen such political animosity, inability to work together, name calling ...even in the 1960s during the anti-Vietnam War era...*

Further, Walsh (2012) notes that in 1996, the American Political Science Association (APSA) created the Task Force on Civic Education which was meant to address the deep concerns about the viability of democracy in America. By implication, this renewed interest in Civic Education was meant to improve the quality of the subject in secondary schools. This argument was supported by Biesta, Lawy & Kelly (2009) who observed that it was necessary for high schools to employ a wider variety of ways and means of developing civic competences than have been generally used. This would help the learners to develop critical and reflective minds. However, Galston (2004) observed that there was a lack of congruence in a professed commitment to the goal of Civic Education and a less structured commitment to its implementation in the classroom. Therefore, one can argue that the implementation of appropriate strategies which help the learners to acquire civic competences was necessary. This is an important aspect of learning outlined in the National Policy on education in Zambia.

After 1996, one could assume that the young Americans effectively learnt through Civic Education what it meant to be good citizens. However, a study by Turner (1981) revealed that American teachers heavily relied on textbooks to teach Civic Education. This meant that there was a problem in the manner the subject was taught. Thieman (2011: 129) posits that “unlike traditional tests of factual recall, authentic assessments are designed to examine student’s performance on real world tasks. These authentic assessments require active learning and involvement on the part of students who construct their own

understanding and apply what they have.” This implies the use of reflective practice in the teaching of Civic Education.

It appears the US experiences in Civic Education have been used in other places and countries to design civic related programmes for schools especially that research shows that Civic Education has its roots in the USA. It is not the intention of this study to go further in such discussion but what has been given out is only meant to show how Civic Education has been taught in the USA for the sake of putting this study into context. Furthermore, the American situation also provided to this study valuable insights on how Civic Education has evolved.

#### **2.3.4 Australia**

In Australia, it appears there was a general concern on political participation among the youths which resulted into the renewed interest in Civic Education in schools (Print & Milner, 2009). It should also be noted that this concern did not just affect Australia, but also, many countries in the west. This view was supported by Print (1995) who observed that in Australia, before the inception of Civic Education in schools, there was less engagement of the youths on political matters and in upholding democratic values. This suggests that the subject has the potential to steer active engagement in public affairs. This argument was supported by Ross (2004: 249) who argued that Civic Education is the “preparation of young people so that they possess the knowledge, skills and values necessary for active participation in society.”

There were several efforts which were made by the Australian government to revive Civic Education in schools through various support programmes. Among the initiatives, was curriculum reform in schools. However, Print (2007) observed that although government investment in curriculum resources and teacher training was done, it did little to enhance civic learning. This meant that there was a problem in the manner it was taught in schools. Civic Education in this sense was failing to adequately engage young people in active and informed participation in the civic life. Hughes & Sears (2006: 7) contend that the best practice in Civic Education must be to “engage students in meaningful activities designed to help them make sense of, and develop competences

with civic ideas and practices.” This argument is supported by Marsone (2016) who argues that the methodological recommendations for teaching Civic Education should be based on direct experience, personally relevant observations, knowledge and attitudes, teaching more and more objective understanding of their surroundings and involving learners in natural sciences, geography and history. Arguably, this advocates for the use of reflective practice in the teaching of Civic Education.

### **2.3.5 Nigeria**

The direction for the introduction of Civic Education in the Universal Basic Education in Nigeria in 2006 was seen as an attempt to set things right. Jekayinfa, Mofoluwawo and Oladiran (2011: 3) note that “the necessity of introducing civic education in the Nigerian primary and secondary schools has become very obvious because of dwindling national consciousness, social harmony and patriotic zeal.” This begins to show how important Civic Education as a subject is in schools with regards to producing effective citizens. However, the nature and quality of Civic Education is an important element for building democratic citizenry and democracy in general. This is in line with the current study which is aimed at investigating the implementation of reflective practice in the teaching of Civic Education in secondary schools in Zambia.

One of the identified aspects of national objectives according to the Nigerian Policy on Education (Federal Republic of Nigeria, 2004) was the inculcation of the spirit of national consciousness and unity. Without a full definition of what this consciousness entails, different literatures were reviewed for guidance and they were found to be generally descriptive. Writing in post-apartheid South Africa, Singh (2005: 339) addressed the issue of national consciousness as people, who see themselves as “a population with a common geographical origin and common purpose,” which includes the acceptance of diversity and the need for mutual respect. Another understanding of national consciousness was described by Antler and Zaretsky (1967) as the willingness to be involved in the development of one’s country. Equally, it entails the ability to forge a national identity, in which a country establishes a goal for itself, as well as one that is motivated by the desire to do something that furthers the welfare of the people (Raeff, 1991). In addition, Raeff noted the need to create the sense of the other (i.e., one who is not part of the particular group) in the development of national consciousness. As Stokes

(2003: 363) stated, there is a “sense of commonality and collectivity that encourages groups to become more active in the political arena.” However, it is important to note that the nature and quality of civic education is an important element for building democratic citizenry and democracy in general.

Attah (2011) notes that the issue of intergroup relations, especially since the advent of colonialism, had been a threat to the corporate existence of the country. With the incursion of colonialism, the previous relationship that existed between the different communities and ethnic nationalities was destroyed. This is always the case when Civic Education is taught in a minimalistic way. Critical thinking is cardinal if citizens are to make meaningful contribution to society. This is in line with the Freire’ theory of conscientisation used in this study where it is argued that unless the learners become critical thinkers it will be hard to participate effectively in the affairs of the nation. By implication, quality education should be liberating.

Further, Attah notes that the relationships in Nigeria had now grown apart, on ethnic and religious lines, and that it was worsened by politicians who exploited the situation for their political expedience. In order to accomplish this, the colonialists dismantled economic relations and created a system of scarcity and inequality that encouraged suspicion and ruthless competition, which one could believe is the root of all the crises Nigeria is undergoing today (Attah, 2011). Some of the outcomes of the colonial strategies as noted by Attah, include: the civil war, the coup d’états, and the various ethnic and religious rivalries. Another aspect of national consciousness, which is integrally connected to the national objective and essential to this study, is the idea of regional pride. For this study, regional pride is defined as national pride and it entails the willingness to identify oneself as member of the nation before any other designation. The issue of regional pride is seen in this study as one of the obstacles to effective citizenship as it affects how Civic Education is taught. This is because regional pride increases participation barriers.

The above discussion on regional pride was also confirmed by Anumonye (1970) in a study which was done after the Nigerian civil-war from 1967 to 1970. This study points to the fact that this civil was triggered by regional pride.as a probable factor in the results.

However, it appears no other researcher has shown the contrary to be true; rather, this view confirmed a previous study conducted by Klineberg & Zavalloni (1965). From the above, it could be concluded that the spirit of national consciousness and the pride that people hold as citizens of the same country, seems to be low in Nigeria. Onwughalu (2011) supports the high rate at which Nigerians emigrate outside of the country. Concomitant with this poor spirit of national consciousness are equally low or mixed-levels of loyalty that the country receives from the citizens. For some people, James and Osuagwu (2002) observe that their first loyalty is to their religious or ethnic communities. Leleruk et.al (2007) in Magasu (2016) establishes that ethnicity can be used to serve various purposes in a democratic dispensation. From a positive standpoint, ethnicity can promote nationhood if various ethnic groups are bound together. On the other hand, ethnicity and regionalism can lead to radical divisions and continued conflict and instability. For instance, a study conducted in the Rift region of Kenya by Leleruk et.al (2007) revealed that ethnic animosity amongst the Samburu, the Pokot, the Marakwet and the Turkana accounted for 13% of the causes of insecurity. As stated, education should liberate people and not enslave them. This is true in the context of this study that the teaching of Civic Education should be meaningful to the learners so as to serve society from any atrocities.

From the above discussion on Nigeria, it appears more difficult to have the various aspects of national consciousness become habitual to the people. As a caution, Chukunta (1978: 74) wrote;

*If Nigeria considers integration important for its survival as a polity, it is imperative to develop a comprehensive educational program that will consciously promote attitudinal consensus without which a nation exists only in words.*

The UBE policy and program, it appears, is one way to respond to that imperative (Federal Ministry of Education, 1999), and its enrichment with Civic Education from the perspective of the government (Federal Ministry of Education, 2007), is envisaged to provide the focus that will form the measure of investigating the implementation of

reflective practice strategy in the teaching of Civic Education in secondary schools in Zambia.

### **2.3.6 South Africa**

South Africa's constitutional democracy gives some elaborate information about the status of Citizenship Education in South Africa of which Zambia can learn from with regards to the teaching of Civic Education in secondary schools. Christie (2008) contends that South African Constitution of 1996 set out an ideal common citizenship that could not necessarily be achieved in practice. The British colonial domination provided a useful basis for the development of contested notions of citizenship in South Africa. In this era, the concept of apartheid citizenship in South Africa had its roots in the English law of citizenship and nationality that originated in the common law concept allegiance (Schmidt, 1999). As a consequence of this situation, there were no South African citizens, only British subjects and union nationals. The South African concept of citizenship showed that the concept of Civic Education was highly contested in that it saved different agendas.

Ideologically, classroom environments were highly affected by the apartheid curriculum content. The curriculum was utilized to justify and promote the apartheid ideology and was rife with sexism, racism and classism. It acted as a "reproductive force in an unequal society (Engelbrecht, 2006: 75)." Further Engelbrecht observed that textbooks, in particular, distorted the values and identities of learners through prejudicial content. The 'natural' differences between whites and non-whites were highlighted to favour white superiority and justify actions of this group. Teaching and learning materials were used to reinforce selected cultural values in learners. In this regime, the Bantu education curriculum fostered judgmental values and left deep rooted perceptions of inherent inequality. This is usually the case when Civic Education is taught in a minimalistic way.

At independence, South Africa faced a major overhaul of the education system. Upon the new Minister of Education by then, Sisbusisio Bhengu, taking office in 1994, the official move toward policy reform took hold (Chisholm, 2003). Further, Chisholm notes that at this time, the Ministry faced the colossal task of demolishing the legacy of apartheid education, creating a new system of social values, and getting South Africa on track for

participation in the global economy. The process began through both the amalgamation of different education departments into a more streamline power structure as well as a thorough ‘cleansing’ of the national curriculum to eliminate racialized and prejudice material from the nation’s text books. On the larger scale, the Ministry of Education found a need for an entirely new educational philosophy, one that would be symbolically and technically opposite from the apartheid education (Finkel, 2000). However, one can argue that ‘gray areas’ may still occur even with the best educational reforms. This appeared not different in the case of South Africa.

With this came the first revised curriculum, called Curriculum 2005 (C2005), which was drafted with the key intention of producing citizens reflective of the new South Africa. This curriculum was called an Outcomes-Based Education (OBE) as it sought to establish desired “outcomes” for South African citizens reflective of constitutional ideals. The curriculum appeared to be a promising change. It introduced eight new learning areas immersed in democratic values of non-racialism and non-sexism (Mattes, Denmark, & Niemi, 2012). However Mattes, Denmark, & Niemi noted that the C2005 experienced a high level of structural challenges in its implementation. The system was very difficult to comprehend, primarily due to the complicated and abstract terminology. Teachers struggled to operationalize the curriculum objectives into workable pedagogies and to navigate the baffling sixty-four different desired outcomes across eight learning areas. The programme stated with high aspirations but left the means of curriculum building to the teachers with very limited training. This goes to show that Civic Education is complex in nature and as such requires teachers who are well vested with the subject matter and equipped with relevant pedagogical strategies that allow critical thinking if positive change is to take place in society. Essentially, the OBE approach is ideal in the teaching of Civic Education as it seeks to link education to real life experience and gives learners skills to access, criticize, analyse and practically apply knowledge. In this sense, the Ministry of General in Zambia has adopted Outcome Based Education learning approach thereby moving away from the behavioural approach all in the quest to realize the national objectives. This approach seeks to link education to the real life experiences. In this approach, learners are given experiences during teaching and learning process that help them gain life skills. This move in Zambia is seen as a response to concerns that

teaching was not responding to the needs of society. This move by the Government of Zambia is in line with the focus of this study.

The final key problem in education reform in South Africa was the lack of educator training and professional development. Even under ideal conditions, the vague and complex curriculum changes would have been difficult for educators to follow, manage and implement. The lack of proper educator orientation and training only exacerbated this issue. At the end of the day, education reform left too much to the imagination. Not only did it not give teachers sufficient instructions for implementation, its very foundation in democratic exposure was too implied for learners to recognize and absorb. Subtle methods of group discussion, debate and problem-solving were meant to give an understanding of democracy implicitly, where learners pick up on the so-called democratic mannerisms. However, because these methods were so subtle, they required highly skilled and well-trained educators. This was hard to find in South African schools considering the lack of training and history of oppressive education policies for the majority of the population (Finkel, 2000). This meant that effective citizenship was illusive.

On top of all of this, deliberate attention should have been paid to the personal reflections and afflictions of educators who were products of the apartheid era. Such teachers needed to overcome the influence of apartheid ideology before being capable of teaching equality and tolerance in the classroom. Therefore, there was need to re-orient such teachers to knowledge, skills and values that promoted democracy to ensure effective citizenship. This is an important call if the education system is to respond to the needs of society. In the case of Zambia, it is expected that teachers are grounded to the virtues and values of democracy if the national goals on education are to be actualized through the use of reflective practice in the teaching of Civic Education.

### **2.3.7 Botswana**

In the past fifteen years, studies in Botswana suggests that products of schools were manifesting behaviours that were not in line with good citizenship (Ajiboye, 2010, Mhlauli, 2010). The findings of these studies pose a challenge to teacher training institutions and curriculum developers to reorient Civic Education curriculum to make it

more practical in an endeavour to produce more critical thinkers and active school leavers who are able to contribute positively to the development of society. Indeed this is in line with the focus of this study.

A study conducted by Dikobe (2003) in Botswana to investigate the attitudes of teachers on the use of the inquiry approach in teaching in schools revealed that the majority of the participants agreed that teachers' attitudes had a negative impact on the use of inquiry method in teaching, which is reflective practice strategy. The participants in the study admitted that their inefficient application of the approach was largely due to the lack of training with regard to the inquiry approach. Participants also revealed that Colleges of Education did not provide relevant practical training on curriculum innovation. In addition, it emerged that in-service training of teachers on the use of inquiry approach at district or school-based workshops was insufficient. The study by Dikobe gives a call to undertake this study to investigate the implementation of reflective practice in the teaching of Civic Education in secondary schools in Zambia. It is believed that without having a proper Civic Education teacher training curriculum, it will be difficult to instill citizenship ideals in student teachers and eventually, in the learners. Consequently, the intended national agenda for effective democratic citizenship transmission will not be attained. This argument is based on the fact that the success of any system of education depends largely on the teachers as agents of curriculum implementation and catalysts of the learning process. Arguably, teachers are central to the education system and are crucial in any strategy aimed at achieving a more effective and responsive education system. In this regard, we can conclude that, under the right pedagogical and "classroom climate" conditions, civic education can be an effective agent not only for increasing democratic values and skills, but also for facilitating the integration of these orientations into a more general democratic belief system (Sakala, 2016).

A similar study was conducted by Ndwapi (1999) in Botswana which revealed that college lecturers did not apply a variety of teaching methods and techniques. For instance, the majority of college lecturers seemed to have inability to use the problem solving method and this was attributed to the lack of training in using the method. The other problem highlighted was lack of resources for teaching and learning which deprived

the learner an opportunity to freely explore their potential. The researcher concluded that the teaching of Social Studies in teacher training colleges in Botswana did not meet its objectives of delivery since too much emphasis was placed in the teaching of theory at the expense of practical orientation. The study by Ndwapi (1999) is closer to the current study because it showed how ineffective teaching may sometimes be if the right pedagogical approach is not used. Though this study had nothing to do with Civic education, it gave an insight on what could be obtaining in the delivery of Civic Education in Zambia with regards to the implementation of reflective practice.

Another study by Oats (2009) in Botswana revealed that the majority of teachers had a narrow view of citizenship education. Therefore, it was concluded that teachers were not adequately trained to teach some citizenship education topics effectively. Therefore, the implication of this eventuality was that teachers were unable to apply themselves effectively. However, this study by Oats did not focus on the appropriateness of the pedagogical strategies used for developing democratic citizens and the challenges faced in training student teachers. For this reason, the study by Oats cannot also be wholly relied on in determining the implementation of reflective practice in the teaching of Civic Education in secondary schools. However, this study calls on the teacher training colleges and universities to take teacher training seriously in terms of frequent review and upgrading of programmes to match the current societal requirements. There was also need for Civic Education teacher training institutions to upgrade their programmes with emerging trends in Civic Education such as reflective practice strategy in order to better position graduate teachers to respond to emerging trends and challenges in the field of Civic Education. This is based on the premise that Civic Education is a complex field of study and cannot be effectively handled by a teacher who is not well grounded in issues such as critical pedagogy, reflective reasoning, service learning and inquiry learning. These were active learning strategies that could promote meaningful learning in Civic Education and can transmit the desired skills, values and virtues. In this regard, teachers of Civic Education needed to be reminded of their responsibility to promote and develop critical thinking, which is a worthwhile call in this study.

### **2.3.8 Zimbabwe**

A study by Munikwa and Pedzisai (2013) in Zimbabwe on the perceptions of in-service teachers towards the learning of Citizenship Education established that some teachers were initially skeptical about the course and hesitant to discuss politically related issues. However, the in-service teachers had a positive perception towards the learning of citizenship education and appreciated that such a forum enhanced their capacities to participate in national development issues and national consciousness, enhanced social and political cohesion and capacity to make informed decisions with regard to national issues. The study also established that lack of political tolerance, restrictive teaching strategies, poor internet facilities, restriction of the course to one department at the university and lack of current non-partisan literature in the library were setbacks for effective learning of Citizenship Education. The study recommended that more teachers to be staff developed in citizenship education, teaching strategies to be more learner centered and that all undergraduate students passing through the university should study Citizenship Education. The findings of the study reveal that there is a relationship between active learning and learner involvement in school and community activity. One can argue here that learners' active learning is associated with greater learning achievement and development of cognitive capacity and these are elements of Civic Education. It is difficult to ascertain with clarity the extent of the use of active learning in Civic Education until when the study is conducted.

Munikwa and Pedzisai have further argued that it is important that schools, college and universities reflect democratic teaching and learning methods in order to stimulate learners' participation in classroom and community activities. Deeper exposure of learners to active methods of teaching and learning during training can enable them to develop participative competencies that were vital for promoting democratic citizenship ideals. If the learners are given practical experiences during the teaching and learning process, they can gain life skills for personal and community development. This is the only way Civic Education can respond to the needs of the society. This is also in line with the focus of this study.

### **2.3.9 Zambia**

MoE (2012) notes that the rationale for the introduction of Civic Education in Zambian secondary schools was to focus on issues and problems relevant to the experiences of the learners, communities and the nation at large. This move by MoE was taken because some subjects that were in the secondary school curriculum such as History, English or Mathematics though important for academic purposes, were deficient in content that could transmit democratic citizenship ideals. By implication, there was need to introduce Civic Education in secondary schools to sustain democracy.

Some of the themes and topics that have been incorporated into the grades 10 to 12 Civic Education Syllabi reflect the content in the Colleges of Education and University syllabi. These include topics among others; Constitution, Citizenship, Governance System in Zambia, Human Rights, Corruption, Culture, Substance Abuse, Family Law, Development Planning, Poverty in Zambia, Environmental Education and Global Issues. Undoubtedly, the teaching and learning of Civic Education can help society recognize the role that this subject plays in our democratic and constantly changing world (MoE, 2012). The University of Zambia (UNZA) and Kwame Nkrumah University Civic Education Syllabus have relatively similar content, showing a link with the subjects taught at secondary school. Among the courses taught at UNZA include but not limited to the following; the introduction to Civic Education, introduction to governance, citizenship, constitution and human rights, social and economic development, Zambian culture and gender studies, Civic Education teaching methods, public legal education studies, themes and core principles in democracy, advanced Civic Education teaching methods and Civic Education project (UNZA, 2007). The themes and topics in Civic education at secondary school in Zambia are based on the set of goals of the National Policy on Education.

However, a study conducted by Masaiti and Manchishi (2011) in Zambia; gave an insight of the responsiveness of teacher training to schools and communities. The study took into account the views of former UNZA graduate teachers. The main findings of the study revealed that there were gaps between what the UNZA programme was offering and what was obtaining in the secondary Schools. There was also evidence that UNZA trainee

teachers were exposed to a broad content material which, in some cases, did not take into consideration what was obtaining in the Zambian secondary Schools. The study also revealed that UNZA graduate teachers were weak in the delivery of subject matter (methodology) and that professional ethics were not part of UNZA Teacher Education Programme. Among other findings of the study were that there was inadequate preparation of trainee teachers in the area of social aspect of the teaching profession such as school community partnership and that there was equally inadequate preparation of trainee-teachers with knowledge and skills to enable them to adapt to change, such as ICT. This study by Masaiti and Manchishi (2011) generally covered teachers who had graduated from UNZA for all subjects regarding their conceptualization of the responsiveness of the pre-service teacher programme and as such allows studies such as the current one which is better focused on investigating the implementation of reflective practice strategy in the teaching of Civic Education in secondary schools in Zambia. For this reason, the study by Masaiti and Manchishi cannot be wholly relied on to investigate the implementation of reflective practice strategy in the teaching of Civic Education in secondary schools in Zambia. However, it brought to light the need to have teachers who were well vested with the knowledge and skills to impart in the learners for effective citizenship if the National Education Objectives were to be actualized and also, to harmonise the training in colleges of education and Universities to avoid a mismatch with secondary schools. In this sense, one can argue that only competent teachers can use reflective practice strategy in the teaching of Civic Education because they understand the subject better.

According to the National Education Policy, *Educating Our Future* (MoE, 1996), the learner-centered teaching approach should be promoted as the best approach for learners learning outcomes and is deemed highly essential for promoting democracy. The Education Policy in Zambia through the Zambia Education Curriculum Framework is suggesting the use of teaching strategies that promote the use of teaching skills that promote problem-solving, inquiry and experiential learning. Clearly from the above statement one is able to connect how the use of the right pedagogical strategies in Civic Education can serve as an indicator in the promotion of democratic citizenship in society.

Furthermore, the Education Policy (MoE, 1996) contents that, “teachers are expected to utilise strategies such as cooperative learning, team work, drama, emulation, class presentation to mention but a few, to enhance acquisition of citizenship skills.” This means that the role of Civic Education is primarily meant to help the learners in schools to learn how they can participate in projects aimed at making a difference in their community and eventually making themselves democratic citizens. This kind of a strategy if followed and adopted in schools and especially during Civic Education lessons, would create opportunities that can promote democratic citizens in society with a positive mindset desired in the National Policy on Education in Zambia. In this regard, it is interesting to note that the ZECF (2013) has given direction on the pedagogical strategies teachers should use when teaching in secondary schools. However, the question is are teachers of Civic Education using the methods that encourage learners to reflect, think and do? This is a fundamental question that needs to be answered in this study.

Kelly (1996) asserted that Zambia’s education system was currently struggling to promote democracy in that it was much rooted in the colonial mentality whereby the school was run with little or no inclusion of the students and this setup propagated to the classroom. In this scenario democratic citizenship cannot function because learners will grow as citizens who cannot practice democracy because they never experienced it. However, the current study has room to highlight the oppressive nature of Civic Education teacher training for democratic citizenship by virtue of its obstruction to active and constructivist oriented strategies. It must however, be born in mind that scholars such as Bansal (2009) argue that developing a process of teaching with more critical understanding of active learning requires teacher trainers themselves to understand and frequently evaluate the theoretical and philosophical nature of their subject matter. The study calls for more critical understanding of Civic Education and active methods of teaching among Civic Education sections and departments at Colleges of Education and Universities in Zambia. The study further contends that the major objective of Civic Education at any level is citizenship transmission. Hence teachers should be seen using problem-solving methods in their teaching. The problem-solving as a strategy of teaching actively engages learners in practical learning activities. This approach gives the learners

a chance to explore their environments in search for solutions to problems and challenges they encounter in society. This means that when learners are given the opportunity to play a leading role in the learning process, they are without doubt engaged in the process of critical thinking. This is the requirement of Civic Education that learners be given a chance to examine issues of assorted nature and be able to pass judgments based on informed decisions. In this sense, a conducive learning environment which give space to the learners to explore the world around them is cardinal.

#### **2.4 The Concept of Reflective Practice**

The concept of reflection is not a new phenomenon in the field of learning, nor is it an uncontested one. Loughran (2002) describes reflective practice as a ‘lens into the world of practice.’ This means that reflective practice offers a lens to see one’s own practice through the eyes of others by questioning what Loughran calls often taken for granted assumptions. However, Finlay (2008) observes that the term ‘reflective practice’ carries multiple meanings that range from the idea of professionals engaging in solitary introspection to that of engaging in critical dialogue with others. This entails that the concept is rather a complex notion entailing variable meanings which only exacerbate the lack of clarity surrounding its use in learning. Fook, White and Gardner (2006: 17) argue that “it is not possible or helpful to delineate and differentiate the separate meanings.” While taking note of the different use of the concept, this study will attempt to explore the many facets of reflection in the hope of arriving at a conceptualisation that would allow a new take on the term and its application in the teaching of Civic Education in Zambian secondary schools. It may therefore be argued that this problem of definition has a bearing on how the reflective practice methodologies are implemented.

The concept of reflection in the process of learning has its roots with Plato and other great philosophers and psychologists like Aristotle in Greece, Confucius in China and the Buddha in India whose wisdom was grounded in their ability to propose new ways of thinking based on reflective ideas (Houston, 1988). This study finds it necessary to focus briefly on the problems of definition and competing paradigms as regards reflective teaching in education.

There seems to be a consensus among scholars that the idea of reflective practice in education was first coined by Dewey (1933) and Schon (1983). The conceptualization of reflective practice in education can, however, be attributed to the popular works of Socrates, which states that an unexamined life is not worth living. An examination of one's life entails critical thinking (reflection) in respect of the past and present experiences and the possible need for adjustment. This is in line with the reflective practice strategy. Therefore, the concept of reflective learning is a precursor for critical thinking in the learners. Freire (2000) argues that the teaching and learning methods that encouraged learners to reflect upon their own situation and the circumstances and power structures they live in, help stimulate critical reflections that may lead to transformation and social change. Furthermore, Larrivee (2000) posits that unless teachers develop the practice of critical reflection, they stay trapped in unexamined judgements, interpretations, assumptions and expectations. Here, we see education as an emancipating phenomenon. This is basically what makes reflective practice ideal for teaching Civic Education in secondary schools in Zambia.

#### **2.4.1 John Dewey and Nature of Reflective Practice**

Dewey (1993) recognises that an individual can reflect on things particularly when there is a real problem or a sense of difficulty. By implication, Dewey is suggesting three steps of reflection namely; problem definition, analysis and generalization. Here the emphasis is on the distinction between taking action based on reflection as opposed to impulsive thinking. Basically, Dewey distinguished reflective thought in education from random 'stream of consciousness' which is thought that we experience on an ongoing basis in everyday life. He coined reflection in broad terms as "active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends (Dewey, 1933: 9)." Dewey's seminal work 'How We Think' (1910, 1933) set the ground for learner-centred models of learning by characterising reflection as "disciplined, conscious, explicit and critical thought which contributes to the intellectual and moral development of the person (Roberts, 1998: 48)." For Dewey, reflective thought is triggered when we are confronted by perplexity or surprise which interrupts the normal flow of our regular activity.

Reflection in this sense, means following a number of thinking phases during which one searches or inquires to find material that would resolve a pre-existing doubt. This view was supported by Rolfe et al (2011) who asserted that reflection is a process of thinking, feeling, imagining and learning by considering what has happened in the past. However, it must be noted that how reflective teachers are toward their lessons would also influence learners' critical thinking skills. In trying to understand the concept of reflective practice, Dewey (1933) gives five phases of reflective cycle as outlined below:

- a. Experiencing a feeling of discrepancy, in thought or in feeling, (added emphasis by the thesis' author) as a result of mismatches between the ends we seek and the means we have available, or between our beliefs and incidents occurring in practice;
- b. Deliberately observing and intellectualizing the difficulty or perplexity that has been experienced in order to resolve it. Suspending judgment in order to determine the nature of the problem is crucial in this phase;
- c. Cultivating alternative suggestions to solve the difficulty at hand;
- d. Elaborating on the implications of the various suggestions and selecting the most appropriate one that would resolve the original difficulty; and
- e. Testing our theory in order to confirm it, and eventually adopt it as personal knowledge (Dewey, 1933: 199-209).

Reflection for Dewey is a special kind of thought that leads us to the study and resolution of problems experienced in practice in a deliberate and purposeful way. This is in line with reflective practice strategy. It is seen as a process of excavating knowledge from within that can lead to transformation of 'self' and practice. In this sense, the function of reflective thought as noted by Dewey is to transform a situation in which there is experienced obscurity, doubt, conflict, disturbance of some sort, into a situation that is clear, coherent, settled and harmonious (Dewey, 1933). Here, we see that Dewey held the view that learning was a transformatory process through which individuals were encouraged to assess their interpretations of experience and events and reflect upon them to assist in the learning process. Therefore, reflective practice was more than a self-

awareness process in which we pause and think back after something had happened. The focus was on the influence of reflection in education which is a core business of this study. This is in line with Kelly (1996) who defined education as a social institution which reflects the characteristics of society, while at the same time it affects society.

As the originator of the progressive movement in the field of education, Dewey rejected rote learning and emphasised that teachers should become lifelong learners of teaching, thoughtful about educational theory and how it translates into everyday practice. This means that good education should have an impact on one's life. Furthermore, Dewey (1962) criticised teacher education for its emphasis on developing teachers as technicians, trained to perform routine tasks rather than really think about what they do and how they can improve their performance. Dewey's critique of teacher education practices was supported by Apple (1987) who observed that we are still experiencing the 'technification of teaching with teachers functioning as governable rather than autonomous professionals. This is unfortunate with regards to the teaching of Civic Education because the desired knowledge, skills and values will not be attained. Teachers of Civic Education should be seen to be seen to act as agents of change. As such, this study investigates how teachers of Civic Education implement the reflective practice strategy in their teaching of the subject.

Dewey's views on rote learning are in line with a study conducted by Ndwapi (1999) in Botswana which revealed that college lecturers did not apply a variety of teaching methods and techniques like already stated. Obviously, this deprived the learners an opportunity to freely explore their potential. The researcher concluded that the teaching of Civic Education in teacher training colleges in Botswana did not meet its objectives of delivery since too much emphasis was placed in the teaching of theory at the expense of practical orientation. Ndwapi (1999) is closer to the current study because it shows how ineffective teaching may sometimes be when it does not develop critical minds. This is in line with the focus of this study.

Ross (2012), in Dewey's construct, reflection in practice implies that one should be able to develop the qualities of open-mindedness, responsibility and wholeheartedness for

decisions and actions. 'Open-mindedness' meant recognising that there are multiple ways to view events and being flexible to reconsider other viewpoints while letting go of the need to be right (Webb, 2001). 'Open-mindedness' also creates the possibility for inquiry that is prompted by doubt or perplexity (Dewey, 1933) and leads to questioning and further thinking and learning. In addition, 'open-mindedness' may take the form of introspection, a kind of self-observation through which one can gain insights into one's own thinking and actions, strengths and weaknesses. 'Responsibility' is another quality that fosters reflection. Responsible teachers, as Zeichner and Liston (1996) acknowledge, reflect carefully about the consequences of their actions. Finally, wholeheartedness in education shows one's 'willingness' to commit to reflection and take socially responsible decisions and actions (Littky and Grabelle, 2004). Willingness also implies having an open heart and acknowledges the importance of care and mindfulness (Noddings, 1984) in a teacher's life. These three ingredients of reflection can create the space for teachers to confidently venture into analysing their practice and taking responsibility for their actions. Indeed, this is an important aspect of reflective practice. However, Muleya (2015) contends that Civic Education is a complex field of study and cannot be effectively handled by a teacher who is not well grounded in issues such as critical pedagogy, reflective reasoning, service learning and inquiry learning. These are active learning strategies that can promote meaningful learning in Civic Education and can transmit the desired skills, values and virtues. In this regard, reflective practice becomes a lens through which desired skills, values and dispositions could be developed and is in line with reflective practice strategy. However, some individual learners may be incapable of engaging in critical reflection. Therefore this study is aimed at providing the empirical data on implementation of reflective practice in secondary schools in Zambia.

#### **2.4.2. Donald Schon and Nature of Reflective Practice**

Schon (1987) extended Dewey's definition of reflection by observing how practitioners think in action and advocated that learning is dependent upon the integration of experience with reflection. Schon (1983) notes that the stage is set for reflection when 'knowing-in-action' is activated and used to accomplish an activity or deal with an issue in practice. 'Knowing-in-action' is defined by Schon as the kind of tacit knowledge experienced professionals draw from when performing their work spontaneously. This

kind of knowing is at the heart of what Schon termed 'reflection in-action.' It is what teachers and other professionals employ when carrying out routine actions without taking time out to question them. With reference to the temporal dimension of reflection, Schon identifies two modes: 'reflection-in-action' and 'reflection-on-action.' Schon (1983) contends that 'reflection-in-action' encompasses the tacit thinking that accompanies 'doing', but may often remain unverballed (Clark and Yinger, 1979). Schon identifies 'reflection-in-action' as a kind of real-time reframing of a situation and views practitioners as specialists who can think about something while doing it and 'improvise' accordingly. Schon considered 'reflection-in-action' as the essence of expertise and the desirable goal of professional education. 'Reflection-on-action', on the other hand, is an intellectual activity that entails practitioners' thoughtful consideration and retrospective (after the event) analysis of their performance in order to gain knowledge from experience. Russell and Munby (1992) describe 'reflection-on-action' as the systematic and deliberate thinking back over one's actions, a process that requires verbalisation and can serve as a corrective measure to a practitioner's 'overlearning' (Schon, 1983). In other words, practitioners can use reflection as a tool to unearth and question tacit understandings that have been internalised and accumulated over time. In this sense, reflective practice can help teachers to view the classroom as a kind of laboratory where they can relate teaching theory to teaching practice, thereby improving the delivery of quality education. However, it seems there is less literature available outlining the reflective process and its implementation in the teaching of Civic Education in Zambia.

Schon (1983) argues that through reflection, learners can articulate and describe the knowing of actions and feelings they spontaneously employ in practice. Despite assertions that reflection can only be 'a carefully planned set of activities' requiring time after the event (Hoover, 1994:84), Schon (1983) stresses the importance of 'reflecting-in-action.' He argued that as it is while in action that a professional becomes a researcher in the context of practice, freed from established theory and techniques and able to construct a new theory to fit the unique situation through an 'online' (Kottkamp, 1990) modification of the action. Nonetheless, both 'reflection-in-action' and 'reflection-on-action' form the core of Schon's epistemology of reflective practice. Schon's notion of the reflective practitioner was well received at a time when teacher education and

research were in need of models that would counteract the technical and competency based strategies of the 1970s (Rose, 1992). For Schon, reflective practice was a reaction against an instrumental notion of teaching where the teacher is merely viewed as a ‘technician’ in the learning process, implementing others’ knowledge in practice. Schon believed that as professionals become more expert in their practice, they developed the skill of being able to monitor and adapt their practice simultaneously, perhaps even intuitively. Reflective practice poses a challenge to teacher training institutions and curriculum developers in Zambia to reorient Civic Education curriculum to make it more practical in an endeavour produce more critical thinkers and active school leavers who are able to contribute positively to the development of society. However, this study will focus on investigating the implementation of reflective practice in the teaching of Civic Education.

### **2.5 Implementation of Reflective Practice.**

Cunningham (2001) notes that there were benefits and challenges to implementing reflective practice. However, this section will discuss the benefits of reflective practice. The following were the four benefits of reflective practice that were highlighted by Cunningham: flexibility, practicality, professionalism and sustainability. Along the same lines, Pacheco (2005) claims that “through reflection, professionals can react, examine and evaluate their teaching to make decisions on necessary changes to improve attitudes, beliefs and teaching practices. Further, Richards and Lockhart (1994) note that reflection-driven exploration of teaching can have many merits. The following are some of the merits as noted by Richards and Lockhart;

- a. It can facilitate the process of gaining better insights into teaching from both a theoretical and a practical perspective;
- b. It can enrich teaching and learning processes; and
- c. It can act as a springboard for self-appraisal and consequently is extremely crucial when it comes to professional development.

Cornford (2002) drawing on Kuhn (1970) elucidates that the success of any paradigm in replacing another is contingent upon its superiority to existing or competing paradigms. However, if it fails to prove to be superior, then it would not be acknowledged by

practitioners or at best its proven parts will be absorbed into other theories or paradigms. Pollard (2008) notes that the lack of any empirical methods for the assessment of new strategies or paradigms renders it very difficult to prove its practical effectiveness. With such a strategy, one can argue that as long as the assessment of Civic Education remains theoretical, it would be hard to see the benefits of its introduction in Zambia.

However, it appears only a few studies have been published to look into the practical effectiveness of reflective practice in the teaching of Civic Education. While it is self-evident that reflective practice strategies are theoretically rich, the hitch lies in the inability by teachers to translate theory into practice. In this regard, it appears there is not any empirical evidence that reflective practice strategies have culminated in better teaching or learning for novice teachers. In the same vein, Akbari (2007) states that teacher trainers are instrumental in enhancing reflective teaching practices in the classroom; moreover, one way to empower teachers and place them on equal footing with their academic counterparts is through reflection. This should begin at teacher training. Akbari further argued that though research indicates that reflection can bring about an increase in teacher job satisfaction, an improvement in interpersonal relationship with colleagues and learners and an improvement in teachers' sense of self-efficacy, there is very little evidence that reflection will necessarily lead to higher learners' achievements and better teacher performance. Akbari notes that if teachers engage in reflective practice, it doesn't necessarily mean that learners will achieve better results. Therefore, one might come to the conclusion that in spite of all the praise, there is no real hard evidence to link reflective practice to actual learning outcomes and improved teacher practice and this, in its own right, can be considered a big flaw to this approach. However, this argument is contrary to Muleya (2015) who observed that reflective practice provided opportunities for learners' involvement in tangible experience as active, committed, social and practical individuals. Muleya's observation gives a call to undertake this study and is heavily supported by other scholars such as Cohen 2013; Zeichner and Liston (1996) and Pollard (2008).

Some scholars such as Pollard (2008) and Akbari (2007) suggest that adequate classroom space and access to other areas in a school's building, for example, the gym, kitchen,

computer, or multimedia facility are vital to lesson planning. In his separate studies, Eraut (2002; 2004) found out that adequate classroom space helped teachers to include in their plans, large-group activities requiring a large space, or the use of specialised instruments, such as computers. However, a study done in Armenia by MoES (2004) observed that there was need to create a favourable environment for education and this required a revision of traditional strategies to teaching and learning, and changes in attitudes towards educational institutions within the educational system besides just adequate space. This is in line with the focus of this study.

## **2.6 Significance of reflective practice**

On the significance of reflective practice, Zeichner and Liston (1996) highlight the importance of reflective teaching and summarised the significance in five key features that characterise a reflective teacher:

- a) Examines, frames, and attempts to solve the dilemmas of classroom practice;
- b) Is aware of and questions the assumption and values he or she brings in the teaching;
- c) Is attentive to the institution and cultural contexts in which he or she teaches;
- d) Takes part in curriculum development and is involved in school change and efforts; and
- e) Takes responsibility for his and her own professional development.

Pollard (2008) adds on the significance of reflective practice and states that reflective teaching leads to a steady increase in the quality of education provided to learners. However, he posits that this form of teaching should also be fulfilling for teachers. This observation is also made by Zeichner and Liston (1996) who see reflective teaching as an activity that can develop teachers. This also means that only reflective teachers can apply reflective practice in their teaching.

Tom (1985) contends that reflective teaching is evidence-based and supports new and experienced professionals in satisfying performance standards and competences. By implication, reflective practice is practical in nature. However, quality teaching and learner achievement is dependent upon the type of methodology used. Reflection then is a

fundamental process in enhancing professional development as well as personal fulfilment (Pollard 2008).

From the related literature reviewed so far, this study has established that reflective teaching is perceived to be an important human activity in which teachers recaptured their experience, think about it and evaluate it. This view was supported by Pollard (2008) who stated that reflective teaching should be fulfilling for teachers, but also lead to a steady increase in the quality of education provided to learners like already stated. Therefore, the concept of reflective teaching draws particular attention to the aims, values and social consequences of education. Reflection then is a fundamental process in enhancing professional development as well as personal fulfilment. Indeed, reflective teaching can help teachers to view the classroom as a kind of laboratory where they can relate teaching theory to teaching practice, thereby improving the delivery of quality education as already discussed. However, Rayford (2010) acknowledges that challenges might exist in the implementation of reflective practice. He observes that certain conflicts and tensions may arise in the process of achieving a balance between theory and practice.

Pollard (2004) observes that reflective practice enhances professional judgment and creates an enjoyable and personally fulfilling experience. Furthermore, it also enhances learning; especially that learning requires the active and thoughtful engagement of the learner, underpinned by positive learning dispositions. This entails learning through experience. This was supported by Finlay (2008) who noted that prior learning is a powerful determinant of the learners' capacity to learn new things. However, learning proceeds successfully if barriers and affordances, often shared by groups of learners, are elicited and taken into account. Reflective practice contributes to institutional improvement as well as strengthening teachers' contributions to policy evaluation and development. Eraut (2002) has likened this to pulling the practitioner out of 'auto pilot' and causing them to focus on some part of their teaching. However, Paulo Freire (1972) focuses on the influence of reflection in education viewing it as an emancipatory and liberating discourse for the downtrodden and powerless, while Habermas (1974) develops a perspective using reflection to illustrate the empowering dimensions and value of the concept to individuals in understanding dominant political and social power. The early

work of Habermas is also significant in that he too advanced a perspective linking the reflective process to the development of knowledge. As Redmond (2006) noted, Habermas highlights that professionals have immense power and that the use of reflection and having an awareness of this power differential is valuable for all concerned.

Bartlett (1990) points out that becoming a reflective teacher involves moving beyond a primary concern with instructional techniques and how to phrase questions and asking what and why questions that regards instructions and managerial techniques not as ends in themselves, but as part of broader educational purposes. This means that reflective practice develops the cognitive levels of the learners which entails, developing critical minds. Finlay (2008) added by pointing out that asking questions what and why gives certain power over individuals teaching resulting in the emergence of autonomy and responsibility in the work of teachers. In reflecting on the above kind of questions, teachers begin to exercise control and open up the possibility of transforming every day classroom life. Lieberman and Miller (2000) point out that the practice of reflective teaching, reflective inquiry and reflection-on practice, results in gaining of the personal and professional knowledge that is so important to being an effective teacher and in shaping learners' learning. Furthermore, Han (1995) points out that the process element of reflection emphasises how teachers make decisions; the content stresses the substance that drives the thinking and reflective inquiry may set the stage for learning how to be a good teacher. Day (2000) defines reflective teaching as the act of creating a mental space in which to contemplate a question or idea, such as, 'What do I know now about teaching young children?' This repeated questioning leads to mental transformation to a time and a situation that leads to a deeper perspective helping learners. In this sense, reflective practice enhances a deeper understanding of issues.

From the above discussion on this theme, the researcher sees reflective teaching as a process in which teachers become aware, or are supported to become aware, of the theory and motives behind their own teaching, to reflect and to take some deliberate steps to develop the thinking capacities of learners. This is in line with the reflective practice strategy. This reflective process is triggered by the acknowledgement that there is some aspect of teachers' teaching that requires special attention. It is also worth noting that in

this study, reflective practice is seen as a cornerstone in the teaching and learning process for learner performance in Civic Education. Since there is no ‘teaching template’ competent academics continually reflect on their teaching, critically analysing and evaluating their own practices, taking the opportunity to learn from each teaching session (Gibbs, 1988). This is an important aspect of reflective practice and teaching in general.

Reflective teachers should help learners be reflective thinkers, for instance, when learners are faced with a perplexing problem, reflective thinking helps them to become more aware of their learning progress, choose appropriate strategies to explore a problem and identify the ways to build the knowledge they need to solve the problem. In line with the reflective practice strategy, Finlay (2008) indicates that the lesson plans should provide the following:

- a) Teacher questions designed to prompt learners to identify and clarify overall and subordinate problems;
- b) Many opportunities to engage learners in gathering information to look for possible causes and solutions;
- c) Ideas and activity sheets to help learners evaluate the evidence they gather;
- d) Questions that prompt learners to consider alternatives and implications of their ideas;
- e) Questions and activities that prompt learners to draw conclusions from the evidence they gathered and pose solutions;
- f) Opportunities for learners to choose and implement the best alternative; and
- g) Encourage learners to monitor and reevaluate their results and findings throughout the entire unit.

### **2.7 Challenges on Implementing Reflective Practice**

Mcgrill & Beatty (1992) observe that there were many forms of reflection and reflective teaching methods among them reflective learning journals, autobiography, portfolios, mentoring, quiz, critical incident analysis, drama, role play, mind mapping, programme reviews workshops, seminars, action research, action learning, self-accounting professionals, course and unit reviews, clinical supervision, reflective teaching practice and engaging a critical friend. All the stated reflective methods require a good teacher

with a deeper knowledge base of the subject in order to effectively develop critical minds in the learners. Dewey (1933) was among the first to identify reflection as a specialised form of thinking like already stated. He considered reflection to stem from doubt, hesitation or perplexity related to a directly experienced situation. For him, this prompted purposeful inquiry and problem resolution. Dewey also argued that reflective thinking moved people away from routine thinking towards reflective action involving careful, critical consideration of taken-for-granted knowledge. This way of conceptualizing reflection crucially starts with experience and stresses how we learn from doing that is practice. Specifically, Dewey argued that we think the problem out towards formulating hypotheses in trial and error reflective situations and then use these to plan action, testing out our ideas. By implication, Dewey is emphasizing learning by linking it with community experience. This is in line with the focus of this study.

Schon (1983), in his study about reflective teaching, identifies ways in which professionals could become aware of their implicit knowledge and learn from their experience. In this study, he facilitated the development of reflective practitioners rather than describing the process of reflection per se. One of his most important and enduring contribution was to identify two forms of reflection: reflection-on-action (after-the-event thinking) and reflection-in-action (thinking while doing) like already stated in this study. In the case of reflection-on-action, professionals are understood consciously to review, describe, analyse and evaluate their past practice with a view to gaining insight to improving future practice. With reflection in action, professionals are seen as examining their experiences and responses as they occur. In both forms of reflection, professionals aim to connect with their feelings and attend to relevant theory. For Schon, reflection in action was the core of professional artistry, a concept he contrasted with the technical-rationality demanded by the (still dominant) positivist paradigm whereby problems are solvable through the rigorous application of science. Both reflection-in and on -actions allow teachers to revise, modify and refine their expertise. This is a very important aspect of reflective practice. Schon believed that as professionals become more expert in their practice, they developed the skill of being able to monitor and adapt their practice simultaneously, perhaps even intuitively.

In the education field, Grushka, Hinde-McLeod and Reynolds (2005) distinguish between reflection for action, reflection in action and reflection on action; they offer a series of technical, practical and critical questions for teachers to engage with. For example, under reflection for action teachers are advised to consider their resources and how long the lesson will take (technical), how to make the resources relevant to different learning styles (practical) and to question why they are teaching this particular topic (critical). This is a call for reflective practice in the teaching of Civic Education. However, Zeichner and Liston (1996) differentiated between five different levels at which reflection can take place during teaching; rapid reflection, immediate, ongoing and automatic action by the teacher, repair, in which a thoughtful teacher makes decisions to alter his or her behaviour in response to learners' cues, review, when a teacher thinks about, discusses or writes about some element of his or her teaching or research. This means that for a teacher to apply reflective practice in a lesson, he or she should engage in systematic and sustained thinking process by critically examining his or her own practice and theories in the light of academic theories.

While Schon's work has inspired many models of reflection and categories of reflective practice, it has also drawn criticism. Eraut (2004) argues that Schon's work lacks precision and clarity. Lack of precisions and clarity means the concept of reflective practice may be difficult to implement. Furthermore, Boud and Walker (1998) argue that Schon's analysis of reflection ignored critical features of the context of reflection such as the methodological aspect. Meanwhile, Greenwood (1993), criticises Schon's work for downplaying the importance of reflection before action. Moon (1999) regards Schon's pivotal concept of reflection-in-action as unachievable. However, Van Manen (1977) proposed a hierarchical representation of three levels, namely technical, practical, and critical reflection. Van Manen posits that it may be too challenging to reflect in the moment given the multiple demands teachers juggle and that reflection often requires a perspective of a 'meta-position,' a looking back after the action has taken place. For instance, focusing attention on completing a lesson may distract from paying attention to the way a teacher interacts with learners.

Based on an extensive review of the literature, the various definitions evolving over several decades depict three distinct levels of reflection (Farrell, 2004). The three levels are: an initial level focused on teaching functions, actions or skills, generally considering teaching episodes as isolated events, a more advanced level considering the theory and rationale for current practice; and a higher order where teachers examine the ethical, social and political consequences of their teaching, grappling with the ultimate purposes of schooling. Also, because much of the literature contrasts reflective practitioners with non-reflective (pre-reflective) teachers, four levels of reflection were defined, adopting the terminology of pre-reflection, surface reflection, pedagogical reflection and critical reflection (Larrivee, 2000). Eraut's (2004) study further revealed that administrative requirements and policies did not only make demands on teachers' time, but also dictated some functions. These forms were similar to those advanced by Greenwood (1993), Usher et al (1998), and Schön (1983) who all believed that post-lesson evaluation was an integral part of lesson development, and not an addendum. They also believed that evaluation should be an ongoing process. This is line with the Outcome Based learning which has been proposed in the Zambia Education Curriculum Framework of 2013 in Zambia.

Van Manen gives three levels of reflection that are important in understanding reflective practice. These are; surface reflection level, pedagogical reflection level and the critical reflection level. At surface reflection level, teachers' reflections focus on strategies and methods used to reach predetermined goals. Teachers are concerned with what works rather than with any consideration of the value of goals as ends in themselves. For this level, the term technical has been mostly used (Day, 1993). It has also been referred to as descriptive (Jay and Johnson, 2002). The term surface was chosen to depict a broader scope of learning rather than technical concerns while connoting that values, beliefs, and assumptions that lie 'beneath the surface' are not being considered at this level of reflection.

At pedagogical reflection level, practitioners apply the field's knowledge base and current beliefs about what represents quality practices. This level has probably, the least consensus in the literature as to its composition and label. It has been variously labeled

practical (Van-Manen, 1977), theoretical (Day, 1993), deliberative (Valli, 1997), comparative (Jay and Johnson, 2002), and conceptual (Farrell, 2004). The term pedagogical was selected as a more inclusive term, merging all of the other concepts to connote a higher level of reflection based on application of teaching knowledge, theory and research. At the level of pedagogical reflection, teachers reflect on educational goals, the theories underlying strategies and the connections between theoretical principles and practice. Teachers engaging in pedagogical reflection strive to understand the theoretical basis for classroom practice and to foster consistency between espoused theory and theory in use. This requires teachers who are conversant with the subject matter. In the context of this study, teachers of Civic Education should be well grounded in the subject area if appropriate pedagogies can be applied in their teaching.

At critical reflection level, teachers reflect on the moral and ethical implications and consequences of their classroom practices on learners (Van Manen, 1977). Critical reflection involves examination of both personal and professional belief systems. Teachers who are critically reflective focus their attention both inwardly at their own practice and outwardly at the social conditions in which these practices are situated. They are concerned about issues of equity and social justice that arise in and outside the classroom and seek to connect their practice to democrat ideals. In short, the critical reflection model includes a focus on social, moral, political and ethical issues and, incorporates the development of open-mindedness, rational judgement and creativity. Acknowledging that classroom and school practices cannot be separated from the larger social and political realities, critically reflective teachers strive to become fully conscious of the range of consequences of their actions. It is clear from the discussion above that reflective practice strategy is the best when it comes to teaching Civic Education in secondary schools in Zambia.

Senem (2006) argues that the term critical reflection has the most consensus in the literature as a level of reflection, examining the ethical, social and political consequences of one's practice. While some definitions fail to acknowledge this dimension, others consider it to be embedded in the category of critical reflection. And others conceptualise self-reflection as a separate entity. Hatton and Smith (1995) referred to this type of

reflection as dialogic, Valli (1997) as personality, and Day (1999) as intrapersonal, all highlighting the aspect of dialogue with oneself. Similarly, Cole and Knowles (2000) distinguished between reflective and reflexive inquiry. Underpinning reflective inquiry is the notion that assumptions behind all practice are subject to questioning. Reflexive inquiry is tantamount to self-reflection and is defined as reflective inquiry situated within the context of personal histories in order to make connections between personal lives and professional careers and to understand personal influences on professional practice. Based on the presumption that understanding oneself is a prerequisite to understanding others, self-reflection is conceptualised here as a crucial dimension of critical reflection. Hence, the category labeled critical reflection includes both democratic principles as well as self-reflection. Self-reflection involves examining how one's beliefs and values, expectations and assumptions, family imprinting, and cultural conditioning impact on students and their learning Larrivee, (2000). This means that self-reflection entails a deeper examination of values and beliefs, embodied in the assumptions teachers make and the expectations they have of learners. Beliefs about learners' capacity and willingness to learn, assumptions about the behaviour of learners, especially those from different ethnic and social backgrounds and expectations formulated on the basis of the teacher's own value system drive teacher behaviour.

The three levels described by Van-Manen's might also be thought of as paralleling the growth of an individual from novice to expert to master. They can also be characterised as falling along an efficiency value worth continuum. At the first level, the concern is mainly with means rather than ends, entailing selection and use of instructional strategies, primarily for their expediency. The second level adds questioning the assumptions as well as consequences of particular strategies. Here teachers apply criteria to assess classroom practices to make individual and independent decisions about pedagogy. Teaching choices are based on a value commitment to a particular interpretive framework. The teacher analyses and clarifies individual and cultural experiences, meanings, assumptions, prejudgments and presuppositions for the purpose of making instructional decisions based on an interpretive understanding of what represents quality educational experiences (Sifuniso, 2016).

At the highest level of deliberation, the worth of knowledge is in question. The teacher pursues worthwhile educational ends of self-determination based on the principles of justice and equality. Hence, decisions at the surface level of reflection are made for efficiency. Decisions at the pedagogical level are based on a value judgment and decisions made at the critical level are based on a worthy judgment. Senem (2006) observes that teachers move from initially asking ‘Am I doing it right?’ to eventually asking ‘Is this the right thing to do? Many advocates of reflective practice take the position that teachers should not only reflect on behaviors and events within the confines of the classroom but should include the influence of the larger social and political contexts. The advocates deem teaching as ultimately a moral pursuit concerned with both means and end and therefore consider critical reflection to be imperative for teaching in a democratic society. Teaching is first and foremost an ethical enterprise where teachers are called on daily to confront issues of goodness and truth. Many believe that taking this broader view will enable teachers to become change agents who both understand what is and work to create what might be (Bartlett, 1990). Although the developmental span for both prospective and practicing teachers will vary considerably, it is important for teachers to progress through the levels of reflective practice to ultimately become critically reflective teachers who pose the important questions of practice (Larrivee, 2000).

Some scholars have identified dialogical and critical reflection as vital elements in reflective teaching and practice. Hatton and Smith (1995) distinguish between dialogical, critical reflection and the level of engagement associated with each. The two posit that dialogical reflection refers to a less intensive approach that involves discourse with the self to explore a given event or incident. It involves considering the decision and judgments made and possible reasons for these. An example of dialogic reflection is the basic model proposed by Brockbank and McGill (2000). According to this model, individuals think about what they are going to do in their lesson, about the information they would like to convey and the level of engagement in advance of the class. Afterwards they consider how well they achieved their intended goals and which aspects require further attention. This argument is in line with the focus of this study.

Moon (2004) observes that as with all forms of reflection, the approach was couched in construction and required individuals to re-evaluate their own personal view of education, teaching and learning. While this was an important first step, and might lead to increased confidence or sense of pride, awareness alone would not necessarily result in an improvement of the situation. Critical reflection facilitates transformational learning that can either gradually from a sudden or critical incident and alters the way people see themselves and their world (Baumgartner, 2001). This means that reflective practice broadens the understanding of issues.

In summary, Quinn (2000) suggested that the different models reflective practice all tend to involve three fundamental processes namely;

- a. Retrospection i.e. thinking back about a situation or experience;
- b. Self-evaluation i.e. critically analysing and evaluating the actions and feelings associated with experience, using theoretical perspectives; and
- c. Reorientation i.e. using the results of self-evaluation to influence future strategies to similar situations or experiences.

This view by Quinn was supported by Zeichner & Lister (1996) who argued that reflective teachers should move beyond questions about whether or not their practice is working to critically examining the values and how practices can lead to change, commitment to quality and respect for difference. It is from here that the importance of reflective practice is endorsed in the teaching of Civic Education because the subject has been used elsewhere to address a wide variety of political and governance issues e.g. corruption, civic apathy or post-conflict reconciliation as well as important social issues such as domestic violence, drug abuse and HIV/AIDS.

## **2.8 Value in Using Reflective Practice**

Ghaye (2010) contends that reflective practice helps us to understand the links between what we do and how we might improve our effectiveness. This means that through reflection, we can develop new insights and understanding that helps us to improve our actions. In the context of this study, this can be done through the provision of information and learning experiences to equip and empower citizens to participate in democratic processes. This view was supported by Zeichner & Liston (2014) who observed that

teaching is work that entails both thinking and feeling, and those who can reflectively think and feel will find their work more rewarding and their efforts more successful. As such, civic education can best be taught through reflective practice and should be used in combination with other participatory instruments. However, in this study, the focus is reflective learning through the lenses of reflective practice strategy.

Calderhead (1989) in Zeichner & Liston (2014: 7) argued that:

*“Reflective teaching has been justified on grounds ranging from moral responsibility to technical effectiveness, and reflection has been incorporated into teacher education courses as divergent as those employing a behavioural skills approach, in which reflection is viewed as a means to the achievement of certain prescribed practices, to those committed to a critical science approach in which reflection is seen as a means towards emancipation and professional autonomy.”*

In this sense, reflective practice teaching is a powerful and valuable strategy of teaching Civic Education. However, Reynolds (2011) notes that unless the learners are exposed to such skills of reflection during Civic Education lessons, no much change of attitude and behaviour can occur in the learners and this can have a negative impact on the transformation of desired goals. This means that through reflective teaching, learners should be given space to explore other avenues of life in the quest to bring about desired transformation or any other form of change that they may wish to pursue in the community.

Dewey (1933) in Ruth-Shad (2003) notes that reflective thinking was closely related to critical thinking. Furthermore, Dewey believed that reflection was not only rational, intellectual act but an act that involved the whole person, including his or her emotions. However, Habermas (1971) argued that reflective practice has a social, as well as psychological basis that does not stop at the individual level but rather maybe dialogic. This implies the effective application of skills and technical knowledge in the classroom, evaluating their beliefs and actions, and critical reflection. However, the overall goal of teaching Civic Education should be to promote civic engagement and support democratic and participatory governance as already discussed in Chapter 1.

Disu (2017) argues that through reflective teaching practice, teachers can become self-directed learners as they examine their teaching, problem solve, and adjust their instructional techniques in response to their students' needs. Consequently, learning acquisition through reflection in collaboration can enable teachers to gain new perspectives in addressing specific challenges they encounter in their teaching experiences. At the same time, Mezirow (2000:10) noted that a "learner may also have to be helped to transform his or her frame of reference to fully understand the experience." Despite the lack of consensus in defining reflective practice, researchers have viewed the practice's potential as having a positive impact on teachers' and learners' teaching (Marcos et al, 2011). The idea behind civic education is to promote the demand for good governance, as a necessary complement to efforts to improve the practice of good governance.

Additionally, Edwards & Thomas (2010) argue that reflective practice in teaching should not just be limited to a set of attributes, skills and competencies to be attained given that human practice by definition involves reflection, rather the focus should be finding out which particular practice reflection was occurring and on how it was occurring. In this sense, reflective practice helps learners to find relevancy and meaning in a lesson and to make connections between educational experiences and real life situations.

Ruth-Sahd (2003) observes that the benefits of reflective practice were many and had been widely recognized in the USA, Canada, United Kingdom, New Zealand, Australia, Finland and Hong Kong. Studies in the just mentioned countries reviewed the following successes of reflective teaching practice:

- a. It integrated the theoretical concepts to practice;
- b. Increased learning from experience;
- c. Enhanced self-esteem through learning;
- d. Acceptance of professional responsibility and continual professional growth;
- e. Enhanced critical thinking and judgement;

- f. Empowered the teachers;
- g. Increased social and political emancipation; and
- h. Improvement in practice by promoting greater self-awareness.

The development of learners' creativity has been a subject that the education sector always gives considerable thought on (Print & Milner, 2009). Learners need to be provided with relevant learning experiences and opportunities in order to learn to observe the world from a variety of angles and to analyse, categorise and really delve into the problems they encounter in learning as well as in lives. In addition to using a microscopic view to analyse the characteristics of learners' memory representations, educators should also adopt the macroscopic perspective to help build a creative learning environment and to advocate the importance of the development of higher-order cognition in students (Smith, 1998). Not only do learners need to participate in activities in order to understand the diverse nature of knowledge, but they need a diverse range of activities to help stimulate their general and critical thinking abilities. One can argue that to develop critical thinking abilities through Civic Education, you need reflect practice.

Teachers' professional growth is already a slow process that takes a long time (Chin, Leu and Lin, 2000), and the obstacles preventing them from implementing reflective teaching are even greater. A school principal once commented, "In terms of application and selection of teaching methods, the majority of teachers still rely heavily on classroom lectures and blackboard demonstrations; most of them lack either the ability or the will to develop and utilise diversified, innovative ways of teaching (Chen, Ting and Hong, 1996)." This gives us some indication of how much creative teaching is neglected in the system of education. Therefore, it is of utmost importance to investigate and understand how reflective teaching can be more widely adopted and effectively used by ordinary teachers in order to help promote the development of higher-order thinking skills in learners, thereby giving them an edge for tomorrow's global world. Soh (2000) argued that for a long time now, experimental research on reflective thinking has been largely using learners as subjects while teachers' creative teaching behaviours are rarely studied, and attributed this to the lack of a comprehensive construct or knowledge on teachers' creative teaching behaviours.

Therefore, understanding the factors influencing teachers' creative teaching behaviours is not only necessary for the enhancement of creative teaching effectiveness, but also an essential issue that deserves the attention of every decision maker responsible for the promotion of creative teaching and of all creative teaching practitioners when designing learning activities. For successful implementation of creative teaching, the environmental factors that need to be taken into consideration include expectations and interactions as well as teachers' teaching experience and beliefs (Hart, 2000). However, Alderman (1999) pointed out that teachers' self-beliefs are the single biggest influential factor of students' learning effects. Despite constant changes in student-teacher interaction and continuous innovations in teaching methods, some obstacles remain for the implementation of reflective teaching. Tiberius (1999) for instance, named six major problems relating to creative teaching. These are; curriculum, subject matter, creativity of an individual, internal and external support. Csikszentmihalyi (1996) also pointed out that the provision of a congenial environment by teachers and parents is of great importance to learners' learning, and that the environment should not be built for the cultivation of highly creative geniuses but rather to allow every individual learner to generate some ideas. In other words, in this new era of creative teaching, teachers too must adjust their knowledge and attitude towards teaching (Cropley, 2001). This view is in line with the Zambia Educational Curriculum Framework of 2013 where teachers have been urged re-examine their teaching to make education relevant to society.

In addition, social interaction, creative performance and creative living experiences can all influence teachers' creative teaching behaviours. Simplicio (2000), pointed out idea sharing, knowledge sharing, and experience as the key factors for the enhancement of teachers' creativity. However, the focus of this study is to investigate the implementation of reflective practice in the teaching of Civic Education in secondary schools in Zambia.

## **2.9 Research Gap**

From the related literature reviewed, so far, it appears very few studies (if any) have been conducted in Zambia to investigate the implementation of reflective practice in Civic Education lessons. The significance of this study, therefore, is that it will be among few studies done in this area in Zambia. This study tried to depart from most of the previous

studies on the strategies used in the teaching of Civic Education that had been reviewed in this chapter by focusing on the implementation of reflective practice in the teaching of the subject in secondary schools in Zambia. Other than just investigating the implementation of reflective practice in Civic Education lessons in secondary schools, this study goes further to look at the challenges that affect the implementation of reflective practice in Civic Education lessons in secondary schools in Zambia. This study, therefore has focused on the need to have quality teaching in Civic Education lessons that would help to develop critical thinking skills among the learners for personal and community benefits by focusing on the different steps involved in reflective practice. While other researchers have used quantitative approaches to studying how the subject is taught in secondary schools in Zambia, this study has used a qualitative approach to get an in-depth understanding of the reflective strategies used in Civic Education lessons.

### **2.10 Summary**

This chapter began by giving a historical overview of the concepts Civic Education and Reflective Practice, their history and philosophical foundations. In conceptualizing Civic Education and Reflective Practice, definitions and meanings were clarified. Furthermore, the chapter discussed the dimensions of reflection, the implementation process of reflective practice, significance of reflective practice, value of reflective practice, challenges in the implementation of reflective practice and a reflection was done on the typologies of Reflective Practice for the so purpose of identifying gaps. The next chapter presents the methodology to this study.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1. Overview**

The main purpose of this chapter is to discuss and describe the general research methodology and the methods/approaches that have been used in this study. This is a qualitative study. It presents the paradigm decisions influencing the research methodology, research design, research site, research instruments, population, sampling procedure, data collection instruments, data collection procedure, data analysis, presentation of data, trustworthiness and ethical considerations.

### **3.2. Paradigm Decisions Influencing the Research Methodology**

In a study of this nature, it is cardinal to explain the underlying philosophical research framework that informed the study. Creswell and Plano (2011) describe this framework as either a world view or a paradigm. Mackenzie and Knipe (2006:2) state that “without nominating a paradigm as the first step, there is no basis for subsequent choices regarding methodology, methods, literature or research design.” Punch (2009) suggests that a paradigm is a theory about methodology and not the substantive nature of the enquiry. However, different researchers have given so many definitions of a paradigm (world view) that relate to the foundations of an enquiry. This study has adopted the definition of Creswell & Plano (2011: 21) where a paradigm is being defined as an “assumption a researcher makes about reality, how knowledge is obtained and the methods of gaining knowledge.”

The philosophical research framework that has guided this study is the Critical Theory Paradigm. A Critical theory paradigm is not a singular worldview but rather an evolving family of perspectives which connect through a unity of purpose (Denzin & Lincoln, 2005). For instance, critical racism, critical feminism and the emancipating liberation theory of Paulo Freire, all belong to the broad and diverse critical theory paradigm. In other words, the critical theory worldview has incorporated an ontology of historical realism. As noted by Guba & Lincoln (2004), this perspective allows reality to be understood. In short, this reality is shaped by the social, cultural, economic and political factors. Indeed this paradigm is in line with the subject under study which is also influenced by social, economic, political and cultural factors. Furthermore, Critical theory is underpinned by ethos and principles which promote emancipation, empowerment and enlightenment within society (Agger, 2006). From a critical theory perspective, it was the process of reflection itself that generated liberating knowledge

### **3.3 Research Design**

A research design is a plan of how to conduct a study. It articulated what data was required, what methods were going to be used to collect and analyse data, and how everything would answer the research questions (Muzumara, 1998). In this study, a descriptive survey research design was used. A descriptive case study design was

specifically useful in trying to investigate the implementation of reflective practice in Civic Education lessons in secondary schools in Zambia. A descriptive case study is an in depth study of a particular situation rather than a sweeping statistical survey (Zainal, 2007). In the context of this study, the reflective practice strategy was chosen for a number of specific reasons to investigate the most used teaching techniques in the teaching of Civic Education in Zambia. Firstly, reflective practice is by design a model of structured reflection. Secondly, this strategy is consistent with the overall methodology of this study that sought to investigate the use of reflective practice in the teaching of Civic Education in secondary schools in Zambia. Thirdly, this structured approach acts as a guide to enable practitioners to access the depth and breadth of reflection necessary for learning through experience. Fourthly, the inclusion of core and cue questions in the process of learning prompted a sequential process that assisted the practitioners to engage in the reflective process. Fifthly, the reflective practice strategy is linked to the true value of reflection to its emancipatory potential as illustrated by Paulo Freire's idea of conscientisation which is the theoretical foundation of this study. This design is appropriate to this study because it gives an accurate and authentic description of reflective practice in the teaching strategies used in the teaching of Civic Education in secondary schools in Zambia.

### **3.4 Research Site**

This study was conducted in selected secondary schools of Lusaka province in Zambia. This province was purposively selected as a case site because it was one of the three provinces where Civic Education was initially piloted. In Lusaka, the pilot schools were A High, B High, C Boys High, D High and E High in 2004.

### **3.5 Target Population**

Population was a group of elements or cases, whether individuals, objects or events, that conform to specific criteria and to which we intend to generalize the findings (Newby, 2010). Kombo and Tromp (2006) also explained that a population was the entire set of objects, events or group of people which was the object of research and about which the researcher intended to determine some characteristics. Population also referred to the larger group from which the sample was taken. Kombo and Tromp (2006) further

explained that the greater the diversity and differences that existed in the population, the larger the researcher's sample size should be. In this study, the main participants were teachers and learners of Civic Education in grades 11 – 12 from the following secondary schools in Lusaka Province: A High School, B High School, C Boys High School, D High School and E High School. These grades were purposively selected because by the time these learners reached grades eleven and twelve, they would have understood the aim of Civic Education in secondary schools. These learners were in the age range of between 15 – 19 years. Since some of these learners were juveniles, consent was required from the school administration as custodians of pupils at the time of this study. Other participants who were used to interrogate the findings from the main participants were Lecturers of Civic Education from University Z and Y, officials from Curriculum Development Centre (CDC), Ministry of General Education (Standards and Curriculum), Examinations Council of Zambia (ECZ) and Zambia Civic Education Association (ZCEA).

### 3.6 Sample Size

Webster (1985) defined a sample as a finite part of a statistical population whose properties are studied to gain information about the whole population. Therefore, a sample is a subset of the population. From the researcher's category of respondents, One (1) official from CDC, One (1) official from ZCEA, Five (5) lectures of Civic Education – two from University Z and three from University Y, One (1) official from the Examinations Council of Zambia (ECZ), One official from the Ministry of General Education (MoGE) – department of standards and curriculum, 15 Civic Education teachers-three from each school and Five FGDs – (30 males and 20 females) stand out. Table 3 below shows the sample size and gender distribution.

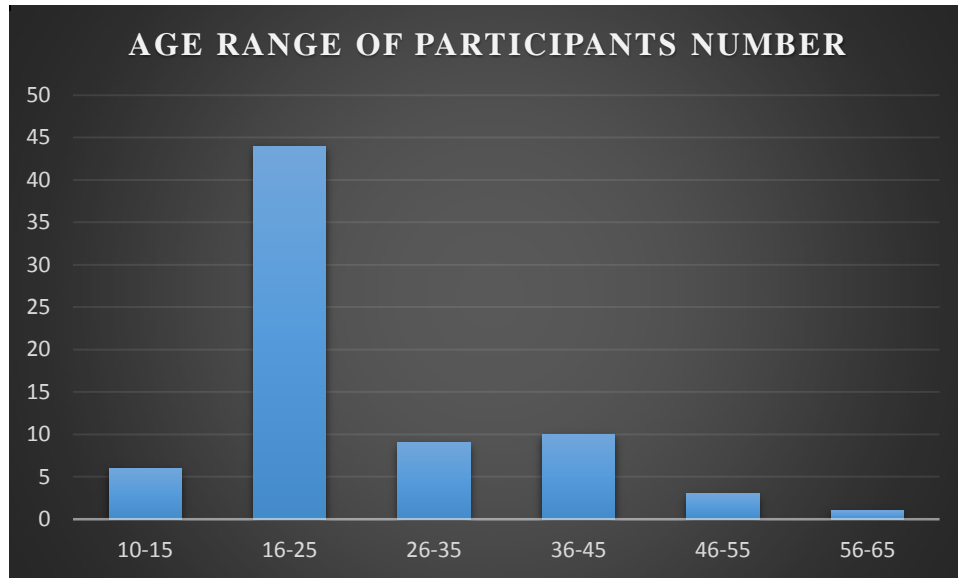
**Table 3: Sample size and Gender distribution of the Participants**

Pticipanarts	No. of Participants	SEX	
		M	F
MoGE	1		1

CDC	1		1
ZCEA	1	1	
Lecturers	5	4	1
ECZ	1	1	
Teachers	15	8	7
Pupils	5 Focus Groups	30	20
	<b>24 and 5 Focus Groups</b>	<b>44</b>	<b>29</b>

### 3.7 Sampling Procedure

Sidhu (2012: 253) defined sampling as “the process of selecting sample from the population.” In this study, Homogeneous and Heterogeneous/Maximum Variation purposive sampling techniques were used to identify participants from the target population. Kombo and Tromp (2006) argue that purposive sampling involves targeting a group of people believed to be reliable for the study. Under heterogeneous/maximum variation, the sample is selected to provide a diverse range of cases related to a particular phenomenon or event. The purpose of this kind of sampling is to provide as much insight as possible into the event or phenomenon under study. In this study, officials from CDC, the Ministry of General Education, Examinations Council of Zambia and the Zambia Civic Education Association were selected using maximum variation purposive sampling procedure. Interviews were conducted to collect data. On the other hand, homogeneous purposive sampling procedure was one were participants with a shared characteristic or set of characteristics were selected. In this case, Civic Education learners (Grades 11 – 12) and teachers were sampled using homogeneous purposive sampling procedure. Focus Group Discussions (FGDs) and interviews were used to collect data respectively. Figure 1 below shows the age range of participants.



*Figure 1: Age Range of the Participants*

### **3.8 Data Collection Instruments**

Interview guide, observation checklist, document analysis and focus group discussion guide were used to gather data. To maintain originality, the voice recorder was used in some cases and, content was later transcribed so as to identify the critical junctions. Close ended questions were used to get precise answers to the questions. In addition, unstructured open ended questions were also used to encourage elaboration and further discussion. Both primary and secondary data were used in this study. Secondary data was mainly a complement to primary data collected from the field.

#### **3.8.1 Interviews**

May (1997) notes that interviews yield rich insights into people's experiences, opinions, aspirations, attitudes and feelings. Interviews involves a written list of questions or topics that need to be covered by the interviewer (Kombo & Tromp, 2006). The interviewer personally met the participants and asked them questions. These questions were based on the use of a semi-structured interview guide. The major advantages of this technique was that there were no chances of no-response as the interviewer personally collected data and allowed for probing in order to get in-depth information. Further, data collected from interviews was so reliable that the interviewer tactfully collected the data by cross examining the participants. This technique was used to collect data from

teachers, CDC, ECZ, ZCEA, Lecturers and the Ministry of General Education as key informants.

### **3.8.2 Focus Group Discussion**

Morgan (2007) observes that Focus Group Discussion (FGD) is a way to gather together people from similar backgrounds or experiences to discuss a specific topic of interest. The group of participants is guided by a moderator (or group facilitator) who introduces topics for discussion and helps the group to participate in a lively and natural discussion amongst them. In this study the researcher facilitated the discussion using semi-structured question guide. FGDs were used to collect information from pupils on the implementation of reflective teaching methodology.

The strength of FGDs in this study was that it allowed the participants to agree or disagree with each other and provided an insight into how a group thought about reflective teaching, about the range of opinion and ideas, and the inconsistencies and variation that existed in the implementation of reflective teaching methodologies in relation to their experiences and practices. All the pupils found at each of the five selected secondary schools were engaged in the FGDs. This was done within the school premises. In total there were five FGDs which translated to one group per school. Each group had ten pupils. The time of discussion ranged from 40 minutes to one hour. Authority was sought to record the discussions prior to the FGDs. Furthermore, permission was sought from school administration to allow FGDs to proceed. The FGDs helped to capture missing data from the interviews, as well as clarity, as participants were able to express themselves freely on how they were taught in Civic Education lessons.

### **3.8.3 Observation**

Observation in a setting is a special skill that addresses issues such as the potential deception of the people being interviewed, impression management and the potential marginality of the researcher in a strange setting (Hammersley, 2008). Using an observation checklist, specific skills, behaviours or dispositions of an individual in a given situation were monitored. The researcher used a data collection tool (observation checklist) during lesson observation, focussing on the specific characteristics of

reflection and reflective teaching. Non participant (overt) observation was used to collect data. The researcher was a spectator and observed lesson delivery by the class teachers and pupils' participation. With permission from the Provincial Education Officer, all the 15 teachers were observed, thus three Civic Education teachers per targeted school. The researcher sat at the back of the classroom and recorded all the proceedings during the lesson using the checklist. This tool was to investigate reflective practice strategy in Civic Education lessons.

#### **3.8.4 Document Analysis**

Blaxter, Hughes and Tight (2010:186), state that all, or virtually all, research projects involve, to a greater or lesser extent, the use and analysis of documents. Researchers are expected to read, understand and critically analyse the writings of others, whether fellow researchers, practitioners or policy-makers. Document analysis was used in the report through the use of written document relevant to the study for the collection of data. This made the data have strong validity. Documents relevant to reflective teaching methods were analysed. These included the Senior Secondary School Civic Education Syllabus (Grades 10 to 12) and the Zambia Education Curriculum Framework of 2013.

#### **3.9 Data Collection Procedure**

Creswell (2003), places the data-collecting procedures into four categories: observations, interviews, documents, and audio-visual materials. Collection of data in this study was done in term two of the school calendar. Five secondary schools in Lusaka province were sampled based on the criterion already discussed. In this study, data collection procedure followed the five phases as shown below:

##### **Phase 1: Clearance and Permission**

The researcher obtained clearance from the Ethical Committee of the University of Zambia. A letter to allow the researcher collect data in schools was obtained from the Provincial Education office in Lusaka. Appointments were made with the school administrators for interviews and FGDs in the selected secondary schools for teachers and pupils respectively. This gesture was also extended to other participants. Consent from participants was obtained and conducive time for the interview was allocated. Before an interview takes place, participants should be informed about the study details

and given assurance about ethical principles, such as anonymity and confidentiality (Britten, 1999). This was done in all schools and with other participants.

### **Phase 2: Face to Face interviews**

Semi-structured interviews consist of several key questions that help to define the areas to be explored, but also allows the interviewer or interviewee to diverge in order to pursue an idea or response in more detail (Britten, 1999). Furthermore, Finch and Lewis (2003), comment that the interview process effectively begins the moment the researcher arrives on the participant's doorstep. The first few minutes after meeting can be crucial for establishing the relationship between researcher and participant which is a prerequisite for a successful in-depth interview (Finch and Lewis, 2003).

Finch and Lewis (2003) counsel that it is highly desirable to audio-record the interviews and for the researcher to take a few notes during the interviews. This allows the researcher to devote his or her full attention to listening to the interviewee and probing in-depth. It provides an accurate, verbatim record of the interview, capturing the language used by the participant including their hesitations and tone in far more detail than would ever be possible with note-taking (Finch and Lewis, 2003: 166). Miller and Glassner (2004) alludes that interviews provide access to the meanings people attribute to their experiences and social worlds. The use of the semi-structured interviews had some positive influence on the participants, as it gave them a voice which sought to impress upon them that their views were greatly important to the study. Even though there was some uneasiness on the part of the participants from the onset of the interviews, the flexible nature of the interactions seemed to enhance a high level of rapport between them and the researcher. Blaxter, Hughes and Tight (2010), state that the interview methods involve questioning or discussing issues with people. It can be a very useful technique for collecting data which would likely not be accessible using techniques such as observation or questionnaires (Blaxter, Hughes and Tight, (2010:193). The researcher collected data by conducting face to face interviews with teachers, lecturers, MoGE and ZCEA. Teachers had their own set of interview guide to suit the intended outcome.

Blaxter, Hughes and Tight (2010) affirm that using an audio or digital recorder means that you need only to concentrate on the process of the interview. You can focus your attention on the interviewee, give appropriate eye contact and non-verbal communication. You will have a verbatim record of the whole interview. The face to face structured interviews were also voice recorded. This enabled the researcher to verify accuracy of notes. When conducting the actual interview, it is prudent for the interviewee to familiarise themselves with the interview schedule, so that the process appears more natural and less rehearsed (Silverman, 2000). The interviewees were allowed a few minutes to familiarise themselves with the interview guide. The interview guide helped the researcher achieve the intended responses to the research questions. Other important skills include adopting open and emotionally neutral body language, nodding, smiling, and looking interested and making encouraging noises (for instance, 'mmmm' during the interview (Britten, 1999).

### **Phase 3: Focus Group Discussion**

Finch and Lewis (2003), stated that focus groups could be used after in-depth interviews to discuss the issues at a more strategic level, perhaps focusing on underlying causes and possible solutions. This technique can be efficient because the researcher can gather information from several people in one session like already stated. The group is usually homogeneous, such as a group of students, an athletic team, or a group of teachers (Silverman, 2000). For this study, pupils were subjected to FGDs. Focus groups are naturalistic rather than natural events and cannot and should not be left to chance and circumstance; their naturalism has to be carefully contrived by the researcher (Bloor et al 2001). A focus group is, therefore, not a collection of individual interviews with comments directed solely through the researcher. This is better described as a 'group interview', and lacks both the depth of individual interviews and the richness that comes with using the group process (Bloor et al., 2001).

Finch and Lewis (2003:171), articulate that the group context of focus groups creates a process which is in some important respects very different from an in-depth interview. Data is generated by interaction between group participants. Participants present their own views and experience, but they also hear from other people. Blaxter, Hughes and Tight (2010:197), clarify that concentrating on asking questions, listening to the

responses and taking notes is a complex process, and you will not get a complete verbatim record. If you leave taking notes until after the interview, you are likely to forget important details. In this study, the researcher used a recorder in order to be able to replay part of the noted interview that was not clear and facilitate for verbatim record. In this study, five FGDs were conducted one in each of the sampled secondary school involving pupils. In order to ensure the focus group guide was appropriate for this study, a pilot study was conducted in Kabwe at the following secondary schools; Kabwe Secondary School, Kalonga Secondary School, Highridge Secondary School and Broadway Secondary School with the permission of the Provincial Education Officer-Central Province. These focus group discussions were held at the selected schools' premises which was a familiar venue for the participants

Finch and Lewis (2003:171), add that a further feature of focus groups is the spontaneity that arises from their stronger social context. In responding to each other, participants reveal more of their own frame of reference on the subject of study. The language they use, the emphasis they give and their general framework of understanding is more spontaneously on display. To achieve rich and constructive discussions during the focus group meetings, participants were provided with the focus group discussion questions to afford them the opportunity to discuss them with their colleagues and to bring with them well constructed and broadly representative views before the commencement of the meeting.

Patton (2002), argues that focus group interviews might provide quality controls because participants tend to provide checks and balances on one another that can serve to curb false or extreme views. The idea of subjecting pupils to FGDs was to allow them to express themselves freely and to validate answers given by teachers. The notes were taken and the discussion was voice recorded to ensure accurate recording of discussions. Finch and Lewis (2003:196), recommend that a good quality tape recorder is essential, with a remote multidirectional microphone, and is far more important in focus groups than for individual in-depth interviews.

The pupils were also purposively picked as they were required to meet the minimum of one year learning Civic Education. Not only were they meeting the minimum of one year criteria, but they were also purposively picked from the given group as they were regular in attendance to Civic Education lessons. Equal representation by gender was observed, apart from the school that had a single sex only. Primary data was collected from interview schedules, focus group discussions and observations, while secondary data was collected from diverse documents and electronically stored information. Data collection is important in research as it allows for dissemination of accurate information and development of meaningful programmes (Kombo and Tromp, 2006).

#### **Phase 4: Observation**

Blaxter, Hughes and Tight (2010:199), stated that the observation method involves the researcher watching, recording and analysing events of interest. For collecting data by observation, the researcher prepared a checklist to provide information about the actual behaviour to be observed. Observation in qualitative research generally involves spending a prolonged amount of time in the setting. Field notes are taken throughout the observations and are focused on what is seen. Many researchers also record notes to assist in determining what the observed events might mean and to provide help for answering the research questions during subsequent data analysis (Bogdan & Biklen, 2007).

The researcher spent a day in each of the selected secondary school observing Civic Education lessons as part of data collection. The researcher noted down the observed teaching strategies in Civic Education lessons. This helped in cross checking and validating the findings from the interviews and FGDs. Blaxter, Hughes and Tight (2010), believe that using observation as a method of collecting data as a participant or observer was potentially very time consuming. The time absorbed occurs not just during the observation, but afterwards as well, when you come to interpret and analyse what you have recorded. Pre-categorizing and structuring your observations can reduce the time commitment dramatically, though at the risk of losing both detail and flexibility (Blaxter, Hughes and Tight, 2010). In this study, the researcher requested for permission from the school authorities to observe Civic Education lessons.

### **Phase 5: Document Analysis**

The principal shortcoming of document analysis is that, because they are not generally designed for research purposes, they are unlikely to contain all the information that qualitative research sampling requires, and further screening is therefore likely to be needed (Blaxter, Hughes and Tight, 2010). Finch and Lewis (2003) indicated that published lists are a particularly useful way of generating a sample of organisations or professionals. It will be important to investigate the criteria for inclusion and to consider whether the list is sufficiently comprehensive. Contact details will generally be adequate, but there may be relatively little other information so that further screening is necessary. Unless the list is available in electronic format, it may be difficult to order or manipulate the data in a way that aids systematic selection (Finch and Lewis, 2003). Furthermore, Finch and Lewis (2003), alluded that access to administrative records will need to be negotiated with their holder. The researcher analysed the Zambia Education Curriculum Framework of 2013 and the senior secondary school Civic Education Curriculum. This was to confirm on some of the responses given by the participants and also to validate the findings.

### **3.10 Data Analysis**

Data analysis refers to the examining of what has been collected in a survey or experiment and making deductions and inferences. It involves uncovering underlying structures; extracting important variables, detecting any anomalies and testing any underlying assumptions. Data analysis also involves scrutinizing the acquired information and making inferences. LeCompte and Schensul (1999) notes data analysis is the process a researcher uses to reduce data to a story and its interpretation.

Data from tape recorders, discussions and interviews was transcribed having read text files and listened to the tape recorders thoroughly for a general understanding. Common themes were then identified and categorised. Relevant information was labelled and grouped according to category. Furthermore, the data was then reduced to its essence and representative and most striking quotes were identified. Codes related to the objectives were identified and further analysed to check for emerging themes. Throughout this process of categorising pattern, similarities and contrasting viewpoints were highlighted and critically interpreted on the basis of the theoretical framework.

### **3.11 Presentation of Data**

To present data, charts and graphs were generated using the DEDOOSE software to generate emerging themes which were interpreted and used for discussion in the light of the objectives of this study. DEDOOSE is a cross-platform software application for analysing text, video, and spreadsheet data (analysing qualitative, quantitative, and mixed methods research). Data was presented according to the themes that emerged from the research objectives.

### **3.12 Trustworthiness**

Most researchers aspired that those others who read their research report should have confidence in their data and should have good grounds for respecting its integrity (Lankshear & Knobel, 2004). In this sense, sound research would only be produced from good quality data. In the case of this study, it is important to note that the data collected was meant to investigate the implementation of reflective practice in Civic Education lessons in secondary schools in Zambia. A careful designing of research tools was done to make sure that the data collected was trustworthy. This involved refining the questions that were thought to be ambiguous to the extent that they were clear. The research tools were also subjected to refinement after testing them on Civic Education learners and teachers at selected secondary schools in Kabwe to make sure that they were comprehensive, appropriate and ready for use on participants. Any ambiguities that were observed during the piloting process were corrected.

Trustworthiness in qualitative research involved collecting data from different participants while making sure that participants' understanding of what was asked of them was as close as possible to what the researcher means, as well as being as close as possible to the research participants (Lankshear & Knobel, 2004). In this case, the researcher made sure that all the participants understood the questions the same way. Where the participants expressed ignorance of the issues raised in the questions, explanations were made.

Another way to ensure quality data was to check with research participants to ensure that what the researcher has as data is what the participants meant and not otherwise. In this

study, the quality of data was subjected to participant checking or member checking. This involved showing participants the data assembled from the tools and asking them to verify if what was recorded was what they meant. Where participants reject the data, clarifications were instead made to replace the misconception from the assembled data.

### **3.13 Ethical Considerations**

The researcher maintained and acknowledged responsibility to the educational research community by adhering to appropriate ethical conduct throughout the entire process of this study. Ethical concerns are a very important component of any social research. Cohen et al., (2000) explained that ethical concerns encountered in educational research in particular can be extremely complex and subtle and can frequently place researchers in a moral predicament, which may appear quite irresolvable. In educational research and other social research, therefore, ethics is concerned with ensuring that the interests and the well-being of research participants are not harmed as a result of research being done (Lankshear & Knobel, 2004). Harm can range from people experiencing affronts to their dignity and being hurt by conclusions that are drawn about them all the way through to having their reputations or credibility undermined publicly (Lankshear & Knobel, 2004).

To start with, permission was sort from UNZA to carry out this study like already stated by getting ethical clearance. It is important to protect participants who willingly present themselves for the purpose of advancing understanding in research. Therefore, a strict set of guidelines and code of conduct was adopted and adhered to. Confidentiality was an important aspect in this study and hence, all the names of the respondents were anonymised. Like already stated, consent was sought from the school administration to collect data from the learners as some of them were below 16 years of age. The school administrations were involved as they were the custodians of the pupils at this time of data collection. Other respondents in this study were subjected to go through the consent form willingly and signed it before they participated.

With regards to observation as a method of data collection, the researcher sought permission from the school administration through the PEO to observe at least three lessons from each of the selected secondary schools. This was done in all the five

secondary schools were data was collected. In this regard, the names of classes and their teachers remained anonymous.

### **3.14 Summary**

This chapter began by identifying and describing the paradigm for this study, and argued that a descriptive case study research design would be appropriate because it would give the researcher the ability to collect accurate data and provide a clear picture of the phenomenon under study. It went on to discuss the research site, the population of the study, the sampling procedure, data collection instruments, data collection procedure, how data will be analysed, presentation of data, validating data while taking into account ethical considerations. The next chapter presents the study findings.

## CHAPTER FOUR

### PRESENTATION OF THE FINDINGS

#### 4.1 Overview

This chapter presents the findings on the implementation of reflective practice strategy in the teaching of Civic Education in secondary schools in Zambia. The information has been presented using themes and verbatim transcriptions derived from interviews and FGDs. The key findings among others are that reflective practices and strategies are rarely used in Civic Education lessons due to various factors highlighted in this chapter. It was also established that lecture method was common in Civic Education lessons. These findings of this study are presented according to the following research questions:

1. What teaching strategies are used in Civic Education lessons in selected secondary schools of Lusaka Province in Zambia?
2. How is reflective practice as a teaching strategy implemented in the teaching of Civic Education in selected secondary schools of Lusaka Province in Zambia?
3. What challenges (if any) affect the implementation of reflective practice in the teaching of Civic Education in selected secondary schools of Lusaka Province in Zambia?
4. What framework can enhance the implementation of reflective practice in the teaching of Civic Education in selected secondary schools of Lusaka Province in Zambia?

#### 4.2 Strategies used in the teaching of Civic Education

In order to respond to research question one which sought to find out the teaching strategies used in Civic Education lessons in secondary schools in Zambia, and the research question was:

*What teaching strategies are used in Civic Education lessons in selected secondary schools of Lusaka Province in Zambia?*

The following themes emerged: Poor understanding of the concept (Civic Education), reasons for the introduction of Civic Education in secondary schools in Zambia, attitudes

of teachers of Civic Education and the current pedagogical trends in the teaching of Civic Education in secondary schools in Zambia.

#### **4.2.1 Poor understanding of the concept Civic Education**

When the question was asked to explain what Civic Education was as an academic subject, it was clear from the findings that participants viewed the concept of Civic Education in different ways. It further emerged from these findings that the concept of Civic Education was not easy to define.

One lecturer (**L 2**) interviewed defined Civic Education as:

*An academic subject that has three major components which are knowledge, skills or values and dispositions. It endeavors to provide civic knowledge to pupils, to give learners skills that can help them to participate in society and to give values to society. Values such as honesty, trust and so on.*

Another lecturer (**L 3**) interviewed defined Civic Education as:

*An academic subject that is aimed at the preparation of citizens for active participation in democracy. By this I mean creating a citizen who is capable of actively participating in national affairs as expected in a democracy.*

Civic Education was also defined by one teachers as:

*A study which is multifaceted. It is an area of academic study which include a lot of things. It is not confined to specific issues. It deals with cross-cutting issues such as human rights, governance, sex education, family law, marriage and so on. Civic Education to me even touches sciences, for example, drug abuse is Biology.*

In the Focus Group Discussion (FGDs), pupils defined Civic Education as a subject deals with the political, economic, environment, cultural and social dimensions of life. Furthermore, they indicated that Civic Education deals with the rights and responsibilities

of citizens as well as how the affairs of the government are run. A theme which emerged was that Civic Education was difficult to conceptualise.

#### **4.2.2 Introduction of Civic Education in secondary schools in Zambia**

On the introduction of Civic Education in the Zambian secondary school curriculum, all the participants in this study acknowledged the fact that Civic Education was a very important subject. These participants nodded the fact that the subject had come at the right time in the secondary school curriculum owing to the fact that Zambia was a democracy in transition and needed to be consolidated through the teaching of Civic Education.

One participant from the Zambia Civic Education Association had this to say:

*Civic Education has come at the right time because this is the time we need to nurture our democracy especially that it appears Zambia is lacking in the area of good governance.*

Similarly, another participant from the Ministry of General Education echoed the same sentiments but added that this was the time Zambia needed to consolidate its democracy so that democracy is not taken for granted. Furthermore, this participant indicated with confidence that the introduction of Civic Education in secondary schools was timely. This is what he said:

*This is the time we need to consolidate our democracy. There is no subject that could teach the values of democracy and how the citizens should live in democracy apart from Civic Education. So it was timely.*

A participant from the Curriculum Development Centre (CDC) explained that the introduction of Civic Education in the secondary school curriculum in Zambia was in line with the National Educational Goals and the Seventh National Development Plan where the focus is to see a citizen who is relevant to society. Further, it was explained that Civic Education was a very important subject in the secondary school curriculum. This is what this official from CDC said:

*Civic Education has come at the right time because previously learners were graduating from secondary schools with little or no knowledge concerning their rights and responsibilities to society and even to themselves...*

Teacher 1 (**T 1**) also mentioned that Civic Education had come at the right time in Zambia by listing what he described as the gains that could be realized from this gesture. This is what she said:

*Civic Education is important as it creates citizens who can actively participate in governance issues, it creates learners who understand their human rights fully, it has the potential to reduce electoral violence and it also raises awareness.*

According Lecturer 1 (**L 1**), the introduction of Civic Education in secondary schools has come at the right time because it has brought about awareness, people are able to express themselves and debate on various issues of national importance. This is what was said:

*Civic Education has made people to work up from slumber. There were certain things which used to happen longtime ago but we did not see them to be wrong. For instance, people have come to know that having sex with a minor is a crime.*

However, another lecturer added that despite the benefits that came with the introduction of Civic Education, some people were not utilizing their knowledge properly and concentrated much on their rights and not on duties and responsibilities. This scenario was attributed to the manner in which Civic Education was taught in secondary schools. Furthermore, another lecturer added by saying:

*Before the subject was introduced in secondary schools, there was a gap mainly on core values. Mainly, the teaching of Civics at junior secondary school was on behavior of citizens and how to respect citizens' cultural values. Human rights and good governance were not emphasized. For instance, in the past, Dr. Kenneth Kaunda would stand with a frog in an election but this cannot be tolerated because of awareness.*

Pupils from the selected secondary schools also welcomed the introduction of Civic Education in secondary schools and mentioned that it helped them understand issues of governance and their rights. Furthermore, they indicated that the subject brought about sensitization on issues which happened in their daily lives, such as drug abuse.

#### **4.2.3 Current Teaching strategies in Civic Education lessons**

With regards to the strategies used in Civic Education lessons, one participant, a lecturer, pointed out that democrats were made not born. This expression by the lecturer paved way for the presentation of findings on the research question which sought to find out the strategies used in Civic Education lessons. This research question emanated from the fact that Civic Education required more active and practical methods of teaching. When the participants were asked to indicate the teaching strategies used in Civic Education lessons, this is what **T 1** had to say:

*For me I use methods such as debate, lecture, discussion, research project in my teaching of Civic Education ...*

However, when the pupils (in FGDs) were asked on how often debates and research projects were used and given respectively in Civic Education lessons, the pupils indicated that their teachers rarely involved them in debate and research projects. It was also discovered that in one Grade 11 class, the only time they had debate was once in Grade 10. Further, pupils indicated that when teachers involved them, they were able to remember information easily and this helped the learners to have a deeper understanding of what is being taught instead of memorising.

The views of these pupils reflected what **L 2** from University Y observed. This is what he said:

*Mostly the methodologies used in the teaching of Civic Education in Zambia is the banking model where the teacher stands in front and talks to the pupils...*

This view was further supported by a participant from the MoGE who observed that teachers rarely engaged participatory methods in lesson delivery. This is what he said:

*Lecture method dominate class activities and sometimes teachers even give notes to some pupils to write for their fellow pupils and in most cases such notes go unexplained by the teachers ... this is unfortunate...*

Another participant who is a teacher also mentioned that Civic Education teachers were encouraged to use active learning methods which put the learners at the centre of learning but such methods came with challenges. However, the participant was able to mention only two challenges. The first one being school administrations not being able to embrace learner centred strategies citing expenses. The other challenge had to do with over enrollments in secondary schools which hindered the use of learner centred strategies such as group discussion.

When the pupils were asked if they participated in Civic Education lessons, the answers from the learners indicated that learner centred approaches were rarely executed.

It was evident from the participants that learner centred strategies required a strong collaboration among stakeholders to implement. In responding to whether teachers had competencies in using learner centred strategies in the teaching of Civic Education, T 1 had this to say;

*Lack of use of active civic learning methods was due to school arrangement concerning timetable of 40 minutes. Again such methods require a lot of time and careful planning. There are less incentives to encourage us to actively engage participatory methods as school management every time complain that the school has no money but the school bus is seen making several trips to town...*

The above mentioned view seemed to have been supported by a number of teachers in separate interviews. A female teacher bitterly complained that; school management did not help with necessary support to encourage teachers to use active methods, for example, when it was time for sports money is found but when you request for a study tour, money was never there. She further requested for administration support if learner-centred strategies were to be embraced in the teaching of Civic Education. It was also evidently clear that even pupils got excited to move away from the usual classroom

arrangement because knowledge retention was high when pupils were exposed to experiential learning within the community of practice or outside school premises.

A participant from the Zambia Civic Education Association (ZCEA) noted that the impact of Civic Education had made in Zambia was insignificant because of the methods teachers were using. The subject was delivered as a theory based subject. Pupils were not exposed to community based practices, this had a negative bearing on participative skills in the pupils and in the implementation of reflective practice.

This is what the official from ZCEA said:

*Learners are not engaged in real issues affecting them and the society. Methods used are just confined to the classroom. Given a chance, I would ensure Civic Education has a practical where the learners are attached to a community project and were assessed from there. This is the only way they can find meaning in what they are learning.*

Additionally, discovery method was mentioned by one of the participants, a teacher, but could not elaborate further on how this method of teaching resonated well with Civic Education. When asked further to explain how a teacher could use discovery method, the participant had to mention lecture method and group discussion. This state of affairs made me suspect that this participant was not well-vested with reflective practice strategies in the teaching of Civic Education. It also emerged from this interview that teachers of Civic Education rarely involved pupils in activities of group work, participation and community service which were key elements of Civic Education. Active pupil engagement stimulates critical thinking, innovation and reflection to solve societal challenges.

However, **T 1** mentioned in the interview that learner centred strategies such as discussions, debates, problem solving and others were used in the teaching. The participant went on to add that the methods were capable of transforming the pupils to be responsible citizens in society. This is what **T 1** said:

*Unlike these other subjects, we are so much into learner centred strategies. We always engage our pupils into group discussions, debates,*

*field projects ... and we also involve them in presentations. We believe this would help our pupils to become good public speakers and generate self-esteem; we also give them assignments to research when they are on holiday. By giving them assignments, we want them to acquire the knowledge, skills and proper attitudes but also engage them in practical aspects of life.*

However, when I observed Civic Education lessons, the findings did not confirm that teachers were using learner centred strategies. Fifteen lessons were observed and the following were the findings with respect to five lessons observed on the topic ‘Constitution.’

For instance, from the first lesson on constitution observed at A High School. The teacher in this class had been teaching Civic Education for ten years. It was observed that the teacher just introduce the new topic without any connection to the learners’ experience. Furthermore, the teacher went ahead to explain the concepts without engaging the learners in the process of learning.

#### **4.4 Implementation of reflective practice in Civic Education lessons**

The second research question sought to examine how the concept of reflective practice as a teaching strategy was implemented, and the research question was:

*How is reflective practice as a teaching strategy implemented in the teaching of Civic Education in selected secondary schools of Lusaka Province in Zambia?*

In line with the research question, the following themes emerged; mediocre implementation of reflective practice and seldom usage of learner centred-approaches.

##### **4.4.1 Mediocre Usage of reflective practice**

To begin with, the participants were asked if they understood the concept of reflective practice by defining the concept. One lecturer defined reflective practice as a teaching strategy that linked what the learners were learning in class with that which goes on in communities. It involved reflection on what pupils have learnt so that they are able to

make meaningful reasoning. This is what **L 2** said: Reflective practice is a learner centered approach which engages the learners to real life situations.

When the teachers were asked to define the concept of reflective practice as a teaching strategy, it was clear from their responses that the term had some conceptual challenges because no participant linked the concept to any model but also, their definitions described what reflective practice could do and not its context. This is what **L 3** said:

*Reflective practice is a strategy where pupils can use the acquired knowledge to solve their own problems and make reflections of what is happening in the community.*

**T 2** had this to say:

*Reflective practice is a learner-centered approach which involves reflection on what pupils have learnt so that pupils are able to reason. It is about interrogation of what has been learnt on their own.*

#### **4.4.2 Seldom Usage of learner-Centred methods**

When it came to the implementation of reflective practice in the teaching of Civic Education, it was very clear that teachers of Civic Education rarely implemented reflective teaching practice. It was also vivid from the observations that some teachers of Civic Education still used the old teaching strategies to teach the subject. Teacher 3 (**T 3**) further pointed out that teacher-centred strategies were a faster approach in teaching and had this to say:

*The traditional (old) strategies such as lecture method are popular among teachers. They place the teacher at the center of learning and make them source of knowledge. It makes the teacher efficient.*

It was however, not clear how a lesson with passive learners could be effective. Despite a common agreement by some participants that teacher-centered strategies were good for the teaching of what they described as a bulky Civic Education syllabus, others argued that the old teaching strategies had failed to make the learner responsible of the learning

process and thereby not creating critical thinking in the learners. A subject specialist from ECZ had this to say:

*The fact that the old teaching methods fail to be effective tools of delivering civic education to learners, entails inefficiency on the part of these strategies.*

Another teacher (T 2) had this to say:

*Learners are unique and full of imaginations. Their minds are active and inquisitive. When information is merely disseminated and expected to be repeated, they lose interest and it becomes hard to gain their attention.*

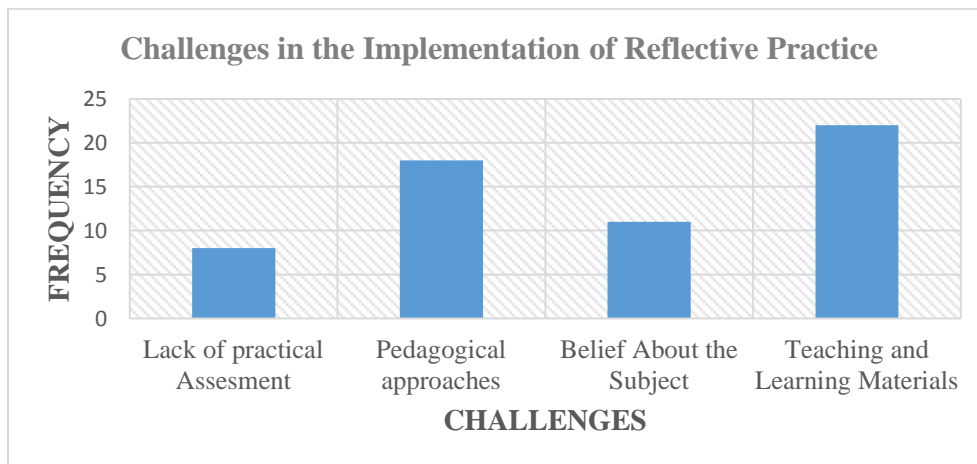
#### **4.5 Challenges in the implementation of Reflective Practice in Zambia**

The third research question sought to establish the challenges, if any, in the implementation of reflective practice strategy in the teaching of Civic Education in selected secondary schools of Lusaka Province in Zambia, and the research question was:

*What challenges (if any) affect the implementation of reflective practice in the teaching of Civic Education in selected secondary schools of Lusaka Province in Zambia?*

Four themes emerged as shown in figure 3 below;

**Figure 3: Challenges in the Implementation of Reflective Practice**



#### **4.5.1 Lack of Practical Assessment**

When the participants were asked to state the challenges in the implementation of reflective practice in the teaching of Civic Education in Zambia, one lecturer mentioned that there was lack of a practical assessment since Civic Education was practical in nature. A practical assessment would help the learners to engage with community affairs. This was basically the essence of reflective practice. A participant from the MoGE said:

*The biggest problem with Civic Education sir is trying to find a connection between what is learnt in class and the experiences of the learners. There is lack of hands on approach combining theory and practice in our education system. That link is missing so it is in our Civic Education programmes. Most of the teachers have been schooled and not educated, there must be a difference. Most of them have gone through the schooling system not an education.*

This was seen as a challenge and an impediment to effective transmission of democratic citizenship ideals. Along a different line of thought **L 1** indicated that:

*I think time was a challenge as well because there was no enough time to take pupils out to apply what they learnt in the classroom. The other challenge was on population, the pupil ratio posed a huge challenge ...*

When asked if they had anything else to add, one lecturer emphasised the practical element by saying that it was high time Civic Education pupils were practically involved in societal issues than just being given facts. However, this study observed that while most of the teachers experienced challenges in the implementation of reflective practice strategy when it came to teaching of Civic Education, other participants from the MoGE and CDC felt that some teachers were not adequately trained to implement the strategy. There was less or no time for teacher training institutions to expose the trainee teachers to practice with their experience. This situation was described as unfortunate because it appeared the curriculum change neglected it.

When teachers were asked whether there was need for a practical assessment in Civic Education, one teacher had this to say:

*It is not about practical assessment to enhance learner-centred strategies but the numbers are too big (80 – 100) in one class. Also, you cannot conduct a field trip because of lack of funds.*

#### **4.5.2 Use of Traditional Strategies by Teachers**

Another issue which came out prominently on the challenges affecting the implementation of reflective practice strategy was the use of passive methods of teaching in Civic Education lessons by some teachers which defeated the whole purpose of education for democratic citizenship. Some lecturers interviewed also indicated that Civic Education demanded active and practical strategies. Reflective practice required teachers who were reflective to develop critical minds. Critical thinking was vital in Civic Education because it involved the learners in problem solving. Furthermore, the participants indicated that active strategies gave a platform to the learners to engage with what they learnt in class. However, **T 3** had this to say:

*We fail to use practical and active methods because there is no time for practical activities because the time-tables were overloaded and have the bulky syllabus to finish.*

It was clear from the findings that teacher training institutions needed to groom teachers who were conversant and competent with learner-centered strategies in the teaching of Civic Education in secondary schools in Zambia. Additionally, a participant from the MoGE had this to say:

*The teaching we see in secondary schools today is a reflection of how teachers were trained. You don't expect teachers to use methodologies which they were not taught at colleges or universities. Teachers needed to be trained to use reflective methods which they are going to use in class. These methods should be outcome based.*

It was also clear from the findings that there was need to harmonise the University/College curriculum with the secondary school curriculum to avoid a mismatch. This was seen as a way in which effective teaching could be actualized in secondary schools with regards to the teaching of Civic Education.

#### **4.5.3 Lack of Adequate Teaching and Learning Materials**

When the pupils in FGDs were asked to mention the challenges which they faced as they learn Civic Education, they reported that learning and teaching materials were inadequate in secondary schools and this frustrated the learning of Civic Education. Further, the learners indicated that they were not given time to listen to news so that they were updated with the current happenings in the political atmosphere. This was seen as a challenge in transmission relevant knowledge, skill and values needed for moulding democratic citizens.

When the teachers were asked if they had enough teaching and learning materials, they indicated that the materials were not enough and that the only materials they had were few textbooks. There was need for schools to embrace technology in terms of internet services, projectors and latest books.

#### **4.5.4 Learning Environment**

When the participants were asked whether schools provided a secure environment where pupils were encouraged to express their opinions, to debate, to practice decision making and or to bring up current political events for discussion in class. The pupils indicated that they were not given space to discuss anything of political nature. This state of affairs made the researcher to suspect that some teachers of Civic Education had challenges in handling controversial issues in Civic Education lessons.

However, a participant from the MoGE observed that a secure political and social environment in school was key to achieving reflective learning. It was further observed that most schools did not allow open political discussion among pupils. This scenario in secondary schools made pupils not to improve public engagement.

In line with the same question, a participant from CDC had this to say:

*Sometimes even teachers fear to teach controversial issues or topics especially those bordering on political, social issues affecting citizens.*

Additionally, a participant from ZCEA mentioned that teachers should be preoccupied with fostering skills in the learners so as to activate critical minds for civic engagement. When asked whether pupils had skills of evaluating, taking and defending positions, one teacher during the interviews suggested that it would be of help to pupils to create an award or scholarship for outstanding achievement in Civic Education and encourage programmes such as junior president on Zambia National Broadcasting Corporation (ZNBC) and sites like [www.africanleadershipacademy.org](http://www.africanleadershipacademy.org) as they help build confidence in the learners when talking in public, make critical reflections, tolerance as well as enhancing the motto of ‘One Zambia one nation.’ Furthermore, this is what he said:

*Character development in civic skills and dispositions require systematic training and preparation for someone to function properly as a responsible citizen. As teachers we need to understand that skills such as public speaking, taking and defending positions do not just come automatically in human beings.*

As a matter of follow-up to establish whether pupils were adequately prepared in secondary schools to speak in public, debate and question authorities, all the teachers interviewed explained that debate, discussions, quiz and mock trials could greatly contribute and increase pupils’ efficacy in public speaking, questioning and defending positions. This is what **T 2** said:

*It is important that we do more to prepare school children for their life beyond the classroom and for the role that they will have to play as citizens of this country.*

One participant, a lecturer, mentioned that in Zambia, Civic Education was not yet sustained hence systematic attention needed to be paid in the elementary and secondary school curricula so that a solid foundation was made from the tender age through to colleges and universities. This meant curriculum reforms.

#### **4.6 Value of Using Reflective Practice in the teaching of Civic Education**

All the participants who were interviewed explained that reflective practice strategy was one of the most effective strategies in teaching Civic Education. This is what **L 1** said:

*Reflective practice is a strategy of teaching civic education as it places the learner at the center of learning and it encourages learners to apply theory into practice.*

Furthermore, they explained that reflective practice was a strategy which added value to the subject (Civic Education). It made the learners to be accountable to the learning process. They further observed that it promoted independent learning, participation and formation of critical minds capable of questioning what was not clear to them. To these participants, Civic Education was a practical subject just like wood work, Home Economics and Music. According to **L 2**:

*Reflective practice was a strategy of teaching and learning civic education that encouraged engagement on the part of learners' experiences, it integrated thought into action.*

A standards officer from the MoGE argued that reflective practice strategy was important when used effectively in the teaching of Civic Education. It enabled the learners to actualize their human potential and capabilities. He advised that the teaching of Civic Education should be taken as an experiential kind of approach if learners were to be useful as individuals and also in society. This is what he said;

*Reflective practice being a positive strategy in teaching and learning civic education promotes participatory, engagement and empower learners. It enables the learners to think deeper beyond what is in class.*

It also came to light during the interviews that the majority of the teachers of Civic Education teach the subject to pass tests and examination. When good grades are obtained in school, the head teacher was praised by the Ministry of Education for good grades. In this sense, the value of Civic Education was insignificant. This is what **T 1** said:

*Today's curriculum supports teachers to teach civic education to prepare the learners to pass the end-of year final examinations.*

*Good grades are what the system expects from teachers.*

Another teacher went on to explain that during CPD (Continuous Professional Developments) meetings, teachers discuss how to prepare their learners for examinations besides preparing them for good citizenship. During results analysis, teachers whose learners performed very well were praised and those who had poor grades were cautioned, the practical aspect was not assessed. The subject specialist from CDC encouraged teachers to be innovative when teaching Civic Education through the use of reflective practice. This is what she said:

*Civic Education being a dynamic subject requires dynamic strategies such as reflective practice which support learners working in small groups and complement one another. Slow-learners are supported by faster learners.*

She explained that this learning strategy was productive as learners have trust in each other. She was however quick to mention that there were situations when the talented learners kept information to themselves and some slow learners did not contribute anything to the lesson.

**L 3** also mentioned that reflective practice was an important strategy in the teaching of Civic Education. This is what she said:

*Reflective practice has many benefits in the teaching of Civic Education in that it helps the learners to acquire skills to solve their own problems and those of the community. Furthermore, they will be able to defend their positions, argue out the relevant points they have learnt based on informed decisions. This involves critical reflections of different situations. It also enhances patriotism and responsibilities in the citizenry.*

When the participants were asked to mention some of the methods that can be utilized in the teaching of Civic Education in secondary schools to implement the reflective practice strategy, this is what one of the lecturers from University Z (**L 2**) said:

*For me the best methods that can enhance the implementation of reflective practice are those that engage the learners with community activities such as service learning.*

When asked further to explain what he meant, this is what **L 2** said:

*Engaging learners with community activities means learning that strives to unite the learning that goes out of school work. The goal is to increase democratic education and help the community with various needs.*

It was clear from the interviews that Civic Education was uniquely positioned to provide opportunities for the learners to become active and informed members of society. This was because most of the respondents kept on mentioning that the subject had the power to transform society. Furthermore, it was clear from the FGDs that skills, values, knowledge and civic dispositions learnt in Civic Education were a prerequisite for positive transformation of society in line with democratic values and virtues.

When asked the same question, another lecturer mentioned that the only methods that can enhance the development of critical minds were those that gave the learners a platform to engage with their experiences in life. These methods should be outcome based. Methods such as group discussions, debate, brainstorming, projects, problem solving were mentioned as some of the methods which could enhance the implementation of reflective practice strategy because they gave learners time to think, reflect and express themselves. Furthermore, this is what **L 3** said:

*Mostly, in Civic Education, we encourage the use of active learning methods where learners are at the centre of learning. I think this is the only way we can develop critical minds in the learners.*

Another lecturer from University Y also suggested that the preparation for adulthood was possible through methods such as service learning. Civic Education was a tool that was responsible for this process of preparing the youths into informed learners. The study further established from the interviews that learning arising from service learning provided a better understanding of the contents learnt in the classroom. Furthermore, service learning had the power to blend the learners in ways that made them become useful members in schools and also contributed positively to society. This is what one lecturer (L 2) said:

*Reflective Practice prompts participants to think deeply about complex community problems and provide alternative solutions.*

*It developed critical thinking.*

A participant from the MoGE echoed that reflective learning was a good strategy in Civic Education because it encouraged learners to be engaged in learning and that it promoted a linkage of theory to practice. It was evident from the discussions that learner centred approaches were relevant in the implementation of reflective practice strategy as the learners were exposed to real life experiences.

Lastly, one lecturer made an earnest appeal by saying that methods of teaching employed by teachers should capture pupils' interest in political, economic and social issues so that learners were able to participate in civic matters affecting society. This is what L 1 said:

*Most pupils are active and willing to participate in civic matters. Secondary schools should take seriously the goal of civic education and engagement...*

#### **4.7 Framework that could enhance and strengthen reflective practice**

The fourth research question sought to propose a framework of enhancing the implementation of reflective practice in the teaching of Civic Education in selected secondary schools of Lusaka Province in Zambia, and the research question was:

*What framework can enhance the implementation of reflective practice in the teaching of Civic Education in selected secondary schools of Lusaka Province in Zambia?*

The following themes emerged; use of a variety of teaching methods, use of a variety of teaching aids and reducing over-enrollment. There is also a proposed framework to enhance and strengthen the implementation of reflective practice in Civic Education lessons.

#### **4.7.1 Use of a variety of teaching aids**

Participants indicated the using different kinds of teaching aids was one way of improving pupils' learning in Civic Education lessons. In this regard, one teacher (T 5) said:

*There was need to have teaching aids for pupils to see, but I was unable to bring a lot of teaching aids to classroom due to lack of teaching aids in the school, I agree this in itself disadvantaged the pupils.*

Another teacher (T 10) echoed the same sentiments but had this to say:

*I should have improved my lesson by providing good practical examples, this could have enhanced pupil's understanding.*

Other teachers suggested the use of technology during Civic Education lessons. One teacher had this to say:

*I would make sure that each pupil had a picture showing all the procedures a bill goes through before it becomes law so that my pupils understand through PowerPoint presentation.*

#### **4.7.2 Use of a Variety of Teaching Methods**

Participants indicated that there was need for teachers of Civic Education to use a variety of teaching and learning methods which were learner-centred to motivate learners. One teacher proposed that there was need to develop interest in learners by using a variety of techniques which make sense to the learners and this is what was said by (T 15):

*Pupils can only learn effectively if they are motivated to learn. Very little learning can occur if pupils are not motivated in the process of learning.*

Motivation is the most important factor that teachers should target in order to improve learning. This was observed when pupils were motivated they became attentive and they started working on tasks and asking questions.

#### **4.7.3 Reducing Over-enrollment**

Participants indicated with confidence that one of the challenges affecting the implementation of reflective practice was over-enrollment. One teacher (T 8) had this to say:

*It is hard to organize group discussion in a class of over ninety pupils and this makes it difficult to have individual attention.*

#### **4.7.4 Proposed Framework**

This section proposes a framework for the implementation of reflective practice in Civic Education lessons. This framework draws on a number of scholars who have contributed greatly on pertinent theories and concepts of reflective practice and is particularly inspired by John Dewey (1933), Paulo Freire (1970), Schon (1987), Graham Gibbs (1988) and Bransford et al (2005) whose studies have influenced many others in this field. To come up with this framework, the researcher looked at the suggestions by the participants and then, developed the framework of how reflective practice could be strengthened and implemented to improve the teaching of Civic Education in secondary schools. Based on Schon's two modes of reflection; 'reflection in action' and 'reflection on action' this study adopted in this framework 'reflection in action' which is in line with the Outcome Based Learning advocated for in the Zambia Education Curriculum Framework of 2013. As suggested by participants, learners need to be assessed during the learning period to demonstrate understanding and this is the main reason why the framework involves feedback from on each stage.

Based on the findings, this framework has five interrelated dimensions; Exposure to real life experience, Evaluation, Analysis, Coming up with Alternatives and Action through Informed Decision as shown in figure 3. This framework can be applied to all the topics in secondary school Civic Education syllabus. In this framework, the notion of reflective practice is one that is recognized as retrospective, problem solving, critical analysis and putting thought into action. According to the findings of this study, this framework has

the potential for application in future research and it should be tested and used on learners.

## PROPOSED FRAMEWORK

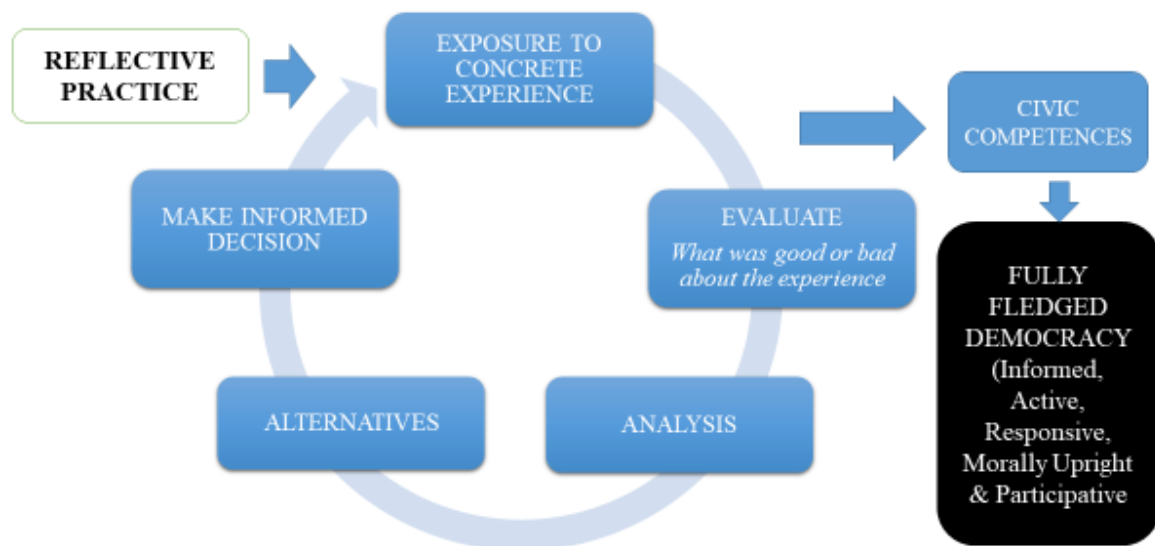


Figure 2: Reflective Practice Framework

All the fifteen teachers who were interviewed were for the idea that new topics should begin from the known to the unknown as this would enhance a deeper understanding of the subject matter. For instance, one teacher (T 6) said:

*When teaching about constitution, the teacher, for instance, should begin by asking learners on why there are school rules. Then proceed to introduce the topic. This would enhance understanding and bridge the gap between theory and practice.*

Another teacher (T 7) echoed the same sentiments and indicated that exposure to real life situation makes learning process interesting and thereby, increasing learner participation. This is what was said:

*Exposing learners to real life situation makes learning more meaningful when they are able to connect the concepts to real life situation.*

The views of the teachers above were amplified by what pupils said. This is what one pupil said:

*We have to know things by seeing them and not just being taught. For instance, we learnt about the constitution and all we know is that it is a book but we have never seen it*

#### **4.8 Summary**

This chapter has presented the findings of the study by addressing each study objective. Some of the key findings among others showed that teachers of Civic Education rarely implemented reflective practice strategies in Civic Education lessons. It was also established that lecture method was common in Civic Education lessons. The chapter further proposed a framework of reflective practice to be used in Civic Education lessons. The next chapter presents the discussion of the findings.

## **CHAPTER FIVE**

### **DISCUSSION**

#### **5.1 Overview**

This chapter presents a discussion of the findings that were presented in the previous chapter. The key findings among others are that reflective practices and strategies are rarely used in Civic Education lessons due to various challenges highlighted in the chapter. It was also established that lecture method was common in Civic Education lessons. The findings have been discussed in line with the research objectives in chapter one.

1. To explore teaching strategies used in Civic Education lessons in selected secondary schools of Lusaka Province in Zambia;
2. To describe how reflective practice, if any, as a teaching strategy is used in the teaching of Civic Education in selected secondary schools of Lusaka Province in Zambia;
3. To explore challenges, if any, affecting the implementation of reflective practice in the teaching of Civic Education in selected secondary schools of Lusaka Province in Zambia; and
4. To propose a framework of enhancing the implementation of reflective practice in the teaching of Civic Education in selected secondary schools of Lusaka Province in Zambia.

#### **5.2 Teaching Strategies in Civic Education lessons**

The first research question was: What teaching strategies are used in Civic Education lessons in selected secondary schools of Lusaka Province in Zambia? With this research question, the following themes were discussed: Concept of Civic Education, Introduction of Civic Education in Secondary Schools in Zambia and Current Pedagogical trends.

##### **5.2.1 Concept of Civic Education**

It was clear from the findings that, while it was expected that teachers and lecturers of Civic Education would have a common understanding of what Civic Education as an academic subject is, the results of this study revealed that there were differences understandings of the concept. For some, Civic Education was an academic subject that has three major components which are knowledge, skills or values and civic dispositions. The subject endeavored to provide civic knowledge to pupils and help them participate in society. While others defined Civic Education as a subject that was dynamic in nature and deals with political, economic, environmental, cultural and social issues.

By implication, these differences had a bearing on the implementation of reflective practice in Civic Education lessons. Furthermore, the different understandings of the subject meant that even the way teachers taught the subject differed. Scholars such as Muleya (2017); Cohen (2013) note that Civic Education was complex in nature and this makes it difficult to come up with a universal definition. This perhaps explains why there were different definitions of Civic Education. Drawing from the study by Biesta (2011), this study notes that Civic Education is about preparing learners for effective citizenship in a democratic society through the transmission of relevant skills, values and dispositions.

These findings are in line with Himmelmann (2013) who shares a common understanding with Biesta (2011) and defines Civic Education in terms of democracy and postulates that democracy as a practical, needs democratic habits and dispositions which are tolerance, courage, fairness, charity, compassion for others, civility and respect in dealing with others. This position of the findings in this study appear to be related and consistent with the national policy on education in Zambia. For instance, goal number two (ii) of 'Educating Our Future' policy document is to produce learner who is animated by a personal held set of civic, moral and spiritual values within the national and international content (MoE, 1996: 5).

### **5.2.2 Civic Education in Secondary Schools in Zambia**

The findings suggest that the importance of Civic Education in the secondary school curriculum cannot be over-emphasized especially that Zambia is a liberal democratic society. An analysis of the Zambia Education Curriculum Framework (2013) revealed

that Civic Education was one of the big five subjects in secondary schools alongside English, Mathematics, Science and Biology. The subject has been placed in all the career pathways and is a compulsory subject at secondary school level in Zambia. What was also clear from the findings on what prompted the introduction of Civic Education in secondary schools in Zambia was that it was a policy matter.

It was revealed in the findings that, in 1996, the Ministry of Education gave new and further educational guidelines through the publication of '*Educating Our Future*' a national policy document on education where the importance of Civic Education in secondary seems to have been rejuvenated. Furthermore, it was clear from the findings that the Zambia Education Curriculum Framework draws from the National Policy on Education (*Educating Our Future*) of 1996. The framework was developed according to the aims of education outlined as goals in this Education Policy National Document (M.o.E, 1996).

It was clear from the findings that the goals in this document (*Educating Our Future*) informed the education policies and practices of all partners in education provision, and they are the basis for teaching and learning in schools. The findings further suggest that Civic Education in Zambia was intended to serve individuals, social and economic well-being and to enhance the quality of life for all. This is in line with the United Nations Charter where Zambia is a member and a signatory that declared that education as an instrument of change is a right for everyone. In this connection, this study will draw from the works of Cohen (2013) whose definition of Civic Education focusses on providing the learners with opportunities to acquire relevant knowledge and skills necessary for building in them a cadre of citizens that will work towards improving society. In a broader view, the implication is that Civic Education is intended to produce active citizens with a commitment to certain public issues and practices. This also means that the issues raised by the Ministry of General Education in Zambia through the Zambia Education Curriculum Framework of 2013 are consistent with the focus of this study. Reflective practice is in line with the Outcome Based Education being promoted in the Zambia Education Curriculum Framework of 2013. Furthermore, one can argue that this curriculum reform in Zambia coincides with the aim of Civic Education.

From the above discussion, the findings suggest that the stated National Objectives (goals) in *Educating Our Future*, apart from being the quest for national unity, they intend to address the many social, economic, political, environmental and cultural problems experienced in Zambia (MOE, 1996). In this sense, the findings also confirm that Civic Education draws society's attention to the concern that national life is being eroded. Therefore, there was need to teach Civic Education in secondary schools to produce citizens who were responsible, morally upright, participative, informed and useful. This view is in agreement with Fafunwa (2004) who observed that the cultivation of a capacity in the citizenry will enable the citizens to attain functionality, ingenuity and self-determination.

The first impression one gets on why Civic Education was introduced in secondary schools in Zambia is that, it is an attempt to make things right since Zambia is a democratic nation. This is attested by the response from an official from CDC who noted that Civic Education was the only subject that could transmit democratic citizenship ideals in the learners. From the views above, this study notes that Civic Education in secondary schools in Zambia was introduced to consolidate democracy. Similar views were also expressed by Branson (2004) who notes that Civic Education is essential to sustaining constitutional democracy. It is presumed that through the study of Civic Education, learners will at least acquire the needed skills to contribute positively to the affairs of the nation. However, it was also clear from the findings that without considering a framework of teaching Civic Education in secondary schools in Zambia, there were higher chances that the impact of the subject would be insignificant to society.

Birzea (2000) notes that Civic Education should aim at developing learners' capabilities for thoughtful and responsible participation as democratic citizens in political, economic, social and cultural life. Furthermore, Beutel (in Print & Lange, 2012: 7-18) agrees with the findings of this study and argues that Civic Education is and will always be a necessary charge in schools. This means that Civic Education enhances transformative learning.

The above findings call for the need to have an enlightened citizenry. This observation is consistent with the theoretical framework adopted in this study where Freire (1970)

argues that education should awaken someone from slumber. However, from a broader perspective, it appeared the impact of secondary school Civic Education was insignificant. There were a good number of youths who were detached from the political, legal, social, economic and cultural dimensions of a democratic society. For instance, most youths are being used as tools of violence during elections. This was despite statistics collected from ECZ showing that most of the learners were passing well in Civic Education examinations. The findings here are in line with studies done by scholars such as Curtice and Seyd, (2004); Putnam, (2000) and Jowell and Pork 1998 in Lopes et al (2009) who stated that there was an increasing body of research policy and literature reflecting concerns about the lack of interest and involvement of young people and young adults in public and political life despite having been exposed to the principles of Civic Education.

Furthermore, the findings of this study and other studies show that before the introduction of Civic Education in secondary schools in Zambia, there was an awareness gap between the junior secondary school level and the tertiary level. As aptly put by the Irish Aid Report (2002), school leavers came out of school with little or no civic knowledge. This kind of a situation meant that school leavers were denied an opportunity to acquire the necessary skills to engage with a democratic community.

### **5.2.3 Current Pedagogical Trends in Civic Education**

Furthermore, this study has established that the implementation of reflective practice in the Education Curriculum in secondary schools in Zambia has been necessitated by the move from the traditional approach of teaching which was teacher-centred to the modern approach which is learner-centred and, outcome based. The rationale behind the modern approach is that education, especially, Civic Education, should develop critical minds of the learners. This has been emphasized in the Zambia Education Curriculum Framework of 2013 where the focus is on. The teachers and teacher-educators should as much as possible, use the methods that promote active learners participation and interaction. In addition, the document emphasizes the need to use the methods that encourage learners to reflect, think and do rather than reproduce from rote learning. Teachers should use

learner-centred strategies which allow learners to learn from their experiences. This is what reflective practice strategy is all about.

The fact that this study has revealed that teachers of Civic Education still use lecture method in the teaching of Civic Education means that reflective practice was not always used in Civic Education lessons. Lecture method has a number of limitations. It does not promote interaction in most cases and communication is one way and in certain cases, learners usually get carried away by the charisma and personality of the teacher instead of focusing on analyzing what is being taught. The current trend could also mean that some teachers were not adequately trained to implement reflective practice. The practical aspect was lacking and this was seen as an impediment in the implementation of reflective practice. The later calls for colleges and universities to reorient the training curriculum for teachers of Civic Education to expose the trainee teachers to practice with their experience. With the current prevailing situations, the government through the Ministry of Education should take a deliberate move to orient the teachers with the contents of the Zambia Education Curriculum Framework of 2013.

The findings discussed above are in line with the findings of Ornstein et al. (2000:123) who added that:

*Trainee teachers are also expected to hold the mastery of content in their respective disciplines such as the ability to appreciate the philosophy of their subject, demonstrate adequate knowledge of the subject content, better grounding in appropriate pedagogical strategies, have understanding of various concepts and facts, and be able to acquire, assimilate and apply information in everyday teaching.*

The training was mainly centred on aspects that promote as (Freire ,1970) stated the banking type of education which in real sense failed to motivate would be learners in schools to become critical and think in a creative way and promote democratic citizenship ideals. The views above suggest that the nature and quality of Civic Education teacher education is an important element for building democratic citizenry and democracy in general.

Teacher-centred or lecture methods do not encourage learner participation and as such rendered irrelevant in the teaching of Civic Education in secondary schools in Zambia because they encourage passive learning in which the learning and teaching were directed by the teacher. This was seen as an impediment in the development of critical thinking skills. It appears most of the strategies that generated interest and debate among the learners in secondary schools in Zambia were rarely used in Civic Education lessons. From the lessons observed, it was clear that teachers relied mostly on traditional strategies such as lecture method in the teaching of Civic Education. By implication, this was denying the learners opportunities of engagement and real learning. This entails that if learners are to be engaged by teachers in the learning process, effective methods of teaching Civic Education should be practiced. This view was supported by Youniss (2011) who recommended that Civic Education classes were to be designed not to produce political scientists or historians but for preparing of young people or students for taking their place in the community and leading useful lives. This calls for reflective methods of teaching Civic Education.

As noted in the discussion above, the teaching strategies used by teachers of Civic Education in secondary schools in Zambia did not place the learner at the center of learning. As such, the role of Civic Education in secondary schools in Zambia was not appreciated. Therefore, these findings show lack of effective teaching methods in secondary schools with regards to the teaching Civic Education. This compromised the aim of Civic Education and could explain why the impact was insignificant. Kerr (1999) gives three major pedagogical strands of Civic Education that inform its approach to curricular issues. The three strands are; Education about Citizenship, Education through Citizenship and Education for Citizenship. Education about citizenship strives to provide learners with sufficient knowledge and understanding of national history and the structures and the processes of government and political life as done in traditional, classroom- based Civic Education. Education through Citizenship involves learners in learning by doing through active, participative experiences in the school or local community and beyond. Education for Citizenship demands that learners should be equipped with a set of tools of knowledge and understanding, skills and aptitudes, values and dispositions. In the context of this study, it was clear that education through

citizenship and education for citizenship supported the use of reflective practice in the teaching of Civic Education in secondary schools in Zambia.

From the responses presented, it was also clear that Civic Education did not prepare learners for real life experiences in Zambia. This was despite some teachers indicating that they used learner-centred strategies. By implication, the assertion that teachers of Civic Education were well placed and used learner-centred methods when teaching Civic Education was disputed by the findings in this study. This means that teaching and learning of Civic Education is supposed to engage the learners in the whole process of learning so that they could make meaningful contribution to society.

Dean (2007) observed that teachers were reluctant to supplement the Civic Education curriculum with activities that would teach learners to ask questions, think critically and develop problem-solving skills or conduct independent inquiries on issues and responsible action as learners were only prepared to get ready for the examination and would only be tested on textbook materials. As a result, he argues that there was a high stake value in end-of-year and school leaving examinations resulting in teaching and learning in schools being geared towards examinations. This means that Civic Education should be taken as a programme that is meant to prepare the learners and the citizens so that they can engage and participate in a democratic society (Ogunyemi, 2011).

### **5.5 Reflective Practice in Civic Education Lessons**

The findings from the subsequent subheadings confirmed the need to engage pupils of Civic Education into more active civic participation so that they become more relevant to the community. Therefore, teachers of Civic Education in secondary schools should emphasise learning strategies that encourage active participation in national affairs and evoke thinking skills. Learners involved regularly in reflective learning situations tend to develop such skills as leadership, conflict resolution, compromise, negotiation and constructive criticism. Civic Education not only enhances knowledge of economic and political processes, it provides opportunities for youth to apply academic concepts in real-life settings work collaboratively in teams and engage with professional role models. Moreover, learners should be aware of what the learning possibilities are, and be confident of and believe in their learning abilities to meet schooling system requirements.

This view point was supported by Damon (2001) who observed that experiential education may be most effective for Civic Education learning because learners usually respond to experience that touch their emotions and senses of self in first-hand way.

In defining reflective practice, it was observed from the findings that most of the participants described the use of the strategy as opposed to any detailed technical and theoretical description.

From the definition above, we can see that the participant articulated how they used and applied the reflective practice strategy as distinct from how they understood the concept. This made it difficult to identify any theoretical basis underpinning the process of reflective practice in the teaching of Civic Education in secondary schools in Zambia. Furthermore, there was no evidence of any participant using reflective practice model or a reflective structure in their definitions despite some teachers mentioning that they used reflective practice in their teaching. By implication, reflective practice strategy was rarely used in the teaching of Civic Education in secondary schools in Zambia. However, some pupils indicated that their teachers were in some way practicing reflective teaching in terms of giving them projects to do during the holidays. The findings suggest that the teaching of Civic Education in secondary schools in Zambia was not firmly rooted in the practices that allowed or encouraged a climate of open space and discussion. Similar results were also found from a study that was done in Canada where Llewellyn, Cook and Molina (2010) reported that civic learning was primarily characterized by procedural knowledge and compliant codes of behavior that do not envelop learners in the type of civic for which they express a desire, namely collective action for systematic understanding of political issues. There was need to give the learners more time to participate during the lesson time.

Platzer *et al* (1997) argue that learning through reflection is more potent if there is an awareness and understanding of frameworks that encourage a structured process to guide the act of reflection. The overall picture was that the pedagogical principles and practices that linked theory and practice in the teaching of Civic Education were lacking in most secondary schools in Zambia.

## **5.6 Challenges in Implementing Reflective Practice**

The development of learners' creativity has been an area of discussion from the time Dewey coined the subject of reflective practice in the field of education like already stated. Learners needed to be provided with relevant learning experiences and opportunities in order to learn to observe the world from a variety of angles and to analyse, categorise and really delve into the problems they encounter in learning as well as in lives (Sifuniso, 2016). However, this theme looks at the challenges in the implementation of reflective practice in the teaching of Civic Education in secondary schools in Zambia. In doing so, this study identified the following as the challenges which affect the implementation of reflective practice in the teaching of the subject;

- a. Lack of practical assessment;
- b. Pedagogical strategies;
- c. Learning environment;
- d. Belief about the subject; and
- e. Teaching and learning materials.

### **5.6.1 Lack of Practical Assessment**

In this study, most of the participants viewed lack of practical assessment as the main factor influencing the implementation of reflective practice strategy. It was established from the findings that since Civic Education was practical in nature, the learners needed to be assessed that way. This is because learners in a democratic society need to be active, informed and responsible. Engagement in community affairs is considered to be a vital component in the effective transmission of democratic ideals. The findings suggests that lack of a practical assessment denied learners an opportunity to engage with community affairs. Sim & Chow (2018) observe that active participation of citizens is crucial to the sustenance of a healthy democratic society. This means that Civic Education should equip the learners with relevant knowledge, skills and values to participate fully in the community. In this regard, opportunities for learners' involvement in tangible experiences to facilitate their development as active, committed, responsible, social and political individuals were lacking.

### **5.6.2 Belief about the Subject**

The findings revealed that Civic Education teachers took the subject simply as a passing subject. Civic Education in almost all secondary schools was regarded as a passing subject and not an emancipating subject. The emphasis by the teachers was on passing tests and examinations. After all, teachers were awarded in accordance with the number of learners who passed the subject. These findings were consistent with the findings of Chola (2016) who observed that student teachers and graduate teachers did not have sound understanding of the subject matter they were to teach and pedagogical knowledge and skills to effectively teach in secondary schools. The modes of assessing the learners did not promote the transmission of democratic citizenship ideals. In the light of the focus of this study, Chola further argued that the teaching of Civic education in secondary schools towards the passing of examinations was an impediment to the social and transformation of society because learners capacities and abilities were not fully developed to the level where they could be active in the community and help in addressing or resolving societal issues and needs.

### **5.6.3 Pedagogical strategies**

As discussed in theme one, most teachers in secondary schools in Zambia still used the traditional approach methods which were teacher-centred. This was despite an overwhelming response indicating that the teachers of Civic Education used learner-centred strategies which was disputed through lesson observations. By implication, like stated already, the pedagogical strategies that linked theory to practice were lacking in the teaching of Civic Education in secondary schools in Zambia. This affected the implementation of reflective practice strategy. However, Freire (1970) insists that one of the fundamental tasks of teachers is to make sure that the future points the way to a more socially just world, a world in which discourses of critique and possibility in conjunction with the values of reason, freedom and equality function to alter, as part of a broader democratic project, the ground upon which life is lived.

Van-Manen (1977) notes that teaching and learning function is a very complex process, involving three inseparable and mutually supporting components. These include the teacher-cum-facilitator, the learner to whom the teaching and learning activities are intended and instructional resources or teaching aids. The three components were crucial

for the acquisition of the desired knowledge, skills and attitudes. In the teaching and learning process, the teacher usually serves as a bridge, linking the learner and the resources, including the subject matter. In order for the intended learning to occur, competent facilitators, effective strategies, delivery methods and appropriate instructional resources are required. Meaningful teaching of Civic Education requires well-thought of strategies, methods and resources taking into account specific requirements and contexts of the groups of people to which the teaching and learning process is intended. The clientele of civic education is not homogeneous; it is quite heterogeneous in different significant ways across a number of variables, including age, gender, social and economic status, social settings and learning pace. The heterogeneity character of Civic Education learners calls for diversification of teaching and learning strategies, methods and use of appropriate instructional resources (Zalipour, 2015). Therefore, learning by experience becomes the best strategy in the teaching of Civic Education. This is a call to using reflective practice strategy in the teaching of Civic Education.

Therefore, the best practices of reflective practice strategy included a combination of classroom instruction through which learners gained the necessary foundational and professional skills, and experience and action on genuine community needs (Eyler, et al (2001). Through this combined approach, learners are able to take their knowledge bases and apply them to address an array of societal problems. The application of this pedagogy includes the offering of structured time for learners to step back and reflect on their hands-on experience in the community setting and consider their roles and responsibilities as citizens of a society.

#### **5.6.4 Learning environment**

From the emerging themes, it was revealed through observations that schools did not give learners enough space to allow them to express themselves on public matters that affected them. In this regard, the school was cited as not being more democratic in allowing pupils have formal or informal discussions within school premises. This observations is in line with the findings of Kelly (1996) who argued that Zambia's education system was currently struggling to promote democracy in that it was rooted in the colonial mentality whereby the schools were run with little or no inclusion of the learners and that this setup propagated to the classroom. This revelation was against Dewey's theory on the role of

schools. As Dewey saw matters in 1916, schools should become ever more porous spaces linked to ever changing communities and function to enable students to develop shared interests; learn in an atmosphere of freedom and participation, and engage with a curriculum based on their own interests and experience (Stanton, Giles and Cruz, 1999). This argument seems to echo the use of reflective practice in the teaching of Civic Education. It is from this premise that civic learning should build a positive school climate, which in turn has a positive impact on a wide array of outcomes for learners, ranging from academic achievement to personal character. Respectful dialogue about controversial issues is foundational to a positive school climate. The benefits of civic learning in one classroom can help shape the norms of other classrooms and the school more broadly. One way to teach democracy is to provide opportunities to practice it in schools and communities. Both academic content and process; civic knowledge, virtues and skills must be taught and learned together to fulfil the mission of civic education, which is the development of individuals with the capacity to establish, maintain and improve democratic governance and citizenship in their country and throughout the world (Mihai, 2014). This can be accomplished by using participatory methods and active learning so that learners experience participation in a real democracy. Only if civic education programs were well-designed and well taught, used participatory methods, stress learning by doing and focused on issues that had direct relevance to participants daily lives, it could have a significant and positive impact on democratic participation and attitudes.

#### **5.6.5 Teaching and learning materials**

The findings of this study have revealed that issues of teaching and learning materials in Civic Education were far from being resolved in secondary schools in Zambia. The teaching and learning materials were not adequate in some cases which posed a challenge in the transmission of right knowledge, skill and values needed for moulding democratic citizens and indeed, in the implementation of reflective practice.

Furthermore, pupils argued that the school libraries lacked Civic Education materials and this frustrated the learning of good and democratic citizenship in Civic Education. The findings of the study are in agreement with the findings of Oats (2009:56) who reiterated that “schools have an acute shortage of instructional material suitable for citizenship

education and that this condition worked against the curriculum goal of effective citizenship education transmission.” This means that teaching and learning materials were not available in most secondary schools. Adeyemi, Boikhutso and Moffat (2003) purported that this condition needed to be addressed if Civic Education was to achieve its intended goal of preparing responsible citizens. For this reason, the government needed to equip secondary schools with adequate teaching and learning materials to support all various content areas in Civic Education. This view was supported by Print & Milner (2009: 6) who argued that “the success of Civic Education programmes required a government commitment that extends beyond symbolic, schools that devote significant time to civic education within the curriculum, and teaching staff that are provided with skills development, materials and a school environment genuinely committed to supporting real, effective engagement both in and out of the classroom.”

While it is true that there was a shortage of educational material, teachers of Civic Education were encouraged through the Zambia Educational Curriculum Framework of 2013 to be resourceful. Teachers of Civic Education were supposed to be creative and innovation in the delivery of the subject so that it could have an impact on the learners. Additionally, Ball (2009) notes that for teachers to become reflective of their teaching practice, they must be motivated to change their teaching strategies when needed.

### **5.7 Value of Reflective Practice**

Civic Education as defined by Ukegbu et al (2009) is about the provision of information and learning experiences aimed at equipping and empowering citizens to participate in democratic processes. To do this require that those that are teaching the subject should strive to employ approaches that are reflective in nature and reflective practice as a strategy stands out in this regard.

However, teaching Civic Education without some sort of reflection during the lessons, can be said to be limited as it does not make the learners have a critical view of issues affecting them and society.

The use of Reflective practice in teaching not only Civic Education but even other subjects is being encouraged as it enhances effective teaching. In Civic Education, this approach is viewed as significant because of the benefits that it brings to the learners in

developing analytical minds. In the process of learning, learners need to think. We argue that reflective practice could make a lot of meaning in the teaching of Civic Education in secondary schools in Zambia. Furthermore, Muleya (2018) contends that Civic Education should be conceived in such a way that it allows the learners to participate and have the interface with the subject being discussed. This should be in the spirit of participation and not at the mercy of teachers. In fact, the argument would also be that the task of the teachers in schools and especially those teaching Civic Education should be able to delineate new forms of pedagogy that are responsive to the new environment in schools which allow learners to engage with the subject matter.

The above argument is in line with the theory of Conscientisation which as a matter of fact supports the opening up of the learners to different possibilities as they learn in schools. This theory as noted by Freire (1970) has the potential to significantly influence the approach to education and serves as an inspiration to many across the world. As such, the theory resonates well with the teaching of Civic Education in that it agitates for critical awareness of the world based on the concrete experience the learners through their everyday lives.

### ***The relevance of Reflective Practice in Civic Education***

Education has always been seen in the context of liberating and empowering learners and where such a context is missing, it becomes difficult to elicit the relevance behind learning. However, this study has established that methods which encouraged learners to think for themselves were rarely used in the teaching of Civic Education in Secondary schools in Zambia. Scholars such Grunshka, Hinde-McLeon & Reynolds (2005) argue that teaching is about learners being engaged and not being spoon-fed.

In this study, it was established that the relevance of reflective practice in Civic Education could not be over-emphasized. Participants who were interviewed continuously indicated that reflective practice was ideal for the teaching of Civic Education in secondary schools. It was clear from the FGDs that the process of reflection does generate liberating knowledge and unless and until the learners are exposed to such

reflective skills during Civic Education lessons, no much change of attitude and behaviour can occur in the learners. We therefore, argue that the teaching of Civic Education in secondary schools ought to give learners opportunities in which they can explore their potential and bring out their best as they learn. This view is also supported by Muleya et al (2019) who contend that Civic Education prepares citizens with vital knowledge, skills and values which enable them to contribute effectively to society's welfare. This in our argument is only feasible under conditions where teaching is done through reflective practice which is fundamentally relevant in Civic Education lessons. The relevance of reflective practice is a critical approach which cannot be ignored in Civic Education and this aspect is also being emphasised in the revised Zambian curriculum of 2013 (Bergersen & Muleya, 2019). Therefore, the study established that pockets of conservatism in the teaching of Civic Education were still prevalent which if not correctly addressed can be detrimental to the needs of the learners and society at large.

In other words, the conservative approach to Civic Education does not give space to the individual learners to explore other avenues in the quest to bring about desired results as they learn. There is limited thinking on the part of the learners which as a matter of fact negates the very essence of the theory of Conscientisation.

As such the relevance of reflective practice in the teaching of Civic Education remains the turnaround strategy in the teaching of Civic Education in schools.

### ***The missed opportunity in teaching Civic Education in schools***

In this study's findings, it was noted that in five selected schools the teaching of Civic Education was not done to promote civic engagement and support democratic and participatory governance but rather teach so that learners can pass the examinations. In short, we established that reflective practice was not one of the everyday approaches employed by the teachers of Civic Education. Teachers mentioned over-enrollments, expenses attached to the use of reflective practice and limited time to cover the syllabus. However, Machila et al (2018) notes that Learners can grasp better understanding of concepts in their subjects if there are exposed to the appropriate teaching approaches.

We note that such appropriate teaching includes reflective practice which we argue in this study that it opens up the learners to many possibilities and therefore ought to be tried by teachers of Civic Education in their lessons from time to time. While we appreciate that learners ought to pass the examinations, it is also important that their passing of the examinations is commensurate with the expectations of the community on good character and responsible citizenry. Muleya (2018: 109-130) notes that Civic Education attaches meaning to the people so that citizenship is lived and experienced. It would be meaningless to talk about it if there is no link between what is learnt and what is eventually experienced in everyday life. This argument is also in line with the responses that we got from the participants in the study that Civic Education addresses a wide variety of political and governance issues as well as important social issues in many countries.

### ***Interactivity of Reflective Practice in Civic Education Lessons***

One of the key components of Civic Education is civic skills which is the ability to analyse evaluate, take and defend positions on public issues and to use their knowledge to participate in civic and potential processes. This is only possible if the teachers of Civic Education are able to apply appropriate methods of teaching and one key method being reflective practice. Reflective practice if applied by the teachers of Civic Education in their lessons, the rate of engagement is going to be enhanced among the learners. This can also be enhanced through what Muleya (2017) states as integration of different knowledge domains in their lessons or activities (political, social, economic and cultural dimensions) to bring about the full education discussions or creating interactive sessions as the lessons are going on.

The aspect of interactivity in the Civic Education lessons comes about because learners are aware of what they need to do in those lessons. This is what the theory of Conscientisation demands that through the process of reflection, learners become aware of socio-economic injustices and unequal power structures that restrict their freedom, choices and self-determination through life experiences.

This understanding is based upon their knowledge and the applications of this knowledge to explain, evaluate and resolve a public issue depends upon the cognitive process skills of the learners. This is what constitutes the reflective practice strategy. Thus, this study is in agreement with Goldberg et al (2011); Walsh (2013) Dewey (1933) who are convinced that without an emphasis placed on a strong Civic Education and understanding of the best pedagogical practices democracy will continue deteriorating. Hence, learning is in relationship between people and environment with full participation in communities of practice and utilization of resources.

The findings further suggested that Civic Education resonates well with the active methods such as debate, brainstorming, projects and group work promoted by reflective practice. These findings point to the fact that learner-centred methods and strategies which put learners at the centre of the learning process were compatible with Civic Education that promotes democratic citizenship. Citizenship Education Foundations (2012) as cited in Muleya (2015) maintained that in whatever form Civic Education curriculum must have an active element that places emphasis on learning by doing, must be interactive through utilizing discussion and debate and be relevant by focusing on real-life issues facing the society.

### ***Motivation behind Reflective Practice***

The arguments from the findings point out that Civic Education lessons should be taught using approaches that are able to generate critical thinking among the learners. It also ought to be modelled on practices that put the learner at the centre of the teaching and learning procedures. Previous research has shown that learning environments that emphasize old styles, fact based and teacher-centred pedagogy may succeed in imparting abstract facts and skills of the sort that can be tested. However, as has been established with the findings from Australia, teacher-centred approaches do not help young citizens translate that knowledge into later civic practice (Muleya, 2015). This view is supported by Levinson (2014); Muleya (2019) who argue that active learning opportunities such as simulations, discussions and action civics that encourage learners to reflect upon their own situation and the circumstances and power structures they live in help to stimulate

critical reflections that may lead to individual and community development. Civic Education must be taught in a manner that provides learners with the tools of civic knowledge, civic skills, civic virtues and civic dispositions which are important tools in the transmission of character formation and values. Learners need to experience these attributes and should be seen to be acting upon them when they are out of school in their communities. The findings in this study are consistent with the demands of the Zambia Education Curriculum Framework of 2013 that places emphasis on approaches to learning which encourages learners to think critically.

### **5.8 Proposed Framework Process**

Since the findings have revealed that Reflective practice has the potential to create good motivation for learners to become productive members of society. Therefore, this proposed framework to the MoGE should be adopted to properly harness and strengthen reflective practice in Civic Education lessons. Review of related literature and the gap informed by findings in this study necessitate the framing of this framework that has five stages as earlier alluded to.

#### ***Stage 1: Exposure to real life experience***

During lesson observation, it was observed that in some secondary schools, pupils were highly motivated when teachers linked their lessons to prior knowledge. This was evidenced by the high numbers of learners participating in the lesson. In these schools, teachers introduced their lessons by developing their lessons from known to unknown. On the contrary, most Civic Education teachers introduced their lessons by straight away introducing new concepts without linking them to what pupils already know. As a result, learners had challenges in understanding the new concepts. This was at variance with the findings of Good & Brophy (1992) who argue that construction of knowledge goes more smoothly when learners can relate new content to their existing background of knowledge. This argument is further supported by Klymenko (2014) who asserted that learners need authentic, practical experience and realistic learning environments as essential parts of active learning. Interviews and FGDs from the subsequent subheadings of the themes confirmed the need to engage pupils in more active civic participation so

that pupils become more relevant to the community where they belong. Teachers should emphasize cooperative learning in small groups, which requires students to work together to achieve a common of participating in national affairs.

With the adoption of Outcome Based Education (OBE) in the ZECF of 2013, this proposed framework seeks to link education to real life experiences as it gives learners skills to assess, criticise, analyse and practically apply knowledge to address societal challenges. The authentication of OBE by the Ministry of General Education clearly shows that there is gap between theory and practice in the education system. The findings of this study fit very well the seven principles of Vision Zambia 2030, namely; Sustainable Development, Upholding Democratic Principles, Respect for Human Rights, Fostering Family Values, a positive attitude to work, peaceful co-existence, and upholding good traditional values. This study remains indebted to reflective practice to actualise the dream of Zambia becoming a prosperous middle income without living anyone behind. In short, the first step is to acknowledge the conditions that prompt reflection by identifying an experience upon which to reflect and then describing it.

### ***Stage 2: Evaluation***

In the second stage of learning process, under reflective practice, the learners should observe and reflect on the learning experience. However, in the observation of Civic Education lessons, it was clear that some teachers did not ask thought provoking questions to steer thinking in the process of learning. The learners were merely asked to define concepts instead of explaining the concepts. Hughes (2005) notes that skilfully designed questions of a more open ended nature are more than just an assessment tool and when executed well can challenge thinking and contribute to learning in their own right.

Further observation reviewed that Civic Education lessons were mainly dominated by teacher-led and teacher-explanations. In certain instances, teachers allowed pupils to work in group discussions up to the end of the lesson and did not capitalise on the opportunity to wrap-up the lesson with a summary to get feedback. This observation is in

line Lewis (2018) who argued that it is a helpful activity when closing a lesson to engage learners in a quick discussion about what exactly they learnt and what it meant to them.

### ***Stage 3: Analysis***

At this stage, the learners should begin to ask themselves whether they can make sense out of the learning experience. However, in the observation of the lessons and that of the participants, teachers did not give chance to learners to express themselves. This was at variance with a study by Onuachu & Nwanknobi (2009) who argued that teachers should structure classroom activities in such a way that learners are allowed freedom to participate in a lesson by using a variety of methods that are interactive. There is need for adequate opportunities for pupils to ask questions to enhance pupils' understanding. This would enhance a deeper understanding of issues. The ability to analyse enables one to distinguish between fact and opinion or between means and ends. It also helps the citizen to clarify responsibilities such as those between personal and public responsibilities or those between elected or appointed officials and citizens.

### ***Stage 4: Coming up with Alternatives***

Suggestions from interviews and FGDs indicated that learners need know how to identify and inform themselves about issues, explore and evaluate possible solutions before action is taken. This should be based on informed decisions. The learners should come up choices available and weigh the consequences of each choice based on informed decision. This can be done when learners develop evaluate, analytical and critical thinking skills. Dewey (1916) emphasised the role of schools in developing citizens that have the proper democratic disposition and participatory skills necessary to act for the common good.

### ***Stage 5: Action***

It was clear from the interviews that the aim of Civic Education in secondary schools coincided with the crucial aim of reform of reform of education system in Zambia which is to grow democracy. Therefore, there was need to have learners who were active, responsive and informed. Participation at this stage is cardinal to consolidate democracy.

This helps learners to develop their self-knowledge, self-esteem and self-confidence. Thus, giving opportunities to participate in various debates, criticising, making reasonable decisions and finding alternative models on certain issues within the structure and process of democracy (Kochoska, 2015).

### **5.10 Summary**

This chapter presented a discussion of the findings of the study by addressing each research question. Among the many key findings discussed in this study, teachers of Civic Education did not use reflective practice strategies in Civic Education lessons. Further, this study notes that lecture method was common in Civic Education lessons. The study contends that where reflective practice strategy was not used, it would be difficult to actualise the aim of Civic Education which is to produce learners who are active, responsible, morally upright and informed. Furthermore, the chapter discussed the proposed framework to be used in Civic Education lessons. The next chapter presents the overall conclusion of this study

## **CHAPTER SIX**

### **CONCLUSION AND RECOMMENDATIONS**

#### **6.1 Overview**

This chapter presented the overall conclusion of the major findings. It must be emphasised that the aim of this study was to investigate the implementation of reflective practice strategy in the teaching of Civic Education. The chapter ends with recommendation and implications for further studies.

#### **6.2 Conclusion**

It can be noted from the findings that there was no consistence in the way the participants defined Civic Education. Therefore, the study concluded that Civic Education was complex in nature because it has so many dimensions. With regards to the introduction of Civic Education in secondary schools in Zambia, this study revealed that it had come at the right time. Therefore, this study concluded that if democracy was to be consolidated in Zambia, the introduction of the subject was a move in the right direction. However, there was no deliberate policy of sensitising teachers on the importance Civic Education

in secondary schools. This was despite policy direction through the Zambia Education Curriculum Framework of 2013 to make the subject compulsory at senior secondary level.

Secondary schools in Zambia were ill-prepared to implement reflective practice in Civic Education lessons. Reflective practice strategy was outcome based and was in line with the focus of the Zambia Education Curriculum Framework of 2013. Civic Education was perceived as just an ordinary subject like others in the school curriculum. The emancipating power of the subject was ignored. It was further established that most teachers still used the old traditional methods. For instance, the use of lecture method to teach Civic Education was highlighted as a major challenge in the implementation of reflective practice strategy in secondary schools in Zambia. Therefore, one can conclude that lack of use of reflective teaching in Civic Education lessons was lack of awareness of the strategy due to lack of pre-training in the use of the strategy.

Some teachers of Civic Education were not familiar with the concept of reflective practice. All the participants who defined reflective practice strategy described the use of the approach as opposed to any detailed technical and theoretical description. Teachers did not highlight any theoretical basis underpinning the process of reflective practice in the teaching of Civic Education in secondary schools in Zambia. But what was clear from the findings was that reflective practice strategy linked theory and practice, and made teaching relevant. The study concluded those who failed to use reflective practice in Civic Education lessons were not conversant with the strategies and not any other excuse.

As regards the value of using reflective practice strategy in the teaching of Civic Education, participants indicated with confidence that the use of reflective practice strategy was the way to go if the subject was to achieve desired goals. It was clear from the findings that the use of reflective practice in the teaching of Civic Education gave learners opportunities to explore their potential and not suppressing them. The use of reflective practice encouraged participation of individuals in the affairs of society and that it promoted open mindedness. By use of reflective practice, learners would think critically and act appropriately and virtuously in response to public issues because they

would understand issues, their origin, the alternative responses and the likely consequences of these responses. This is the main reason why the proposed framework should be tested and used in Civic Education lessons.

### **6.3 Recommendations**

On the basis of the findings of this study, recommendations are hereby suggested;

- Arising from the minimal understanding of the nature and concept of Civic Education among teachers, the MoGE should work in collaboration with Universities and Colleges of education to develop the capacities of trainee teachers and serving teachers in the field of Civic Education.
- Since Civic Education is practical in nature, there is need for the MoGE, Examinations Council of Zambia and CDC to consider a practical assessment for Civic Education if the desired goals were to be achieved.
- Since teachers of Civic Education still use the old traditional ways of teaching, the MoGE should strengthen Continuing Professional Development (CPD) activities in secondary schools so that teachers of Civic Education are oriented to the contents of the Zambia Education Curriculum Framework.
- The MoGE should test the proposed framework and recommend it for use in Civic Education lessons.

### **6.4 Suggestion for Future Studies**

Since this study focused primarily on investigating the implementation of reflective practice strategy in the teaching of Civic Education in secondary schools in Zambia, there is need in future to assess the measures individual schools have put in place to monitor the quality of teaching Civic Education. It is the researcher's view that such a study would add to numerous efforts aimed at improving the teaching of Civic Education in secondary schools in Zambia. A study is also inevitable to investigate the extent to which Universities and Colleges of education train Civic Education teachers in terms of pedagogical strategies.



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## **APPENDIX I: INTERVIEW GUIDE FOR TEACHERS/LECTURERS OF CIVIC EDUCATION.**

The purpose of this interview is to gather data from Civic Education teachers/lecturers on the teaching of Civic Education in Zambia. The data to be collected will only be used for academic purposes. Your confidentiality is highly guaranteed.

### **TITLE: REFLECTIVE PRACTICE: A STRATEGY FOR IMPROVING THE TEACHING OF CIVIC EDUCATION IN SECONDARY SCHOOLS IN ZAMBIA**

#### **Section A: Biographic Data**

1. Gender: Male [ ] Female [ ]
2. Age:
3. Qualification:
4. Position /Designation:
5. Years of experience:

#### **Section B: Interview Questions on the teaching of Civic Education in Secondary Schools**

1. What is your understanding of the concept of Civic Education?
2. In your view, do you think the introduction of Civic Education in secondary schools in Zambia has come at the right time?
3. What is the attitude of teachers towards the teaching of Civic Education in secondary schools in Zambia?
4. What strategies are used in the teaching of Civic Education in secondary schools in Zambia?
5. Do these strategies and practices allow the learners to reflect on their daily experiences?
6. How is reflective practice as a strategy implemented in the teaching of Civic Education in secondary school in Zambia?
7. What factors influence the implementation of the reflective practice strategy in the teaching of Civic Education in Zambia?

8. How can critical thinking skills help in the inculcation of democratic values and competences?
9. What is the value of using learner centred approach in the teaching of Civic Education in Zambia?
10. What methods can be utilized in the teaching of Civic Education in secondary school to make it effective?
11. Do we have enough trained teachers of Civic Education in secondary schools in Zambia?
12. Any other comments, observations and suggestions that may arise in the course of the interview

**Thank you very much for your participation. May God Bless You**

## **APPENDIX II: INTERVIEW GUIDE FOR MoE AND OTHER STAKEHOLDERS**

The purpose of this interview is to gather data from the MoE and other stakeholders on the teaching of Civic Education in Zambia. The data to be collected will only be used for academic purposes. Your confidentiality is highly guaranteed.

### **TITLE: REFLECTIVE PRACTICE: A STRATEGY FOR IMPROVING THE TEACHING OF CIVIC EDUCATION IN SECONDARY SCHOOLS IN ZAMBIA**

#### **Section A: Biographic Data**

1. Gender: Male [  ] Female [  ]
2. Age:
3. Qualification:
4. Position /Designation:
5. Years of experience:

**Section B:** Policy relevant questions on the teaching of Civic Education in secondary schools in Zambia.

1. What prompted the introduction of Civic Education in Secondary schools in Zambia?
2. What is the current status of Civic Education in the Zambian education system?
3. Do you think Civic Education as a subject is serving the purpose for which it was introduced? Why or why not?
4. How is Civic Education in general and in specific terms being taught in secondary schools?
5. Around what pedagogical and instruction principles is Civic Education organised in the Zambian education system?

6. To what extent is Civic Education in the Zambian school system intended to contribute to the inculcation of democratic values and competences?
7. Any other suggestions, observations and comments from those being interviewed on the subject at hand

NB: any other questions that may be deemed fit to the study will be factored in.

## **APPENDIX III: FOCUS GROUP GUIDE FGDS (PUPILS)**

### **Section A: Biographic Data**

1. Gender: Male (30) Female [20]
2. Age: 10 - 25
3. Qualification: Grades 11 & 12

### **Section B: Interview Questions on the teaching of Civic Education in Secondary Schools**

6. What is Civic Education?
7. Why do you think it is important to learn Civic Education in secondary school?
8. Do your teachers involve you in the lessons?
9. Are you allowed to express yourselves in Civic Education lessons?
10. What methods are your teachers using to teach Civic Education?
11. Any other questions that may arise.

## APPENDIX IV: PERMISSION LETTER FROM PEO-LUSAKA

All communications should be addressed to  
the Provincial Educational Officer and not  
to any individual by name

Telephone: +260 - 211 - 250655 / 251220  
Fax: +260 - 251009



In Reply please quote:  
No:.....

PEO/LR/101/28/2

### REPUBLIC OF ZAMBIA MINISTRY OF GENERAL EDUCATION

OFFICE OF THE PROVINCIAL EDUCATION OFFICER  
LUSAKA REGIONAL HEADQUARTERS  
PRIVATE BG RW 21E  
LUSAKA

21<sup>st</sup> June, 2019

Mr. Oliver Magasu  
Kwame Nkrumah University  
School of Humanities and Social Sciences  
Civic Education Department  
P. O. Box 80404  
KABWE

**RE: PERMISSION TO CONDUCT A RESEARCH IN SELECTED SECONDARY  
SCHOOLS IN LUSAKA PROVINCE**

Reference is made to your minute dated 19<sup>th</sup> May, 2019 in which you requested for permission to conduct a research in selected Secondary Schools in Lusaka Province.

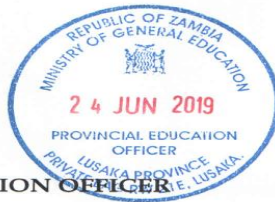
In view of the foregoing consideration, I wish to inform you that authority has been granted for you to carry out your research in the following Schools:-

1. Chongwe High School
2. Kafue Boys Secondary School
3. Libala Secondary School
4. Arakan Secondary school
5. Luangwa Secondary School.

Kindly be informed.

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


Christopher B. Sinkamba  
PROVINCIAL EDUCATION OFFICER  
LUSAKA PROVINCE  
/mkk\*



## APPENDIX V: PERMISSION LETTER FROM PEO-CENTRAL

All Correspondence should be addressed to  
the District Education Board Secretary – Kabwe District  
Tel/fax: 05 – 224702/01

In reply please quote  
DEBSK 101/1/7



REPUBLIC OF ZAMBIA  
**MINISTRY OF GENERAL EDUCATION**  
DISTRICT EDUCATION BOARD  
P.O BOX 80423  
KABWE

13<sup>th</sup> May, 2019

TO: Headteachers

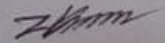
- Kabwe Secondary School
- Kalonga Secondary School
- Highridge Secondary School
- Braodway Secondary School

**KABWE DISTRICT.**

**RE: AUTHORITY TO CONDUCT RESEARCH IN THE DISTRICT:  
MR. OLIVER MAGASU**

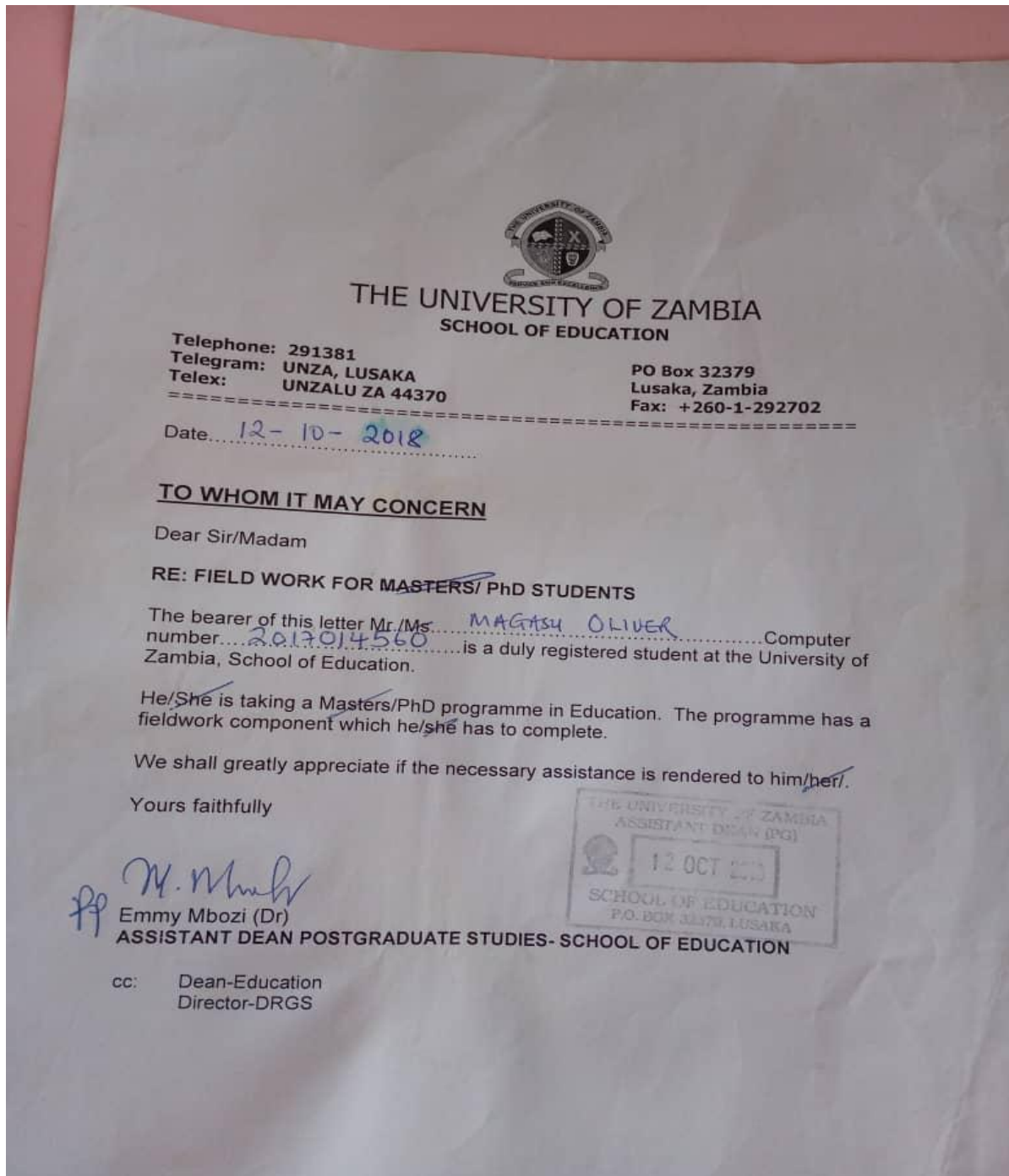
The correspondence serves to inform you that the above mentioned student who is pursuing his Phd Programme at the University of Zambia has been granted permission to interview teachers of Civic Education and to observe at least three lessons from your school.

Your consideration will be highly appreciated.

  
Zikani Kaira (Dr)  
**DISTRICT EDUCATION BOARD SECRETARY  
KABWE DISTRICT**

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**APPENDIX VI: PERMISSION LETTER TO CONDUCT RESEARCH-UNZA**



**APPENDIX VII: OBSERVATION CHECKLIST**

**TITLE: REFLECTIVE PRACTICE: A STRATEGY FOR IMPROVING THE**

<b>BEHAVIOUR INTERVALS</b>	<b>EXCELLENT</b>	<b>VERY GOOD</b>	<b>GOOD</b>	<b>FAIR</b>	<b>POOR</b>
Stimulating learners interest					
Learners express their views					
Participation in the learners					
Reflection on experience					
Defending position					
Debate					
Amplifies Curiosity					
Includes problem solving					
Promotes a growth of mindset					
Models thinking strategies					
Includes learners choices					
Builds self-regulatory abilities					
Connects to prior-learning					
Requires application of logic					

**TEACHING OF CIVIC EDUCATION IN SECONDARY SCHOOLS IN ZAMBIA**





# THE UNIVERSITY OF ZAMBIA

## DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

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

### Approval of Study

15<sup>th</sup> February, 2019

**REF NO. HSSREC: 2018-OCT-010**

Mr. Oliver Magasu  
UNZA  
School of Education  
Box 32379  
**LUSAKA**

Dear Mr. O. Magasu,

**RE: "REFLECTIVE PRACTICE: A STRATEGY FOR IMPROVING THE TEACHING OF CIVIC EDUCATION IN SECONDARY SCHOOLS IN ZAMBIA"**

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

Review Type	Ordinary /Expedited Review	Approval No. REF No. HSSREC: 2017-MARCH-007
Approval and Expiry Date	Approval Date: 15 <sup>th</sup> February, 2019	Expiry Date: 14 <sup>th</sup> February, 2020
Protocol Version and Date	Version-Nil	14 <sup>th</sup> February, 2020
Information Sheet, Consent Forms and Dates	• English.	14 <sup>th</sup> February, 2020
Consent form ID and Date	Version	14 <sup>th</sup> February, 2020
Recruitment Materials	Nil	



## THE UNIVERSITY OF ZAMBIA

### DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

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Information Sheet, Consent Forms and Dates	• English.	14 <sup>th</sup> February, 2020
Consent form ID and Date	Version	14 <sup>th</sup> February, 2020
Recruitment Materials	Nil	

There are specific conditions of approval, it is your responsibility to ensure that these are not adhered to. If they are, the study will be suspended, study sponsor will be notified.


**Conditions of Approval**

- No participation in the study without approval or after approval.
- All unanticipated adverse events must be reported within 5 days.
- All protocol amendments must be submitted (but must still be approved) for modifications of investigation, recruitment, form and consent. Examples are: minor changes to the protocol, more substantial changes to the protocol may require a new protocol. All amendments must be approved by the IRB above regarding the proposed changes to the procedure.
- All protocol documents must be submitted to the IRB.
- All recruitment documents must be submitted to the IRB.
- Principal investigator must attend IRB proceedings. If the principal investigator is unable to attend, the expiry date of the approval must be indicated in the documents re-submissions.
- Every 6 (six) months, the IRB must be filled in and submitted to the IRB.
- The University of Zambia IRB must be filled in and submitted to the IRB. Documents must clearly indicate the study title and conditions.

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

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

Yours faithfully,



*Dr. Jason Mwanza*

BA, MSoc, Sc., PhD

**CHAIRPERSON**

**THE UNIVERSITY OF ZAMBIA HUMANITIES AND**

**SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE IRB**

CC Director, Directorate of Research and Graduate Studies  
Assistant Director (Research), Directorate of Research and Graduate Studies  
Assistant Registrar (Research), Directorate of Research and Graduate Studies  
Senior Administrative Officer (Research), Directorate of Research and Graduate Studies



## **APPENDIX IX: CONSENT FORM**

### **TITLE OF RESEARCH: REFLECTIVE PRACTICE: A STRATEGY FOR IMPROVING THE TEACHING OF CIVIC EDUCATION IN SECONDARY SCHOOLS IN ZAMBIA**

This consent form serves to give you an understanding of the purpose of this study and subsequently the procedure to be followed when undertaking it. Further implications for your participation are explained. Make sure you read the information sheet carefully, or that it has been explained to you to your satisfaction.

#### **1. Description**

This study is purely an academic education research. The researcher is a University of Zambia student pursuing a PhD in Civic Education. This study is a requirement to complete this programme.

#### **2. Purpose**

The researcher wishes to investigate the implementation of the reflective practice strategy in the teaching of Civic Education in secondary schools in Zambia.

#### **3. Consent**

Participation in this exercise is voluntary, i.e. you do not need to participate if you do not want.

#### **4. Confidentiality**

All the data collected from this study will be treated with high confidentiality. Participants are assured of anonymity in this study.

#### **5. Rights of Respondents**

The rights of the respondents will be protected and respected. Participants are assured that they shall suffer no harm as a result of participating in this exercise. Participants are free to ask for clarification at any point of the exercise and to inform the researcher if they feel uncomfortable about any procedure in this study.

#### *DECLARATION OF CONSENT*

*I have read through the participant information sheet. I now consent voluntarily to be a participant in this project.*

Participant's Name.....

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

## **APPENDIX X: SOME TRANSCRIBED DATA**

### **LECTURER 1 (L 1)**

#### **Section A: Biographic Data**

1. Gender: Male
2. Age Range: 36 - 45
3. Qualification: Masters
4. Position /Designation: Civic Education Lecturer
5. Years of experience: Seven Years

#### **Section B: Interview Questions on the teaching of Civic Education in Secondary Schools**

13. What is your understanding of the concept of Civic Education?
  - Study area which is multifaceted
  - An area which involves a lot of things
  - It involves cross-cutting issues such as Human Rights, Governance, Sex Education etc
  - It touches Sciences e.g. Drug Abuse is Biology
  - It is an academic subject that has three major components which are knowledge, skills and values. It endeavors to provide civic knowledge to pupils, to give learners skills that can help them to participate in society and to give values to society. Values such honest, trust
14. In your view, do you think the introduction of Civic Education in secondary schools in Zambia has come at the right time?
  - It has come at the right time because this is the time we need to nature our democracy
  - It appears Zambia is lacking in the area of good governance
15. What is the attitude of teachers towards the teaching of Civic Education in secondary schools in Zambia?
  - The subject is just taken as an academic subject
  - The subject is confined to classroom situation

16. What strategies are used in the teaching of Civic Education in secondary schools in Zambia?
  - Lecture method
  - Learner centred strategies are rarely used
  - There is no practical aspect
  - Learners are not engaged in real life situations
  - I think time was a challenge as well because there was no enough time to take pupils out to apply what they learnt in the classroom. The other challenge was on population, the pupil ratio posed a huge challenge ...
17. Do these strategies and practices allow the learners to reflect on their daily experiences?
  - This depends on the teacher
  - There is no linkage between classroom situation and local community
  - Lessons do not allow learners to think
18. How is reflective practice as a strategy implemented in the teaching of Civic Education in secondary school in Zambia?
  - Rarely implemented
19. What factors influence the implementation of the reflective practice strategy in the teaching of Civic Education in Zambia?
  - School environment
  - Administration support
  - Lack of practical
20. What is the value of using learner centred approach in the teaching of Civic Education in Zambia?
  - It deals with everyday experience
  - Learners will not forget what they have learnt
  - Reflective practice is a strategy of teaching civic education as it places the learner at the center of learning and it encourages learners to apply theory into practice
21. What methods can be utilized in the teaching of Civic Education in secondary school to make it effective?
  - Learners centred strategies such as debate

22. Do we have enough trained teachers of Civic Education in secondary schools in Zambia?
- Yes – in the past we used to have a shortage of CVE teachers
23. Any other issues in the teaching of CVE?
- Most pupils are active and willing to participate in civic matters. Secondary schools should take seriously the goal of civic education and engagement

## **LECTURER 2 (L 2)**

### **Section A: Biographic Data**

1. Gender: Male
2. Age Range: 36 - 45
3. Qualification: Masters
4. Position /Designation: Lecturer
5. Years of experience: 6 years

### **Section B: Interview Questions on the teaching of Civic Education in Secondary Schools**

6. What is your understanding of the concept of Civic Education?
  - It is a subject that has three major components – knowledge, skills or values and dispositions
  - It endeavors to provide civic knowledge to pupils
  - It gives learners skills that can help them to participate in society
  - It gives values such as honesty, trust, co-operation, critical thinking etc
  
7. In your view, do you think the introduction of Civic Education in secondary schools in Zambia has come at the right time?
  - Timely in the sense that this is the time we want to consolidate our democracy
  - There was no subject that could teach the values of democracy and how the citizens should live in democracy
  - The impact of CVE on society in Zambia is very insignificant because of the methods teachers are using
  
8. What is the attitude of teachers towards the teaching of Civic Education in secondary schools in Zambia?
  - it is mixed – others are serious while others are not
  - others take it just as one of those subjects in the school curriculum

- the teacher is assessed in the number of pupils a teacher is able to make them pass

9. What strategies are used in the teaching of Civic Education in secondary schools in Zambia?

- Banking method is mostly used where the teacher stands in front and talks to the pupils
- No engagement with community service
- Lecture method
- For me the best methods that can enhance the implementation of reflective practice are those that engage the learners with community activities such as service learning
- Engaging learners with community activities means learning that strives to unite the learning that goes out of school work. The goal is to increase democratic education and help the community with various needs.

10. How is reflective practice as a strategy implemented in the teaching of Civic Education in secondary school in Zambia?

- Reflective practice is a learner centered approach which engages the learners to real life situations
- Rarely used but group discussions and debates are sometimes used
- Need for learner centred approaches
- Pupils should be given opportunities to practice what they learn in class
- This should begin with teacher training
- Assessment should be practical based
- Methods used should be outcome based
- What we see in secondary schools is a reflection of how teachers are trained – you don't expect teachers to use methods which they were not taught at colleges and universities

11. What factors influence the implementation of the reflective practice strategy in the teaching of Civic Education in Zambia?

- RP involves reflection on what pupils have learnt so that pupils are able to reason
- It is about interrogation of what they have learnt on their own
- Support from administration
- Finances
- Overcrowded classrooms

12. How can critical thinking skills help in the inculcation of democratic values and competences?

13. What is the value of using learner centred approach in the teaching of Civic Education in Zambia?

- it adds meaning to what they learn in classroom
- Reflective practice was a strategy of teaching and learning civic education that encouraged engagement on the part of learners' experiences, it integrated thought into action

14. What methods can be utilized in the teaching of Civic Education in secondary school to make it effective?

- Learners centred approaches such as debate, projects

15. Do we have enough trained teachers of Civic Education in secondary schools in Zambia?

- In some situations, we have shortage of manpower
- Some teachers are seconded to teach CVE

16. Anything else about teaching Civic Education reflectively?

- Reflective Practice prompts participants to think deeply about complex community problems and provide alternative solutions. It developed critical thinking

## LECTURER 3 (L 3)

### Section A: Biographic Data

1. Gender: Male
2. Age Range: 36 -45
3. Qualification: Masters
4. Position /Designation: Lecturer
5. Years of experience: Seven Years

### Section B: Interview Questions on the teaching of Civic Education in Secondary Schools

1. What is your understanding of the concept of Civic Education?
  - It is a subject that prepares citizens for active participation in democracy. By this I mean creating a citizen who is capable of actively participating in national affairs as expected in a democracy
2. In your view, do you think the introduction of Civic Education in secondary schools in Zambia has come at the right time?
  - It has come at the right time for a number of reasons
    - a. Creates citizens who can actively participate in governance issues
    - b. Creates learners who understand issues of human rights in order to protect their aspirations in their future life
    - c. There are so many important and patent topics that are covered in CVE and therefore, it is important for people to understand issues of gender, corruption, corruption, cultural diversity and unity, and global challenges
3. What is the attitude of teachers towards the teaching of Civic Education in secondary schools in Zambia?
  - At the moment, that attitude is very good
  - There are a number of colleges and universities enrolling to take up CVE as compared to the past where few were interested to offer CVE

4. What strategies are used in the teaching of Civic Education in secondary schools in Zambia?
  - Mostly in CVE we encourage to use active learning methods where the learners are at the centre of learning
  - Prominent methods are lecture, class discussions and group discussion
5. How is reflective practice as a strategy implemented in the teaching of Civic Education in secondary school in Zambia?
  - Reflective practice is a strategy of teaching civic education as it places the learner at the center of learning and it encourages learners to apply theory into practice
  - There are a number of challenges with such methods (Q 4)- administrators are saying such methods are very expensive
6. What factors influence the implementation of the reflective practice strategy in the teaching of Civic Education in Zambia?
  - Administrative support
  - Lack of practical assessment
  - Teaching for examinations only
  - Huge enrollments
  - Bulky syllabus
7. What is the value of using RP in the teaching of CVE.
  - Pupils will be able to use the acquired knowledge to solve problems society is facing through reflection
  - It will build self-esteem in the learners
  - Reflective practice has many benefits in the teaching of Civic Education in that it helps the learners to acquire skills to solve their own problems and those of the community. Furthermore, they will be able to defend their positions, argue out the relevant points they have learnt based on informed decisions. This involves critical reflections of different situations. It also enhances patriotism and responsibilities in the citizenry

## **TEACHER 1 (T 1)**

### **Section A: Biographic Data**

1. Gender: Female
2. Age Range: 36-45
3. Qualification: Degree
4. Position /Designation: Class Teacher
5. Years of experience: 3

### **Section B: Interview Questions on the teaching of Civic Education in Secondary Schools**

6. What is your understanding of the concept of Civic Education?
  - It is about social, political and economic studies
  - It involves cross-cutting issues
  - It is an academic subject that is aimed at the preparation of citizens for active participation in democracy. By this I mean creating a citizen who is capable of actively participating in national affairs as expected in a democracy
7. In your view, do you think the introduction of Civic Education in secondary schools in Zambia has come at the right time?
  - It has come at the right time
  - We need CVE to reduce on electoral conflicts and misunderstandings
8. What is the attitude of teachers towards the teaching of Civic Education in secondary schools in Zambia?
  - Teachers like it – it is an important subject because it deals with practical issues, issues surrounding society
9. What strategies are used in the teaching of Civic Education in secondary schools in Zambia?
  - The traditional (old) strategies such as lecture method are popular among teachers. They place the teacher at the center of learning and make them source of knowledge. It makes the teacher efficient

- For me I use methods such as debate, lecture, discussion, research project in my teaching of Civic Education ...
  - Unlike these other subjects we are so much into learner centred strategies. We always engage our pupils into group discussions and we also involve them in presentations. We believe this would help our pupils to become good public speakers and generate self-esteem; we also give them assignments to research when they are on holiday. By giving them assignments, we want them to acquire the knowledge, skills and proper attitudes but also engage them in practical aspects of life
10. How is reflective practice as a strategy implemented in the teaching of Civic Education in secondary school in Zambia?
- Reflective practice is a strategy where pupils can use the acquired knowledge to solve their own problems and make reflections of what is happening in the community
  - Today's curriculum supports teachers to teach civic education to prepare the learners to pass the end-of year final examinations. Good grades are what the system expects from teachers
11. How can critical thinking skills help in the inculcation of democratic values and competences?
- It enables the learners to think deeper beyond what is in class
  - They will bring out issues from their local environment
12. What is the value of using learner centred approach in the teaching of Civic Education in Zambia?
- It will bring about patriotism
  - It will bring about responsible citizens
13. Do we have enough trained teachers of Civic Education in secondary schools in Zambia
- All teachers are trained



## **TEACHER 2 (T 2)**

### **Section A: Biographic Data**

1. Gender: Female
2. Age Range: 36 - 45
3. Qualification: Degree
4. Position /Designation: Class Teacher
5. Years of experience: 12 years

### **Section B: Interview Questions on the teaching of Civic Education in Secondary Schools**

6. What is your understanding of the concept of Civic Education?
  - It has come at the right time
  - It has brought awareness – there were wrong things which used to happen a long time ago which were wrong and society used to accept them such as property grabbing
  - People have come to know a lot of things e.g dangers of early marriage
  - People are now exercising their rights
  - It has made people to work up from slumber
7. In your view, do you think the introduction of Civic Education in secondary schools in Zambia has come at the right time?
  - It has come at the right time. People need awareness to participate in national affairs
8. What is the attitude of teachers towards the teaching of Civic Education in secondary schools in Zambia?
  - There is a growing interest in CVE
  - It is good
  - Civic Education is an important subject and simple to teach because it deals with practical issues which surround the communities where the learners come from
9. What strategies are used in the teaching of Civic Education in secondary schools in Zambia?

- Reflective practice is a learner-centered approach which involves reflection on what pupils have learnt so that pupils are able to reason. It is about interrogation of what has been learnt on their own.
  - Debate
  - Brainstorming
  - Lack of use of active civic learning methods was due to school arrangement concerning timetable of 40 minutes. Again such methods require a lot of time and careful planning. There are less incentives to encourage us to actively engage participatory methods as school management every time complain that the school has no money but the school bus is seen making several trips to town ...
10. What factors influence the implementation of the reflective practice strategy in the teaching of Civic Education in Zambia?
- Practical experience
  - Teaching and learning materials
11. What is the value of using learner centred approach in the teaching of Civic Education in Zambia?
- It helps to get involved in the lesson
  - Empowers the learners with knowledge
  - Critical thinking
  - Independent decisions
  - It is important that we do more to prepare school children for their life beyond the classroom and for the role that they will have to play as citizens of this country.
  - Learners are unique and full of imaginations. Their minds are active and inquisitive. When information is merely disseminated and expected to be repeated, they lose interest and it becomes hard to gain their attention.

## **TEACHER 3 (T 3)**

### **Section A: Biographic Data**

1. Gender: Male
2. Age Range: 36 - 45
3. Qualification: Degree
4. Position /Designation: Class Teacher
5. Years of experience: 13years

### **Section B: Interview Questions on the teaching of Civic Education in Secondary Schools**

6. What is your understanding of the concept of Civic Education?
  - CVE is a dynamic subject that deals with the social, economic and political dynamics of the society
8. In your view, do you think the introduction of Civic Education in secondary schools in Zambia has come at the right time?
  - It has come at the right time because pupils were graduating from secondary schools with little or no knowledge concerning their rights and responsibilities to society or even to themselves
  - Sciences, English cannot substitute CVE
9. What is the attitude of teachers towards the teaching of Civic Education in secondary schools in Zambia?
  - Some teachers take the subject just as one of those subjects in the curriculum. It is just taken as a passing subject and not that subject which can change the mindset of the people. It is oriented towards the passing of examinations. The value of the subject is not taken into consideration
10. What strategies are used in the teaching of Civic Education in secondary schools in Zambia?
  - Group discussion coupled with lecture method
  - Pupils enjoy when given group tasks

11. How is reflective practice as a strategy implemented in the teaching of Civic Education in secondary school in Zambia?
  - Unlike these other subjects we are so much into learner centred strategies. We always engage our pupils into group discussions and we also involve them in presentations. We believe this would help our pupils to become good public speakers and generate self-esteem; we also give them assignments to research when they are on holiday. By giving them assignments, we want them to acquire the knowledge, skills and proper attitudes but also engage them in practical aspects of life
12. What factors influence the implementation of the reflective practice strategy in the teaching of Civic Education in Zambia?
  - Lack of use of active civic learning methods was due to school arrangement concerning timetable of 40 minutes. Again such methods require a lot of time and careful planning. There are less incentives to encourage us to actively engage participatory methods as school management every time complain that the school has no money but the school bus is seen making several trips to town
13. What methods can be utilized in the teaching of Civic Education in secondary school to make it effective?
  - The traditional (old) strategies such as lecture method are popular among teachers. They place the teacher at the center of learning and make them source of knowledge. It makes the teacher efficient.
  - We fail to use practical and active methods because there is no time for practical activities because the time-tables were overloaded and have the bulky syllabus to finish.

## MoGE/ECZ

### Section A: Biographic Data

1. Gender: Male
2. Age Range: 46 - 55
3. Qualification: Degree
4. Position /Designation: Standards and Curriculum Officer
5. Years of experience: 8 years

### Section B: Policy relevant questions on the teaching of Civic Education in secondary schools in Zambia.

8. What prompted the introduction of Civic Education in Secondary schools in Zambia?
  - It was a policy matter – Educational policy of 1996
  - The re-introduction of multiparty system of governance in Zambia meant that citizens had to learn democracy through CVE
  - This is the time we need to consolidate our democracy. There is no subject that could teach the values of democracy and how the citizens should live in democracy apart from Civic Education.
9. What is the current status of Civic Education in the Zambian education system?
  - In secondary school it is a compulsory subjects
  - It is one of the most popular subjects in secondary schools
  - It is among the passing subjects
10. Do you think Civic Education as a subject is serving the purpose for which it was introduced? Why or why not?
  - I would say ‘yes’ and ‘no’

- Yes, in the sense that there is a lot of awareness among the citizens on various issues than never before especially to do with human rights
  - No, in the sense that we are still witnessing undemocratic tendencies such as electoral violence, hate speech among the politicians, littering and so on.
11. How is Civic Education in general and in specific terms being taught in secondary schools?
- Lecture method dominate class activities and sometimes teachers even give notes to some pupils to write for their fellow pupils and in most cases such notes go unexplained by the teachers ... this is unfortunate...
  - The fact that the old teaching methods fail to be effective tools of delivering civic education to learners, entails inefficiency on the part of these strategies.
12. Around what pedagogical and instruction principles is Civic Education organised in the Zambian education system?
- The biggest problem with Civic Education sir is trying to find a connection between what is learnt in class and involving learners in practical strategies. There is lack of hands on approach combining theory and practice in our education system. That link is missing so it is in our Civic Education programmes. Most of the teachers have been schooled and not educated, there must be a difference. Most of them have gone through the schooling system not an education system.

- The teaching we see in secondary schools today is a reflection of how teachers were trained. You don't expect teachers to use methodologies which they were not taught at colleges or universities. Teachers needed to be trained to use reflective methods which they are going to use in class. These methods should be outcome based.
  - The school environment did not give space to learners to freely discuss political matters
13. Any other suggestions, observations and comments from those being interviewed on the subject at hand
- Reflective practice was a strategy of teaching and learning civic education that encouraged engagement on the part of learners' experiences, it integrated thought into action.

## CDC

### Section A: Biographic Data

1. Gender: Female
2. Age Range: 46 -55
3. Qualification: Degree
4. Position /Designation: Subject Specialist
5. Years of experience: 18 years

**Section B:** Policy relevant questions on the teaching of Civic Education in secondary schools in Zambia.

14. What prompted the introduction of Civic Education in Secondary schools in Zambia?
  - Civic Education has come at the right time because previously learners were graduating from secondary schools with little or no knowledge concerning their rights and responsibilities to society and even to themselves...
15. What is the current status of Civic Education in the Zambian education system?
  - Civic Education being a dynamic subject requires dynamic strategies such as reflective practice which support learners working in small groups where they complement one another. Slow-learners are supported by faster learners.
  - Everything hinges on CVE and that is why it is made a compulsory subject
16. Do you think Civic Education as a subject is serving the purpose for which it was introduced? Why or why not?

17. How is Civic Education in general and in specific terms being taught in secondary schools?
- It is unfortunate that teachers still use the old traditional methods
  - We have moved from the old traditional methods to outcome based
  - Sometimes even teachers fear to teach controversial issues or topics especially those bordering on political, social issues affecting citizens.
18. Around what pedagogical and instruction principles is Civic Education organised in the Zambian education system?
- As already mentioned, it is unfortunate that the old traditional methods are being used by teachers
  - However, there are challenges in implementing learner centred approaches such as lack of teaching and learning materials, you cannot do a field trip because of lack of support from the administration, over enrollments in schools
19. To what extent is Civic Education in the Zambian school system intended to contribute to the inculcation of democratic values and competences?
- The impact is not that very significant but at least we can see how aware people are on various issues
  - In the past people used to vote for a frog but this is not the case today
  - Property grabbing was rampant before the introduction of Civic Education in Zambia but because of topics like family law, people are aware that property grabbing is an offence and they know where to

report. In the past, during Kaunda time, people would go to vote to choose either KK or a Frog. This time this cannot happen because of civic awareness

- But again if we look at the anti-social behavior today, we worry that maybe CVE has not done much
- People are able to debate on various national issues

20. Any other contribution?

- Some teachers lack information and do not understand the subject
- They think the subject is just about current affairs

## ZCEA

### Section A: Biographic Data

1. Gender: Male
2. Age Range: 56 -65
3. Qualification: Degree
4. Position /Designation: Board Member
5. Years of experience: 5 years

**Section B:** Policy relevant questions on the teaching of Civic Education in secondary schools in Zambia.

21. What prompted the introduction of Civic Education in Secondary schools in Zambia?

- Civic Education has come at the right time because this is the time we need to nature our democracy especially that it appears Zambia is lacking in the area of good governance.

22. What is the current status of Civic Education in the Zambian education system?

- The subject has grown and it is a compulsory subject in secondary schools in Zambia

23. How is Civic Education in general and in specific terms being taught in secondary schools?

- Learners are not engaged in real issues affecting them and the society such as human rights but they just teach them in class. Methodologies used are just confined to the classroom. Given a chance, I would ensure Civic Education has a practical where the learners are attached to a community project and were assessed them from there. This is the only way they can find meaning in what they are learning

- Character development in civic skills and dispositions require systematic training and preparation for someone to function properly as a responsible citizen. As teachers we need to understand that skills such as public speaking, taking and defending positions do not just come automatically in human beings
24. Around what pedagogical and instruction principles is Civic Education organised in the Zambian education system?
- The teaching of CVE should be learner centred

## **FGDS (PUPILS)**

### **Section A: Biographic Data**

1. Gender: Male (30) Female [20]
2. Age: 10 - 25
3. Qualification: Grades 11 & 12

### **Section B: Interview Questions on the teaching of Civic Education in Secondary Schools**

12. What is Civic Education?
  - A subject deals with the political, economic, environment, cultural and social issues. It deals with the rights and responsibilities of citizens as well as how the affairs of the government are run
  - It is about politics and government in a country
  - It has a combination of things, culture, politics and so on
13. Why do you think it is important to learn Civic Education in secondary school?
  - We like the subject because it is a passing subject
  - We learn about the things we see happening in our community
  - We now know a lot about human rights and responsibilities
  - It brings about awareness on important issues e.g drug abuse
  - It brings about sensitization
14. Do your teachers involve you in the lessons?
  - They rarely involve us
  - Not that much in that we as pupils only learn to pass examinations, and that it is all. For, instance, as a class we have never been to parliament which is just here in Lusaka.
  - Not that much in that we as pupils only learn to pass examinations, and that it is all. For, instance, as a class we have never been to parliament which is just here in Lusaka.

15. Are you allowed to express yourselves in Civic Education lessons?
- When teachers involve us we remember information easily. I remember a topic on drug abuse where I acted. If asked about effects of substance abuse it would be easy for me to remember ...
  - We are not allowed to discuss current political happenings in class, however, we are allowed to take part in decision making mostly through our representatives like prefects.
  - The books and reading material of Civic Education are very few in the school. Besides we are not even given time to watch news on television so that we have access to current affairs.
16. What methods are your teachers using to teach Civic Education?
- The teacher writes notes and explains to us
  - Debates are rare, I remember the debate we had was in grade 10
  - In most cases am given notes to write for my friends and the explanation is done later
  - We have to know things by seeing them and not just being taught
  - We discuss in groups, debates

## APPENDIX XI: PUBLICATIONS



Social

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### TEACHING STRATEGIES USED IN CIVIC EDUCATION LESSONS IN SECONDARY SCHOOLS IN ZAMBIA

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#### Abstract

This study sought to investigate the teaching strategies used in Civic Education lessons in secondary schools in Zambia. The study used a descriptive case study design and data was collected using interviews, Focus Group Discussions (FGDs) and observations. Purposive sampling procedure was used to target seventy-four participants. Data collected was analysed using themes that emerged from the literature review and objectives of the study. The main findings of the study were that teachers in secondary schools still used teacher-centred strategies in the teaching of Civic Education despite policy direction in the Zambia Education Curriculum of 2013. Lecture method was common most Civic Education lessons. A few who implemented reflective practice strategies in their lessons used debate, group discussions and brainstorming. Based on the findings, social sciences departments where Civic Education sits in secondary schools in Zambia should find mechanisms of observing reflective practice strategy in the teaching of Civic Education rather than just seeing lesson plans. The Ministry of General Education should take a deliberate move to provide workshops/short courses to Civic Education teachers on the importance and use of reflective practice strategy in Civic Education lessons. Further, Curriculum Development Centre (CDC) and Examination Council of Zambia (ECZ) should collaborate and re-design the Civic Education Syllabus and give it a practical project since the subject is practical in nature. There is need in future to assess the training of Civic Education teachers with regards to training for reflective practice strategy.

**Keywords:** Civic Education; Pedagogical; Reflective practice; Implementation.

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#### <sup>1</sup> . Introduction

Recent research in the last twenty years suggests that Civic Education is a field of vibrant research and practice that is producing significant pedagogical innovations (Carretero et al. 2016). As a result of this development, Likando (2019) notes that reflective practice strategies have become

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one of the most sort classroom instructional strategies in many countries around the world. Finlay (2008) defines reflective practice strategies as practices that involve adopting a thinking process to learning. By implication, the teaching of Civic Education should expose the learners to real life situations so that they learn from their experiences of life. Exposure to real life situation will trigger reflection and thinking, and makes education relevant to society. Essentially, this is a precursor for critical thinking. This view was supported by Muleya (2019) who observes that teaching and learning methods that encouraged learners to reflect upon their own situation and the circumstances and power structures they live in, help stimulate critical reflections that may lead to transformation and social change. This approach is consistent with the critical approach to education which is ideal for teaching Civic Education and has been emphasized in the Zambia Education Curriculum Framework of 2013 (MoE, 2013) where the focus is on. As a result of this development, curriculum reforms at secondary school level in Zambia has become unavoidable. This development further reflects a change in the teaching and learning strategies that are more participative like reflective practice in the teaching of Civic Education. Underlying this transition is a basic tension between pedagogy that emphasizes the acquisition of knowledge through teacher instruction and pedagogy that emphasizes praxis, interaction with tools, objects, experiences and people as the means to gain understanding (Carretero et al. 2016). This view was supported by Zeichner & Liston (2014) who argues that the move towards seeing teachers as reflective practitioners is also a rejection of top-down forms of educational reform that involve teachers only as conduits for implementing programmes and ideas formulated elsewhere. By implication, teachers who used reflective practice were supposed to be facilitators in the process of learning and not fountains of knowledge.

Therefore, the study’s aim was to investigate the teaching strategies used in Civic Education lessons in secondary schools in Zambia. The question this study sought to answer is, what teaching strategies are used in Civic Education lessons?

## **2. Methodology and Design**

This study took a qualitative approach and employed a descriptive case study design. This study was conducted in Lusaka Province among five selected secondary schools namely: A, B, C, D and E. This study enlisted Seventy-four participants and among them were pupils, teachers, lecturers of University Y and Z and an official from CDC. Purposive sampling techniques was used to identify the participants. Interview guide, observation checklist and FGDs were used to gather data. Data from interviews and FGDs was transcribed having read text files and listened to the tape recorders thoroughly for a general understanding. Common themes were then identified and clustered to categorise the data. Relevant information was labelled and grouped to the according category. Furthermore, the data was then reduced to its essence and representative and most striking quotes were identified. Codes related to the objectives were identified and a thematic analysis was done. Throughout this process of categorising pattern, similarities and contrasting viewpoints are highlighted and critically interpreted on the basis of the theoretical framework.

### 3. Presentation of Findings

In order to respond to the objective of this study which sought to investigate the teaching strategies used in Civic Education lessons in secondary schools in Zambia, and the study objective was:

*To investigate the teaching strategies used in Civic Education lessons in secondary schools in Zambia*

When the participants were asked to indicate the teaching strategies used in Civic Education lessons, this is what T 1 had to say:

*“For me I use methods such as debate, lecture, discussion, research project in my teaching of Civic Education ...”*

However, when the pupils (in FGDs) were asked on how often debates and research projects were used and given respectively in Civic Education lessons, the pupils indicated that their teachers rarely involved them in debate and research projects. It was also discovered that in one Grade 11 class, the only time they had debate was once in Grade 10. Further, pupils indicated that when teachers involved them, they were able to remember information easily.

The views of these pupils reflected what L 2 from University Y observed. This is what he said: *“Mostly the methodologies used in the teaching of Civic Education in Zambia is the banking model where the teacher stands in front and talks to the pupils...”*

This view was further supported by a participant from the MoGE who observed that teachers rarely engaged participatory methods in lesson delivery. This is what he said:

*“Lecture method dominate class activities and sometimes teachers even give notes to some pupils to write for their fellow pupils and in most cases such notes go unexplained by the teachers ... this is unfortunate...”*

Another participant who is a teacher also mentioned that Civic Education teachers were encouraged to use active learning methods which put the learners at the centre of learning but such methods came with challenges. However, the participant was able to mention only two challenges. The first one being school administrations not being able to embrace learner centred strategies citing expenses. The other challenge had to do with over enrollments in secondary schools which hindered the use of learner centred strategies such as group discussion.

When the pupils were asked during FGDs if learner centred approach was a popular method of teaching Civic Education in secondary schools, it was clear from their responses that learner centred approaches were rarely executed.

It was evident from the participants that learner centred strategies required a strong collaboration among stakeholders to implement. In responding to whether teachers had competencies in using learner centred strategies in the teaching of Civic Education, T 1 had this to say;

*“Lack of use of active civic learning methods was due to school arrangement concerning timetable of 40 minutes. Again such methods require a lot of time and careful planning. There are less incentives to encourage us to actively engage participatory methods as school management every time complain that the school has no money but the school bus is seen making several trips to town  
...”*

The above mentioned view seemed to have been supported by a number of teachers in separate interviews. A female teacher bitterly complained that; school management did not help with necessary support to encourage teachers to use active methods, for example, when it was time for sports money is found but when you request for a study tour, money was never there. She further requested for administration support if learner centred strategies were to be embraced in the teaching of Civic Education. It was also evidently clear that even pupils got excited to move away from the usual classroom arrangement because knowledge retention was high when pupils were exposed to experiential learning within the community of practice or outside school premises.

A participant from the Zambia Civic Education Association (ZCEA) noted that the impact of Civic Education had made in Zambia was insignificant because of the methods teachers were using. The subject was delivered as a theory based subject. Pupils were not exposed to community based practices, this had a negative bearing on participative skills in the pupils and in the implementation of reflective practice.

This is what was said:

*“Learners are not engaged in real issues affecting them and the society. Methods used are just confined to the classroom. Given a chance, I would ensure Civic Education has a practical where the learners are attached to a community project and were assessed from there. This is the only way they can find meaning in what they are learning.”*

Additionally, discovery method was mentioned by one of the participants, a teacher, but could not elaborate further on how this method of teaching resonated well with Civic Education. When asked further to explain how a teacher could use discovery method, the participant had to mention lecture method and group discussion. This state of affairs made me suspect that this participant was not well-vested with reflective practice strategies in the teaching of Civic Education. It also emerged from this interview that teachers of Civic Education rarely involved pupils in activities of group work, participation and community service which were key elements of Civic Education. Active pupil engagement stimulates critical thinking, innovation and reflection to solve societal challenges.

However, T 1 mentioned in the interview that learner centred strategies such as discussions, debates, problem solving and others were used in the teaching. The participant went on to add that the methods were capable of transforming the pupils to be responsible citizens in society. This is what T 1 said:

*“Unlike these other subjects, we are so much into learner centred strategies. We always engage our pupils into group discussions and we also involve them in presentations. We believe this*

*would help our pupils to become good public speakers and generate self-esteem; we also give them assignments to research when they are on holiday. By giving them assignments, we want them to acquire the knowledge, skills and proper attitudes but also engage them in practical aspects of life.”*

However, when I observed Civic Education lessons, the findings did not confirm that teachers were using learner centred strategies. Lessons were mostly characterized by lecture method. *“Sometimes even teachers fear to teach controversial issues or topics especially those bordering on political, social issues affecting citizens.”*

A participant from ZCEA mentioned that teachers should be preoccupied with fostering skills of evaluating, taking, and defending positions among the learners so as to activate critical minds for civic engagement. When asked whether pupils had skills of evaluating, taking and defending positions, one teacher during the interviews suggested that it would be of help to pupils to create an award or scholarship for outstanding achievement in Civic Education and encourage programmes such as junior president on Zambia National Broadcasting Corporation (ZNBC) and sites like [www.africanleadershipacademy.org](http://www.africanleadershipacademy.org) as they help build confidence in the learners when talking in public, make critical reflections, tolerance as well as enhancing the philosophy of common good and co-existence. Furthermore, this is what he said:

*“Character development in civic skills and dispositions require systematic training and preparation for someone to function properly as a responsible citizen. As teachers we need to understand that skills such as public speaking, taking and defending positions do not just come automatically in human beings.”*

Following up whether pupils were adequately prepared in secondary schools to speak in public, debate and question authorities, all the teachers interviewed explained that debate, discussions, quiz and mock trials could greatly contribute and increase pupils efficacy in public speaking, questioning and defending positions. This is what one teacher said:

*“It is important that we do more to prepare school children for their life beyond the classroom and for the role that they will have to play as citizens of this country.”*

#### **4. Discussion of the Findings**

##### **Current Pedagogical Trends in Civic Education Lessons**

It was established that most teachers of Civic Education still used the same old teaching methods to teach the subject. For instance, one teacher (T 1) said:

*“For me I use methods such as debate, lecture, discussion, research project...”*

The fact that teachers of Civic Education still use lecture method in the teaching of Civic Education means that they were experiencing challenges in the implementation of reflective practice strategy. Lecture method has a number of limitations. It does not promote interaction in

most cases and communication is one way and in certain cases, learners usually get carried away by the charisma and personality of the teacher instead of focusing on analyzing what is being taught. The current trend could also mean that some teachers were not adequately trained to implement reflective practice. The practical aspect was lacking and this was seen as an impediment in the implementation of reflective practice strategies. The later calls for Colleges, Universities and Ministry of General Education to reorient the training curriculum for teachers of Civic Education to expose the trainee teachers to reflective teaching strategies.

The findings discussed above are in line with the findings of Ornstein et al. (2000:123) who added that “trainee teachers are also expected to hold the mastery of content in their respective disciplines such as the ability to appreciate the philosophy of their subject, demonstrate adequate knowledge of the subject content, better grounding in appropriate pedagogical strategies, have understanding of various concepts and facts, and be able to acquire, assimilate and apply information in everyday teaching.” The training was mainly centred on aspects that promote as (Freire ,1970) stated the banking type of education which in real sense failed to motivate would be learners in schools to become critical and think in a creative way and promote democratic citizenship ideals. The views above suggest that the nature and quality of Civic Education teacher education is an important element for building democratic citizenry and democracy in general.

Teacher-centred or lecture methods did not encourage learner participation and as such rendered irrelevant in the teaching of Civic Education in secondary schools in Zambia because they encourage passive learning in which the learning and teaching were directed by the teacher. This was seen as an impediment in the development of critical thinking skills. It appears most of the strategies that generated interest and debate among the learners in secondary schools in Zambia were rarely used in Civic Education lessons. From the lessons observed, it was clear that teachers relied mostly on traditional strategies such as lecture method in the teaching of Civic Education. By implication, this was denying the learners opportunities of engagement and real learning. This entails that if learners are to be engaged by teachers in the learning process, effective methods of teaching Civic Education should be practiced. This view was supported by Youniss (2011) who recommended that Civic Education classes were to be designed not to produce political scientists or historians but for preparing of young people or students for taking their place in the community and leading useful lives. This calls for reflective methods of teaching Civic Education.

As noted in the discussion above, the teaching strategies used by teachers of Civic Education in secondary schools in Zambia did not place the learner at the center of learning. As such, the role of Civic Education in secondary schools in Zambia was not appreciated. Therefore, these findings show lack of effective teaching methods in secondary schools with regards to the teaching Civic Education. This compromised the aim of Civic Education and could explain why it appeared the impact was insignificant. Kerr (1999) gives three major pedagogical strands of Civic Education that inform its approach to curricular issues. The three strands are; Education about Citizenship, Education through Citizenship and Education for Citizenship. Education about citizenship strives to provide learners with sufficient knowledge and understanding of national history and the structures and the processes of government and political life as done in traditional, classroom- based Civic Education. Education through Citizenship involves learners in learning by doing through active, participative experiences in the school or local community

and beyond. Education for Citizenship demands that learners should be equipped with a set of tools of knowledge and understanding, skills and aptitudes, values and dispositions. In the context of this study, it was clear that education through citizenship and education for citizenship supported the use of reflective practice in the teaching of Civic Education in secondary schools in Zambia.

From the responses presented, it was also clear that Civic Education did not prepare learners for real life experiences in Zambia. This was despite some teachers indicating that they used learnercentred strategies. By implication, the assertion that teachers of Civic Education were well placed and used learner-centred methods when teaching Civic Education was disputed by the findings in this study. This means that teaching and learning of Civic Education is supposed to engage the learners in the whole process of learning so that they could make meaningful contribution to society.

Dean (2007) observed that teachers were reluctant to supplement the Civic Education curriculum with activities that would teach learners to ask questions, think critically and develop problemsolving skills or conduct independent inquiries on issues and responsible action as learners were only prepared to get ready for the examination and would only be tested on textbook materials. As a result, he argues that there was a high stake value in end-of-year and school leaving examinations resulting in teaching and learning in schools being geared towards examinations. This means that Civic Education should be taken as a programme that is meant to prepare the learners and the citizens so that they can engage and participate in a democratic society (Ogunyemi, 2011).

## **5. Conclusion**

In this article, an attempt has been made to investigate the teaching strategies in Civic Education in secondary schools in Zambia. It is undoubtedly clear that Civic Education teachers in Zambia still used the old traditional methods when teaching the subject. In conclusion, this article demonstrates that there is need to use reflective teaching methods in Civic Education if the learners were to develop critical minds.

## **6. Theoretical Implications of Findings**

The findings in this study are consistent with the demands of the Zambia Education Curriculum Framework of 2013 and the theoretical framework adopted in this study where education is viewed as empowering, emancipating and enlightens. The failure by teachers to use reflective teaching strategies means that there were serious challenges with regards to the teaching of Civic Education in secondary schools in Zambia.

The fact that Civic Education was viewed ordinarily like any other academic subject and not an emancipating one, adds to the theoretical perspective that this study relied upon. Therefore, appropriate prior knowledge about the importance and how the subject should be taught should be designed and implemented. In this sense, the Zambia Education Curriculum Framework of 2013 should be implemented by all teachers of Civic Education if desired outcomes were to be actualised.

## 7. Recommendations

On the basis of the findings of this study, recommendations are hereby suggested;

- Since Civic Education is practical in nature, there is need for the MoGE, Examinations Council of Zambia and CDC to consider a practical assessment for Civic Education if the desired goals were to be achieved.
- Since teachers of Civic Education still use the old traditional ways of teaching, the MoGE should strengthen Continuing Professional Development (CPD) activities in secondary schools so that teachers of Civic Education are oriented to the contents of the Zambia Education Curriculum Framework.

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# Pedagogical Challenges in Teaching Civic Education in Secondary Schools in Zambia

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**Abstract:** *This study sought to establish the pedagogical challenges in the teaching of Civic Education in secondary schools in Zambia with a focus on the development and consolidation of education for democratic citizenship among the learners. This study took a qualitative approach and used a descriptive case study design. Data was collected using interviews, Focus Group Discussions (FGDs) and observations. Purposive sampling procedure was used to target seventy-three participants. Data collected was analysed using themes that emerged from the literature review and objectives of the study. The main findings among others were that teachers of Civic Education in secondary schools in Zambia used non-reflective strategies during teaching, that, Civic Education lessons were theoretically based and did not follow emancipatory approaches that are key in the development and consolidation of education for democratic citizenship. the learning environment in secondary schools did not give opportunities to learners to fully express themselves. Based on these findings, this study recommends that the Ministry of General Education (MoGE) should take a deliberate move to provide workshops/short courses aimed at supporting the teachers of Civic Education in applying appropriate approaches whenever, there are teaching Civic Education in schools.*

**Keywords:** Pedagogical Challenges; Civic Education; Education for Democratic Citizenship

## Background and Context

It is undeniable fact that Civic Education and/or Citizenship Education as it is called elsewhere is becoming pronounced in the school curricula in different countries. This point is well supported by scholars such as Muleya (2019), Muleya (2018), Muleya (2017a), Muleya (2017b), Muleya (2015); Muleya et al (2019) Cohen (2013); Van Deth (2013); Kennedy and Brunold (2016); Kerr (1999); Kennedy (2008); McCowan (2009); Biesta (2012); Peterson (2011) among others. The focus on Civic Education across different curricula is based on the understanding that as a subject, it promotes active participation of citizens or learners with the view to manage themselves in society and ensure that that everyone who needs help is supported (Muleya, 2016). While this may be the case with regard to what Civic Education does to the citizens, the manner in which the teachers of Civic Education teach the subject to these citizens or learners is without pedagogical challenges. The question one would pose is how can the teaching of Civic Education enhance active participation in the learners?

This kind of understanding about Civic Education is important in that it creates opportunities and possibilities among the general citizenry to learn how they ought to relate with one another as well as respecting divergent views and supporting each other whenever need arises in the community.

Despite the concept of Civic Education being highly contested, Gibson & Levine (2003) in Cohen (2013), gives an understanding that Civic Education is in fact composed of three main factors: The transmission of relevant knowledge, instilling of values and the development of dispositions. In this vein, teachers of Civic Education, through appropriate teaching strategies should transmit relevant knowledge which is substantial and not procedural. Through the process of learning, the learners must learn the values of democracy since Civic Education is informed by the values and norms of democracy. Furthermore, the learners need to develop qualities of mind and character in line with democratic values and norms through appropriate teaching strategies. This is a call that has been emphasized in the Zambia Educational Curriculum Framework (ZECF) of 2013 where teachers and teacher educators should as much as possible “use methods that promote active learners” participation and interaction (MoGE, 2013: 56).” In addition, learners should use methods that encourage learners to reflect, think and do rather than reproduce from rote learning.

The rationale behind the introduction of Civic Education in Zambia was that:

- 1) Civics taught at junior level had created a gap between the upper secondary and tertiary levels and that there was an urgent need to bridge up this gap. This gap had an impact on senior secondary school leavers who in most cases graduated with little or no experience of Civic Education with regards to their roles, rights and obligations. Hence, this major development in the curriculum was identified as an important contribution to Zambia's educational system that is based on democratic principles and values.
- 2) The content at junior level was too loaded and detailed to be grasped by the level making learning difficult for the learners at this stage of the school system.
- 3) The skills and values in the content were also limited to enable the learners understand and practice their civic rights and obligations (Irish Aid Report, 2002 in Muleya, 2015).

It is clear that the re- introduction of Civic Education in Zambia was a response to societal needs in a liberal democratic society. Therefore, citizens are supposed to be engaged with political, legal, social, economic and cultural dimensions of the community and the country at large.

Today, Civic Education is taught in all secondary schools in Zambia and the re- introduction of the subject in the school curricula resonates very well with the focus of the policy document of 1996 on education provision in Zambia (M.o.E, 1996). It is argued that through the teaching and learning of Civic Education, learners will at least acquire relevant knowledge and have a deeper understanding

**Table 1: Civic Education Pilot Schools in 2002**

Lusaka Province	Central Province	Northern Province
Arakan High	Chibombo High	Kasama Girls High
Chongwe High	Kabwe High	Luwingu High
Kafue Boys Secondary	Ibolelo High	Mbala High
Libala High	Mkushi High	Mpika High
Luangwa High	Mumbwa High	Mwenzon Girls High

(Source: Irish Aid Report, 2002).

The narrow approach of Civics denied the school leavers to engage with societal affairs. Arguably, the re- introduction of Civic Education in the secondary school curriculum was a call in the right direction. In this regard, this study supports the move by the Zambian Government in making Civic Education a compulsory subject in secondary schools.

In this sense, Civic Education was initially piloted in three (3) provinces. In each province, five secondary schools were selected, three from the urban setting and two from the rural setting. Table 1: shows the names of Provinces and Schools where Civic Education was first piloted. The first Grade 12 examination in Civic Education was written in 2006.

By 2007, the pilot phase was rolled out to other provinces and in selected secondary schools. All the provinces were catered for in this phase. Table 2 below shows the provinces and selected secondary schools where Civic Education was rolled out after the first phase.

**Table 2: Second Phase of Civic Educ. pilot phase (2007)**

Copperbelt	Eastern	Luapula	N/Western	Southern
Chikola High	Chadiza High	Kawambwa Tech.	Kabompo High	Choma High
Chililabombwe High	Katete High	Mansa High	Mukinge Girls High	Mazabuka High
Kansenshi High	Lundazi High	Mwense High	Solwezi Day High	Monze High
Luanshya Girls High	Petauke High	Nchelenge High	Mwinilunga High	St. Mary's Sec.
Ndeke High	St. Monica's High	St. Clements Sec.	Zambezi High	Njase Girls High
				St. Edmunds Sec.

(Source: Irish Aid Report, 2007)

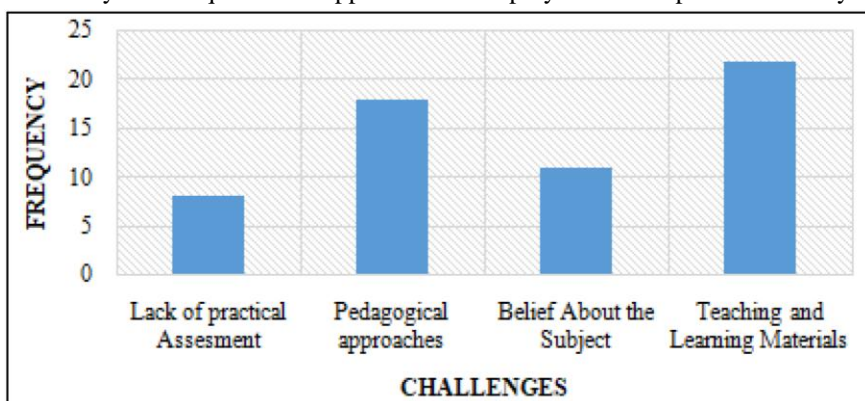
of issues affecting society, but also skills for reflective and responsible action. This argument is also supported by Bergersen and Muleya (2019: 1-17) who contend that Civic Education creates as a matter of fact opportunities and possibilities among the general citizenry to learn how they ought to relate with one another as well as respecting divergent views and supporting each other whenever need arises in the community. This means that Civic Education

in secondary schools in Zambia is anchored on the desire to have an emphasis on education that positively impacts on the learners in order to advance national interests in a fair manner. Additionally, Kasenge and Muleya (2020: 37-45) notes that with this, there is a possibility of fostering deep democracy which allows for free and open inquiry and critiques, recognition of interdependence in working for the common good.

Given the importance of Civic Education to the Zambian society, it is imperative that teachers of Civic Education should apply reflective strategies that will enhance democratic values and competences in the learners. This requires that teachers of Civic Education should be well versed with the subject matter and use appropriate teaching techniques to develop critical thinking in the minds of the learners. This view is in line with the revised curriculum of 2013 which aims at making the education system relevant and more responsive to the needs of individuals and society (MoGE, 2013). It is from this background that the study has been done to establish the pedagogical challenges in the teaching of Civic Education in secondary schools in Zambia.

## Methodology and Design

This study took a qualitative approach and employed a descriptive case study design. The study was conducted in



**Figure 1:** Challenges in the Teaching of Civic Education Source: Field Data

Lusaka Province and 5 secondary schools were selected. This study had 73 participants which included officials from the Ministry of General Education pupils, teachers, university lecturers among others Purposive sampling techniques were used to identify the participants. Interview guide, observation checklist and FGDs were used to gather data. Data from interviews and FGDs was transcribed having read text files and listened to the tape recorders thoroughly for the purposes of getting the common themes. Common themes were then identified and clustered to categorise the main issues coming out of the data. Codes related to the objectives were identified and a thematic analysis was done. Throughout this process of categorising pattern, similarities and contrasting viewpoints were highlighted and critically interpreted on the basis of the theoretical framework.

## Presentation of Findings

### Challenges in the teaching of Civic Education in Secondary Schools in Zambia

When the participants were asked to state the challenges faced by teachers of Civic Education in Civic Education lessons responses were varied as shown in figure 1 below:

#### Lack of Practical Assessment in the teaching of Civic Education

When the participants were asked to state the challenges faced in the teaching of Civic Education in Secondary Schools in Zambia, one lecturer stated that the practical nature of Civic Education was not clearly identified in schools. If this was to be the case, then Civic Education would have been helping the learning's in engaging with the community on many issues. An official from the M.o.G.E had this to say:

*“The biggest problem with Civic Education sir is trying to find a connection between what is learnt in class and involving learners in practical strategies. There is lack of hands on approach combining theory and practice in our education system. That link seems to be missing in Civic Education lessons.*

This was seen as a challenge and in so doing affected the effective transmission of democratic citizenship ideals to the learners. Similar views were echoed by other participants among them, one lecturer had this to say:

*“I think time was a challenge as well because there was limited time to take pupils out to apply what they learnt in the classroom.”*

From such views the study observed that Civic Education was not taught from a practical perspective and yet the idea behind the re-introduction of it in schools in Zambia was meant to bring out the practical nature of the subject to the learners.

### **Use of Traditional Strategies by Teachers**

Lecturers interviewed indicated that Civic Education demanded active and participatory strategies. Additionally, the participants indicated that the teaching of Civic Education required teachers who were reflective to develop critical minds. Critical thinking was vital in Civic Education because it helped the learners in problem solving. As aptly noted by one of the teachers in the study:

*“We fail to use practical and active methods because there is no time for practical activities because the time-tables were overloaded and have the bulky syllabus to finish.”* Clearly from such findings and observations, by the participating teachers in the study, teacher training institutions need to train teachers of Civic Education in different approaches that will enable them once in schools to teach the subject effectively.

Additionally, a participant from the M.o.G.E stated that: *“The teaching we see in secondary schools today is a reflection of how teachers were trained. You don’t expect teachers to use methodologies which they were not taught at colleges or universities. Teachers needed to be trained to use reflective methods which they are going to use in class. These methods should be outcome based.”*

It was also noted from the findings that there was need to harmonise the University/College curriculum with the secondary school curriculum to avoid a mismatch. This was seen as a way in which effective teaching could be actualized in secondary schools with regards to the transmission of democratic citizenship ideals.

### **Lack of Adequate Teaching and Learning Materials**

Pupils in FGDs were asked to mention the challenges which they faced as they learn Civic Education and their response was that learning and teaching materials in Civic Education were inadequate. This was seen as a challenge in transmission of relevant knowledge, skills and values needed to enhance democratic citizenship.

### **Learning Environment**

When the pupils were asked whether schools provided a secure environment which encouraged them to express their opinions, to debate, to practice decision making and or to bring up current political events for discussion in class, they indicated that they were not given space to discuss anything of political nature.

*“Sometimes even teachers fear to teach controversial issues or topics especially those bordering on political, social issues affecting citizens.”*

This revelation by the learners could be interpreted to mean that some teachers of Civic Education had challenges in handling controversial issues in Civic Education lessons. However, some participants from M.o.G.E observed that a secure political and social environment in school was a key to actualizing an ideal democratic society

A follow-up to establish whether pupils were adequately prepared in secondary schools to speak in public, debate and question authorities, teachers interviewed explained that debate, discussions, quiz and mock trials could greatly contribute and increase pupils' efficacy in public speaking, questioning and defending positions.

*"It is important that we do more to prepare school children for their life beyond the classroom and for the role that they will have to play as citizens of this country."*

## **Discussion of the Findings**

### **Challenges in the teaching of Civic Education in Secondary Schools in Zambia**

The development of learners' creativity has been an area of discussion from the time Dewey coined the subject of learning by doing in the field of education. Learners need to be provided with relevant learning experiences and opportunities in order to learn how to observe the world from a variety of perspectives and to analyse, categorize and really delve into the problems they encounter in learning as well as in lives (Sifuniso, 2016). In doing so, this study identified the following as the challenges which affect the teaching of Civic Education in Secondary Schools in Zambia;

- a) Lack of practical assessment
- b) Pedagogical strategies
- c) Learning environment
- d) Belief about the subject
- e) Teaching and learning materials

#### **Lack of Practical Assessment**

In this study, most of the participants viewed lack of practical assessment as the main factor affecting the effective teaching of Civic Education in Secondary Schools in Zambia. It was established from the findings that since Civic Education was practical in nature, the learners needed to be assessed that way. This is because learners in a democratic society need to be active, informed and responsible citizens. Engagement in community affairs is considered to be a vital component in the effective transmission of democratic ideals. The findings suggest that lack of practical assessment denied learners an opportunity to engage with community affairs. Sim & Chow (2018) observe that active participation of citizens is crucial to the sustenance of a healthy democratic society. This means that Civic Education should equip the learners with relevant knowledge, skills and values required to participate fully in the community. In this regard, opportunities for learners' involvement in tangible experiences to facilitate their development as active, committed, responsible, social and political individuals were lacking.

#### **Belief about the Subject**

The findings revealed that Civic Education teachers took the subject simply as a passing subject. The emphasis by the teachers was on passing tests and examinations. These findings were consistent with Chola (2016) who observed that student teachers and graduate teachers did not have sound understanding of the subject matter they were just teaching to make them learners pass the examinations and beyond that.

#### **Pedagogical strategies**

As discussed in theme one, most of the teachers in secondary schools in Zambia still used the traditional approach methods which were teacher-centred. van-Manen (1977) notes that teaching and learning function is a very complex process, involving three inseparable and mutually supporting components. These include the teacher-cum-facilitator, the learner to whom the teaching and learning activities are intended and instructional resources or teaching aids. The three components were crucial for the acquisition of the desired knowledge, skills and attitudes. In the teaching and learning process, the teacher usually serves as a bridge, linking the learner and the resources, including the subject matter. In order for the intended learning to occur, competent facilitators, effective strategies, delivery methods and appropriate instructional resources are required. Meaningful teaching of Civic Education requires clear

strategies, methods and resources taking into account specific requirements and contexts of the groups of people to which the teaching and learning process is intended.

Therefore, the best pedagogy in the teaching of Civic Education should include a combination of classroom instruction through which learners gained the necessary foundational and professional skills, and experience and action on genuine community needs (Eyler, et al, 2001). Through this combined approach, learners are able to take their knowledge bases and apply them to address an array of societal problems. The application of this pedagogy includes the offering of structured time for learners to step back and reflect on their hands-on experience in the community setting and consider their roles and responsibilities as citizens of a society.

### ***Learning environment***

From the emerging themes, it was revealed through observations that schools did not give learners enough space to allow them to express themselves on public matters that affected them. It is on this premise that Civic Education should build a positive school climate, which in turn has a positive impact on a wide array of outcomes for learners, ranging from academic achievement to personal character. Both academic content and process; civic knowledge, virtues and skills must be taught and learned together to fulfil the mission of civic education, which is the development of individuals with the capacity to establish, maintain and improve democratic governance and citizenship in their country and throughout the world (Mihai, 2014). This can be accomplished by using participatory methods and active learning so that learners experience participation in a real democracy.

### **Teaching and learning materials**

The findings of this study have revealed that issues of teaching and learning materials in Civic Education were far from being resolved in secondary schools in Zambia. The teaching and learning materials were not adequate in some cases which posed a challenge in the transmission of right knowledge, skill and values needed for democratic citizenship.

Furthermore, pupils argued that the school libraries lacked Civic Education materials and this frustrated the learning of good and democratic citizenship in Civic Education. The findings of the study are in agreement with the findings of Oats (2009:56) who reiterated that “schools have an acute shortage of instructional material suitable for citizenship education and that this condition worked against the curriculum goal of effective citizenship education transmission.” Adeyemi, Boikhutso and Moffat (2003) noted that this condition needed to be addressed if Civic Education was to achieve its intended goal of preparing responsible citizens. For this reason, the government needed to equip secondary schools with adequate teaching and learning materials to support all various content areas in Civic Education.

While it is true that there was a shortage of educational material, teachers of Civic Education were encouraged through the Zambia Educational Curriculum Framework of 2013 to be resourceful. Teachers of Civic Education are supposed to be creative and innovative in the delivery of the subject so that it could have an impact on the learners. Additionally, Ball (2009) notes that for teachers to become reflective in their teaching practice, they must be motivated to change their teaching strategies when called to do so.

## **Conclusion**

In this study, an attempt has been made to establish the challenges in teaching of Civic Education in Secondary Schools in Zambia. The teaching of Civic Education in Secondary Schools in Zambia is marred with a number of challenges and teachers of Civic Education therefore are required to be resourceful and innovative during their teaching and learning sessions.

## **Recommendations**

On the basis of the findings of this study, recommendations are hereby suggested;

- Since Civic Education is practical in nature, there is need for the training institutions to make this aspect a must in their curricula.

- There is need for secondary schools to strengthen Continuing Professional Development (CPDs) activities as a response to enhancing reflective teaching strategies in subjects such as Civic Education.

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