

**EXPLORING TEACHING AND LEARNING OF SOCIAL VALUES AMONG  
CIVIC EDUCATION LEARNERS IN SECONDARY SCHOOLS, LUSAKA,  
ZAMBIA.**

**BY**

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## **DEDICATION**

This Master's Degree is dedicated to my husband for allowing me to study full-time. My mother for assisting me in caring for my children while I was away, and my children for making the sacrifice of staying at home without their mother. To God, the source of my life, thank you for directing me in the right direction and for providing me with knowledge and wisdom to grow academically. I will excel in Jesus' name because education is power.

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## ABSTRACT

The study explored the social values among Civic Education learners in secondary schools in Lusaka, Zambia. The main focus of the study was to gather opinions from influential individuals in Secondary School A and Secondary School B in the Lusaka District of Lusaka Province. Those enlisted as participants included two (2) Heads of Departments, four (4) Civic Education teachers, and sixteen (16) pupils, specifically Grade 12 learners, of Civic Education. An interpretive phenomenology research design was used, and data was collected through the use of face-to-face interviews, focus group discussions, and document analysis of the civic education school syllabus. These tools ensured the validity and trustworthiness of data while adhering to the ethical considerations of research.

The study's findings show that social values start with the way the lesson is delivered to learners through engagement in practical methods. Teachers are the key players in taking the initiative to let learners engage with the environment through different activities such as field trips, picking up litter, and cleaning up the environment. Social values such as respect and tolerance are not entirely learned from school but through what they see others doing. A stand-alone topic for social values should be formulated in the civic education syllabus for learners to be able to know that they are learning about social values from the start. The most prominent topics that dealt with social values, among others, include citizenship, family law, governance, corruption, cultural studies, and substance abuse, which were mentioned from the perspective of participants. Learners respond differently to social values; others change for the better while others do not. Topics in the syllabus dealing with social values should be overemphasised by teachers during lesson delivery, in that the lessons presented are not practical. Teachers' conduct should be monitored because learners may imitate what they observe in them, whether positive or negative. Teachers should intensify clubs that deal with moral issues, such as Moral Fibres and Peace Club, as a means of promoting social values to learners. The study established that, to raise a morally upright generation, the government should come up with a social values awareness campaign with the theme 'Upholding Social Values Day'. Learners should be engaged in some moral discussions that promote social values because they can be allowed to share their opinions on matters that are important and matters that affect them. Sensitization by learners in their communities about the importance of social values to

non-aged schoolchildren who may not have attended school can be an avenue to educate them on the importance of social values as a means of promoting them.

**Key words:** *Civic Education, Social Values, values and teaching methods.*

## LIST OF ACRONYMS

<b>CDC</b>	Curriculum Development Center
<b>CRC</b>	Child Rights Clubs
<b>CSO</b>	Civil Society Organisation
<b>CVE</b>	Civic Education
<b>CVEL</b>	Civic Education Learners
<b>FGDs</b>	Focus Group Discussion
<b>GRZ</b>	Government of the Republic of Zambia
<b>HOD</b>	Head of Department
<b>HR</b>	Human Rights
<b>IPA</b>	Interpretive Phenomenological Approach
<b>PF</b>	Patriotic Front
<b>PTA</b>	Parent Teachers Association
<b>STIs</b>	Sexually Transmitted Infections
<b>SADC</b>	Southern African Development Community
<b>SRGBV</b>	School- Relate Gender-Based Violence
<b>UNICEF</b>	United Nations International Children’s Emergency Fund
<b>UNIP</b>	United National Independence Party
<b>UNDP</b>	United Nations Development Programme
<b>UNESCO</b>	United Nations Educational Scientific and Cultural Organisation
<b>UNCRC</b>	United Nations Convention on the Rights of the Child
<b>UNZA</b>	University of Zambia
<b>ZCEA</b>	Zambia Civic Education Association
<b>ZSA</b>	Zambia Statistical Agency

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# CHAPTER ONE

## INTRODUCTORY

### 1.1 Overview

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

### 1.2 Background

Civic Education is a subject that is considered to be worth learning because it promotes self-government and participation based on the critical reflection of the citizens. It also teaches substantive knowledge, skills, attitudes, and values that have a positive impact on people's behaviour (Muleya, 2019). The objective of Civic Education in schools is to prepare active, accountable, and knowledgeable citizens, committed to the fundamental values and principles of democracy. It is cardinal to mention that Civic Education not only does it impacts learners' behaviour but also creates awareness and the need for respect, promotion of democracy, human rights, and freedoms, and develops an understanding globally (MESVTEE, 2013).

Values are seen as a mechanism people use to evaluate their daily lives, organised and set priorities, upon which they measure their pleasure and pains (Tiwari, 2019). This includes choosing an alternative course of action. Values could be regarded as a guiding principle or measure for determining what is worthwhile and important in life. It is a norm or standard, particularly one of good behaviour. As such, it could be said that values are a deed intervention practice that is highly valued and seen as important by people in a society. For example, fundamental rights, patriotism, and respect for human dignity, as well as rationality, sacrifice, individuality, equality, democracy, and many more values, are some of the guiding principles that govern our behaviour in society for the betterment of mankind. Alonge (2014) postulates that values have a significant impact on an individual and prompts one to select what is considered valuable and institutions explain how social processes work in a specific society. Values are social origins of patterned interaction which account for the social order's stability and provide general guidance for behaviour.

Social values are a set of values that can be referred to as social change, institutions, cultures, and cultural beliefs, are a set of principles that are morally acceptable by society as stated by (Vieyt, 2022). They are principles that give guidance on how to behave with one another within the social structure. Social values include: showing goodwill towards others, being self-sufficient so as not to be a financial burden, being accountable for ones actions and behaviour toward others, being aware that our personal choices will always impact others, raising children with good values, being honest, and productive citizens, and expecting nothing in return for all one does for others.

Social values are a source of concern globally among learners, (Zanzi, 2018). Global values are those that are shared by all societies, just as traditional values vary from one culture to another and evolve with time, globalization introduces new features to modern societies that are fundamentally similar to traditional ones. In other words, the way cultures see virtue and morality, neighborhood relationships, trust, faithfulness, love and tolerance, respect, and fear change or deteriorate as a result of globalization as indicated by (Turkkharaman, 2013). Schools are institutions that are believed to be competent, and essential for fostering learners' development of a global perspective in terms of values. It was noted that the development of young people's global competency is greatly assisted by schools. Learners are shaped in a way that they are critical to assess the world events that have an impact on both the larger world and their individual lives to have a chance to be better and more productive. According to Sinicrope (2007), schools could promote intercultural awareness and respect by giving learners opportunities to participate in activities that help them appreciate different races, ethnic groups, and cultural traditions. Schools were also in a unique position to help young people better comprehend their place in society and the world and to increase their capacity for decision-making.

Values and education foster cultural awareness and courteous interactions. This is important in that young people can learn to live together as citizens by respecting the diversity in the communities to which they belong (Brubacker, 1998). To prosper in a world that has technology makes it easier for people to connect. Teaching effective communication and proper behaviour across diverse teams will continue to be essential to succeed in many occupations. Society is increasingly looking for candidates who would quickly adjust to new

situations and who could apply and transfer their knowledge and abilities to new contexts (Delors, 1996).

Social values also affect the countries in the Southern African Development Community (SADC) region; hence the regional interventions being utilised (UNESCO-SADC, 2019). Zambia is one of the countries in the SADC region affected by the prevailing state of moral decline. In 2003, the Zambian Government (GRZ) introduced Civic Education (CVE) in the country in order for learners to acquire critical educational elements as well as applicable knowledge which makes up competencies (Mulenga and Kabombwe, 2019). The competences are important in the community because they equip learners with skills and knowledge on how to handle challenging issues such as conflict. In line with this point, (Kaumba et al., 2020) notes that the curriculum was implemented in Civic Education as a compulsory subject at senior secondary level for the purpose of equipping learners with skills, knowledge, dispositions, and morals acceptable by society.

In the recent past, there has been a rise in social vices among young people, which indicates that social values were not upheld in their highest esteem as they once were. It is assumed that secondary school learners' behaviour might be shaped by the social values taught in Civic Education (CVE). Equally, it is disturbing to see how morality was declining as social vices were rising. An analysis of how things were going on in the nation reveals that the importance of loyalty, humility, decent dressing, honesty, truthfulness, hard work, dedication, respect for elders, respect for human dignity, and discipline appears to be eroding over time (Oluwagbohunmi, 2017). However, the motivation of this study has come about because of the rise in deviant behaviour that has been observed hence, the overarching question.

### **1.3 Statement of the problem**

Civic education as an educational program was introduced in Zambian secondary schools in 2003, the subject was projected to facilitate the acquisition of social, political, and economic values that remain integral to Zambia's national development as asserted by (Muleya, 2015). The teaching of social values remains critical to Zambia's educational aims, goals, and objectives, also in conformity with national values that have been embedded in articles eight and nine (8-9) of the Zambian Constitution Amendment Act 2016, it provides that the national

values shall be applied in the interpretation of the constitution, public laws and public policy. Therefore, the main goal of social values in the civic education syllabus is to assure value acquisition among civic education learners, which remains a source of concern because the majority of learners demonstrate little or no reciprocal application of social values. However, the acquisition of social values among school learners remains a source of concern, because there is little or no reciprocal application and demonstration of the conceptualization of social values among the majority of the Zambian citizenry as noted (Mulenga, 2022). The lack of application and demonstration of social values among the Zambian citizenry invokes the indictment of the pedagogical approaches, pedagogical content knowledge, and the relevance of the teachers of civic education on social values in Zambia. Furthermore, social values do not appear to be upheld among civic education learners; indecent dressing, substance abuse, and teen pregnancy remain on the rise (Chilufya, 2022). The lack of application and demonstration of social values among civic education learners raises questions about the way social values are taught in civic education. It also raises questions concerning the lesson delivery and how social values can be promoted through civic education learners. Failure to conduct such an exploration may render the teaching of social values in civic education meaningless and an impediment to Zambia's growth, as indicated in the National Vision 2030, hence the need to carry out this study.

#### **1.4 Aim of the study**

This study aimed to determine whether social values are practiced, learned, or demonstrated among Civic Education Learners.

#### **1.5 Objectives of the Study**

- i. To investigate teachers' understanding of social values.
- ii. To explore appropriate teaching methods in teaching social values in civic education.
- iii. To determine how social values can be promoted among civic education teachers and learners.

## **1.6 Research questions**

- i. What do teachers of civic education understanding of social values
- ii. What are the appropriate teaching methods in teaching social values in civic education?
- iii. How can social values be promoted among Civic Education teachers and learners?

## **1.7 Significance of the study**

The rise in deviant behaviour among Secondary School learners poses a great challenge in many countries and Zambia is not an exception. This study is important because it may uncover the experiences of Civic Education (CVE) learners in social value learning in Secondary Schools in Lusaka. It was hoped that the findings of this study might inform policy and add to the body of knowledge in civic history. The findings might also be useful to the Ministry of Education and other policy makers as they would help to establish how social values taught in Civic Education have a role in fostering teachers' understanding of social values. The study would help to provide and contribute to the body of literature that exists in the field of Civic Education and its role in influencing and exploring the appropriate teaching strategies for teaching social values in civic education, the ability to provide useful information and knowledge to policy makers, stakeholders, and communities on how social values would be promoted among adolescents. It was also hoped that this study would act as a stepping stone for further research as well as help the researcher obtain a Master of Education Degree in Civic Education at the University of Zambia (UNZA).

## **1.8 Study area or site**

The study was conducted in Lusaka the capital and largest city of Zambia. It is located in South-Central Zambia at 15°25'S 28°17'E, on a plateau at 1300m (4265 ft.) in altitude (Schools Wikipedia, 2007). It has a population of 19,610,769, with the male population being 9,603,056 while the female population is 10,007,713 as of 8th September 2022 (ZSA, 2022). Lusaka, being in the centre of Zambia with government and economic activities, naturally makes it the most densely populated and the most tribally diverse region. The Republic of Zambia is a landlocked country in Southern Africa, surrounded by eight (8) countries: the

Democratic Republic of Congo to the north; Tanzania to the north-east; Malawi to the east; Mozambique; Zimbabwe; Botswana; and Namibia to the south; and Angola to the west according to (Country Profile: Republic of Zambia, 2016).

### **1.9 Delimitation of the study/case description**

The study covered secondary schools in the Lusaka district of urban areas in Zambia. The researcher decided to focus on Lusaka because most studies were frequently conducted outside of the city, ignoring the conditions that were present in places like Lusaka, which were also experiencing excessive urbanization and an increase in the population of secondary school-going age groups. In addition, it was ideal for the researcher to get the intended results because of the easy accessibility of participants. The main focus of the study was interviewing and evaluating opinions from influential individuals in Secondary School A and Secondary School B in Lusaka district of Lusaka Province. The range of enlisted participants included the Head of Departments, teachers of Civic Education, and learners focused on Grade 12 learners of civic education in the secondary schools that were chosen.

### **1.10 Theoretical framework**

Albert Bandura was a psychologist who developed the foundations that underpin behaviourist and cognitive learning approaches. It is the philosophy that emphasises that people may learn from one another through observation, imitation, and modelling. This theory aims at studying socialisation and how it influences human conduct (Bandura, 1977).

Albert Bandura's Social Learning Theory fits well to the study because it serves as the foundation for civic education in schools, which can be viewed as a push towards the embodiment of social values. The teaching of social value lessons are determined by how they are delivered to learners, and civic education is viewed as a medium for promoting responsiveness and social values in the community. According to social learning theory, humans learn social behaviour by observing and imitating the acts of others. Bandura contended that people might catch up on behaviour through observation (Cherry, 2022). This means that learners would be able to imitate the behaviour that they observe their teachers and parents displaying, but understanding social values would assist them in modelling good or

wrong values. Social Learning Theory focuses on reflective teaching and promotes the integration of theory and practice to achieve meaningful learning. If not, it is the researcher's held belief that unless this context is incorporated into the teaching of civic education in schools, it will be difficult to cultivate in learners the virtues and values that will serve as elements of social change and societal transformation.

The Social Learning theory emphasis to the study is that people learn from their surroundings through observation, and community role models that impact how they behave (Williams, 1985). This theory offers a method of putting education into action. It entails learners and teachers leaving the classroom and participating with their communities to bring learning to life and develop real-world connections between their education and everyday situations. The strategy also encourages learners to learn how to collaborate with others and to apply information and skills obtained in their academic disciplines and subjects to better understand the underlying social, political, and economic issues that contribute to community problems. The theory of social learning empowers learners to decide which values or actions they want to emulate from their surroundings. The knowledge gained through civic education and social values would lead them to select what is best for everyone (Andreev, 2023). The approach employed in civic education teaching and learning can be effective in addressing concerns of social values and conduct. Civic education instruction deals with social values that can bring about change and development in the community and individuals who have received civic education can improve on. The principles imparted to learners include stronger academic skills, which will foster lifelong civic commitments that will aim at bringing change in every facet of life and boost developmental skills. As a result, in this context, it is soothing and has an important function to play, particularly in the context of the study intervention, because it connects meaningful experiences and engagement to classroom lessons.

### **1.11 Operational definitions**

This segment provides definitions of the words that were key in this study and they are defined in a way that would be functional for the purpose of the study.

**Civic values:** refer to the standards and norms that society or community holds values. In this study, civic values would refer to civic knowledge, skills, respect for human rights, and disposition (Branson, 1998).

**Moral values:** are a set of principles that guide an individual in evaluating right and wrong issues. In this study, moral value would refer to kindness, courage, humility, truthfulness, integrity, respect, hard work, tolerance, compassion, and empathy (Choudhury, 2016).

**Cultural values:** are displayed in a particular society's beliefs and values. In this study, cultural values will refer to respect for other people's cultural beliefs, respect for elders, modest dress, and polity language (Idang, 2015).

**Social Morality:** Social morality is a set of values and norms that exist in society. These are the rules that govern the members of a society on how they should behave with each other for their welfare and well-being (Rajat Maloo & Vanshika Katiyar, 2018).

**Government schools:** are schools that are fully controlled by the government (Ministry of Education, 1996).

**Social Values:** are a set of values defined as social change, institutions, cultures, and cultural beliefs (Vieyt, 2022).

**Values:** are defined as the criteria that people use to evaluate their daily lives, organize their priorities, measure their pleasures and pains, and choose between alternative courses of action (Tiwari, 2019).

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This section aimed at reviewing related material on exploring social values in secondary school Civic Education learners. According to Kombo and Tromp (2006), a literature review accounts for what other scholars and researchers have published on a topic of interest. The literature review begins by conceptualizing social values and Civic Education by highlighting the global and Zambian contexts of social values in the school curriculum as a subject. It then looked at how Zambian social values could be fostered to instill good behavior and character that could help transform learners' minds and shape the behavior of the young ones and explore how social values might instill knowledge through Civic Education.

#### **2.2 Conceptualizing Social Values and Civic Education**

Civic education is a subject that has grown to take on multiple meanings over time. It has prompted a shift in citizens' beliefs. One of the advantages of civic education is that it provides citizens with sufficient knowledge. Applying knowledge that is learned from civic education, people have come to appreciate thereof. However, it is important to evaluate what other scholars have said regarding the definition of civic education. Muleya (2015:12) noted that "civil education has several definitions; this is so because scholars who have attempted to do so have different perspectives, depending on their alignment, making it difficult to arrive at a common definition that caters for all." In recent years, there has been an increase in interest in civic education, highlighting its importance as a means of potentially contributing to the formation and involvement of democratic individuals and societies. Civic education, also known as citizenship education, has diverse connotations depending on the situation; hence, it is referred to differently in different countries (Muleya, 2017). However, Civic education is referred to the provision of information and learning experiences that prepare and enable citizens to participate in democratic processes. The goal of civic education is to develop civic qualities based on knowledge, skills, and values that assist individuals in solving emerging problems, adapting to changing socioeconomic and political conditions, representing and

protecting their rights and interests, and respecting the interests and rights of others (Suman, 2022). Civic education has the duty of preparing students for the future. This subject aims to ensure the country's democratic development by assisting young people in developing self-management and other life skills that will aid them in the future. The purpose of civic education is to contribute to the formation and development of humanistic personal orientations; the formation of legal and political culture among schoolchildren; the development of a democratic way of thinking; and the acquisition of complex ethical, legal, and political knowledge, skills, and abilities, as well as the experience that young people need to integrate into a democratic society for their active participation in the country's social life (Turkkharaman, 2013).

#### **2.4. History of Civic Education in Zambia**

To comprehend and appreciate the meaning of a concept that is constantly evolving, it was critical to recall the origins of Civic Education from the standpoint of citizenship. The definition and development of which is founded in the Greek city-state of Athens (Vilakazi and Mathebula, 2013: 177-200). This is because, in Athenian democracy and citizenship had three essential and complementary dimensions, the status, which was seen in terms of the individual's relationship to the state; the feeling of belonging to a community of citizens; and the third, which was seen in the context of involvement. This involvement was expected to be active in terms of community and public life participation. After reviewing the context, the researcher concurs that Greece is where citizenship first emerged. Civic Education, as mentioned earlier, is context-based and depends on one's orientation.

The history of civic education developed as an intriguing topic that cannot be ignored and it was looked at and addressed in this study. It would be incorrect to dismiss the history of civic education and its relationship to citizenship education as a social construct influencing the rhetoric on the agenda of many democracies' education systems (Robert, 2003). Civic education emerged as an additional curriculum, highlighting the growth of civic education in Zambia's educational system.

In Zambia, one would see that citizens have all the rights and freedoms to be abreast with the knowledge required to become responsible as well as take part in the affairs of their nations.

One of the contributors to advocate for the introduction of civic education subject in Zambia who cannot go without being mentioned was Professor Geoffrey Lungwangwa, during the National Symposium on Civic Education in 1995 (CDC, 2012). The primary goal of Civic Education is to provide learners with information to solve a variety of social and political concerns confronting the country. Apart from social and political obstacles, the project sought to address issues in culture, societal structures, communities, and families (CDC, 2012). Citizens will tackle emerging environmental and political problems if they are adequately taught how to engage in community and national decision-making and problem-solving processes; this demonstrates the importance of civic education and helps prepare citizens.

The Ministry of Education and the Southern University Democratic Government Project USAID/Zambia collaborated to organize the 1995 National Symposium (Bratton et al. 1999). Teachers, NGO members, and traditional leaders were among those who lobbied for a new Civic Education syllabus for senior secondary school Grades 10 to 12, in 2003. Formerly, Civic Education was not included in senior secondary school curricula, and it was considered a sort of repression or ambiguity in the Zambian curriculum. The subject was restored to all secondary schools in 2006. It is worth noting that the subjects covered in the secondary school curriculum deal with the immediate environment, regional, and global challenges, as well as current and contentious issues (CDC, 2012). Furthermore, the introduction of civic education in Zambia was to focus on concerns and challenges related to learners', communities, and the nation's experiences.

Some of the concepts and issues integrated into the Civic Education Syllabi for Grades 10 to 12 match the curriculum in Colleges of Education and University syllabi. The Constitution, citizenship, and governance system in Zambia, introduction to human rights, corruption, and introduction to cultural studies, substance abuse, family law, development planning, poverty in Zambia, environmental education, and global issues are among the topics covered. Without a doubt, Civic Education teaching and learning may assist society in realising the importance that this subject plays, in our democratic and ever-changing world (CDC, 2012). The University of Zambia (UNZA) Civic Education Syllabus contains a curriculum that is similar to that taught in secondary school (UNZA, 2007).

Various Civic Education syllabi (university and secondary school syllabi) show that a variety of Civic Education topics develop responsible citizens. This is because the primary purpose of Civic Education in Zambia is to provide knowledge that would assist residents become better citizens. Learners are expected to have learned skills, values, attitudes, and beliefs that will equip them with good social values after the courses of study. Although the skills, values, attitudes, and beliefs to be covered during instructional time are not specified, the following civic virtues and traits appear to be important in promoting respect, compromise in a diverse ethnic society, tolerance, patriotism, compassion, open-mindedness, and tolerance of others.

Civic Education is divided into three categories (Cohen, 2013) these include; knowledge transfer, value instillation, and disposition formation. This suggests that Civic Education is a subject that might be characterized in terms of these elements and that it is a subject that disseminates information, values, and attitudes among learners in classrooms. According to Butts (1980), as cited by Cohen (2013), citizenship education embraces the fundamental values of the political community, realistic and scholarly knowledge of the workings of political institutions and processes, and the skills of political behavior required for effective participation in a democracy. Based on this description, one can claim that Civic Education contains three important building elements that support educational processes in each given setting where the topic is taught: values, knowledge, and skills.

Civic knowledge is concerned with the content or what citizens ought to know and the subject matter. It is said that knowledge is power, once learners are informed, can act upon the knowledge that helps to change the way they perceive things (Centre for Civic Education, 1994).

Civic skills are necessary for citizens to exercise their rights and fulfill their obligations as members of self-governing communities. These skills are in addition to the body of information that they must learn. Civic Education demands critical thinking, which necessitates the development of intellectual abilities that are inseparable from content since they are needed to explain, analyze, evaluate, adopt, and defend positions on public issues (Centre for Civic Education, 1994).

The qualities of individual and public character necessary for the preservation and advancement of constitutional democracy are referred to as civic dispositions. The political effectiveness of an individual, the smooth operation of the political system, a sense of worth and dignity, and the common good are all influenced by civic inclinations. This results in developing as a self-sufficient citizen, taking on the obligations of a citizen in the personal, political, and economic spheres, honoring the value of the individual and the dignity of the human being, engaging in civic affairs thoughtfully and productively, and supporting the constitutional democracy's smooth operation. It is difficult to overstate the significance of civic dispositions, or the 'habits of the heart', as Alexis de Tocqueville referred to them. In the long run, the qualities of public and private character that support democracy will likely be (Centre for Civic Education, 1994).

#### **2.4 Advantages of Learning Social Value Education.**

Emily Durkheim, Auguste Comte, Karl, Marx, Max Weber and George Simmel among other scholars have written about and highlighted the relevance of social values (Germov, 2018). Implying that there is hope for people to realize that adhering to good ideals can induce a transformation in people's behavior, allowing them to improve and create a more conducive environment to live in. Despite the fact that social values are diminishing among the younger generation, it is essential to emphasize their importance to everyone.

Avoiding teaching values in schools causes major challenges for learners. Learners frequently disagree when it comes time to make decisions about their future. The absence of social values in learners can jeopardize their future. Eleby's study quoted Diperna and Elliot (1999) to assume that a learner's academic achievement and success in classroom learning involves their attitude and behavior that extends beyond the basis of the educational setting. Many incidents can be averted by teaching learners social values at school. Learners who lack social values are more likely to become young offenders or pregnant adolescent mothers. Simultaneously, a lack of social values causes learners to have unstable self-esteem (Crockernberg, 1989). This is evident in the younger generation, which, for example, has exhibited a lack of respect for others, a lack of tolerance for individuals who think differently from them, or just a lack of self-discipline to make the right decisions, which leads them to

believe that what they are doing is correct. Every day, people see how a lack of social values affects the development of learners.

Respect, tolerance, equality, and honesty are examples of social values that help individuals develop a strong and stable personality. As a result, the absence of these ideals can have disastrous implications in anyone's life. Berson & Oreg (2016) assert that instilling values in children is among the cornerstones of every society. Violence, crime, drugs, and teenage pregnancy are some of the repercussions. Even if there are several indicators that these dangerous causes are the result of a lack of social values, there are still others who oppose promoting social values in schools. If society does not want to continue seeing dishonest results as a result of a lack of social values, we should consider introducing social values in schools. Teaching social values in schools would ensure that learners have greater self-esteem, respect for themselves and others, and tolerance, hence, it will prevent them from making incorrect decisions in their lives.

In contrast to these individuals, Slater (2008) affirms that “there is always a desire to separate the teaching of values from the teaching of reading, writing, and mathematics, the so-called value-neutral subjects. “But we have discovered, and every parent who has done homework with their child knows, that whether we like it or not, we teach values when teaching these topics”. Believe it or not, when parents send their children to school, they believe that they will only learn traditional school subjects such as civic education, or mathematics, nevertheless, the truth is that learners will learn social values in every part of school. Parents must analyse and grasp the circumstance; they must understand that the purpose of teaching values in school is to prepare our children for future scenarios that may have an emotional influence on their lives. Teachers who teach social values in schools not only teach learners how to analyse and solve issues, but also shape children’s opinions about what is right, good, and important in life, sharpening their values in the future.

Durkheim (2017) contended that schools were necessary for imprinting common social values in the minds of young people. He felt that schools would play an important role in shaping modern society. Education indeed accomplishes this by creating a sense of social solidarity in the person, which includes a sense of belonging to a larger society, a dedication to the

necessity of working towards society's goals, and a belief that society is more important than the individual. Durkheim strongly believes that school is the only institution capable of preparing children for membership in a larger society. It does so by enforcing a set of rules that apply to all children and learners learn to interact with one another based on these shared rules. It has functioned as a miniature society. He stated that school regulations should be vigorously enforced, with a succession of punishments for those who violated them that mirrored the gravity of the harm done to the social group by learners who broke the rules. The argument was on the explanation of why punishments were given to rule breakers, which would be that learners will learn to practice self-discipline not merely out of fear of punishment, but also because they would see the harm their deviant behavior caused to the group as a whole. By following school norms, the learners learn to respect rules in general, and develop habits of self-control and constraint simply because they regulate and restrict them. This must be a good social value that they have assimilated to encourage good behavior in them.

The researcher is not entirely in support with Emily Durkheim's inference that schools are the sole locations for learners to learn social values, as accepting that would offset the important roles parents and guardians play in the development of their children. As children grow, they naturally learn from their parents by seeing what they do. For example, if a child grows up in a drunken household, that child is more likely to become a drunkard. However, if the child grows up in a decent family, the child is more likely to copy the good values. This aligns with Albert Bandura's Social Learning Theory that young people acquire social values by observing and imitating the actions of others (Cherry, 2022). According to this remark, social values are not only learned at school but also collectively.

Human beings can be identified in a variety of ways; nonetheless, Humans are distinct beings that must coexist and interact with one another. Manly Hall claims that "a man without any ethical values is a wild animal released into the world," Theodore Roosevelt claims that "to educate a man in mind but not in morals is to educate a menace to society"(Turkkharaman, 2013). The goal of value education is to instill values in people and raise them to translate those values into behaviours. Values cannot be gained through telling or describing, they should be directly experienced, internalized, and accompanied by the associated sentiments.

The precondition for values education is to create an atmosphere in which the child can learn (Munna, 2021).

When it comes to moral organisation, people do not live their lives in moral or ethical isolation but rather grow up within specific traditions (Reiss, 1999; Mohammad Chowdhury, 2016). This means that a person's social value indoctrination is influenced by the environment in which they grow up. Looking at how technology is affecting society around the world with the emergence of fashion, and the rise in indecent behaviors such as incest, homosexuality, and undressing in public, reinforces the necessity of teaching social values that can benefit learners in society. The developing problem of moral deterioration paints a clear picture of what is happening in the world and that more attention is needed in schools to help learners understand the importance of embracing strong social values to become better citizens (Suman, 2022).

Culture is a topic that illustrates various ethnicities in Zambia; it includes a wide range of customs and beliefs that people follow, gives people a sense of identity, enables them to get along with members of other tribes, and lessens intertribal conflict. Mantiri (2013), adds that learning is significantly impacted by the context in which a person grows and develops. Every citizen's interests are protected, and culture shapes how children should interact with one another. Social values taught in Civic Education mold young people's behavior and character as they mature.

Social values are good attributes that people should strive towards to bring harmony and sanity to society. Individuals have distinct views and ways of thinking, which could give some people more power than others, especially the wealthy, who might belittle the less fortunate due to their lower social rank. social values are the beliefs that all citizens share and that ensure the smooth operation of society. Print (2015) adds that, through acts of service, taking accountability for one's actions, respect for others, and patriotism, examines the idea of civic virtues. Someone who may receive Civic Education becomes conscious of their limitations and holds them to violate other people's rights. This fosters cooperation and accountability among students. According to Greiger (2014), it is simple to overlook the exogenous functions

of more informal collective action that originates in the communities that employ and rely on social values since they are difficult to compute or measure.

Social value education and civic education both teach citizens values that keep them in line with society's standards. It instils values in people and prepares them to put those principles into action. Social values should be personally experienced, internalized, and accompanied by corresponding sentiments, as well as impart concepts that allow people to tolerate and live in harmony with those who have opposing views (Turkkharaman, 2013). Civic education, on the other hand, raises awareness of principles and regulations as well as the acquisition of civic values, allowing citizens to freely participate in the democratic sphere. Civic education aids in the construction and development of humanistic personal orientations, the formation of legal and political culture among learners, the development of a democratic way of thinking, and the acquisition of sophisticated ethical, legal, and political information and abilities (Turkkharaman, 2013)..

## **2.5. The contemporary growth of global ideas on civic education and social goals**

Civic Education is perceived differently across the globe. In the case of America, according to White (1997) indicates that, value education is not appropriate for public schools and that schools should be value-free and neutral in terms of Civic Education and moral issues. Advocates for a value-free curriculum in elementary school support the idea of allowing teachers to focus on teaching Civic Education on government institutions and structures, as well as specific skills such as participation, critical thinking, and decision-making. To avoid adopting and passing value positions to learners, teachers must thrive (Lickona, 1991). They claim that values are a personal affair and that public schools, as an instrument of government, should avoid values and leave the development of values to others.

America's view of social values differs from Australia's; values are taught methodically and effectively in Australian schools. In Australia, social values are promoted and regarded as more significant, and a democratic way of life based on equality, freedom, and the rule of law is emphasised. Everyone supports value education in Australia, and learners' well-being is an essential component of schooling that fosters high ethical standards. People or countries have

diverse perspectives on certain issues, which stem from the various views and orientations they have received (Lovat et al, 2009).

America and Australia differ in their approach to teaching social values. For America, they believe that public schools should shift away from teaching social values because it is not the responsibility of teachers; instead, social values should be taught by parents. The premise is that teachers may hold different beliefs than parents, causing confusion among children and parents, hence schools should focus on teaching elementary subjects rather than value education. Similarly, not everyone agrees with White's (1997) perspective; Dewey believed that schools should represent a social environment and that children learn best in natural social settings (Flinders, 2013). This suggests that the natural character of schools should be used to teach social values, in the sense that teachers are often revered by learners, making it easier to replicate what is taught. Lovat et al. (2009) highlight how, in Australia, social values are taught in schools and highly valued. Social values are believed to be at the heart of every good person and can be taught collectively.

The majority of schools around the world teach social values; Japan is no exception. In Japan, the school curriculum includes moral education, and teachers prepare lessons on social values using a written curriculum. The lessons are organised according to audited requirements. However, in some cases, they may deviate from portions of what the curriculum requires to fit the learning conditions of the specific session. The implementation of moral education warrants examination (Bamkin, 2020). Some of Japan's core values include thinking of others, doing your best, not giving up, honouring your elders, knowing your duty, and working in groups. These concepts are taught both overtly and implicitly from nursery school to the workplace. In Japan, social values are highly respected; it is everyone's responsibility to ensure that children grow up with decent values. A Japanese child acts responsibly towards one another and the environment from a young age. The principles are deeply entrenched in their hearts, and doing the right thing is not viewed as a problem.

South Korea's method of teaching social values includes the use of folk literature, which is very informative and widely used in children's value education. The content helps children develop into moral and responsible individuals capable of making informed decisions. Folk

tales are utilised to teach learners, and prizes are given to those who demonstrate traditional virtues. Reading traditional folk literature allows young people to feel emotional catharsis while also internalising social values through personal ties with the characters. Folk literature inspires children to be morally decent and well-rounded members of society. Korean educators feel that the use of folk literature is a culturally suitable technique to build appropriate methods of teaching values that reflect the concepts that have governed the lives of Koreans for many years (Lee, 2011).

Japan and South Korea share certain similarities in how they teach social values to learners in school; the most notable being the early exposure of young people to social values. This has aided in the establishment of deeply ingrained values that cannot be detached by its citizens. In some cases, people have simply matured into very responsible people who prioritise the interests of the nation over personal interests; their patriotism for their country and others is at a different level. However, despite their commonalities, they differ in how they teach social values to learners. Japan uses well-planned lessons from the curriculum while South Korea uses the traditional manner of teaching social values to learners.

## **2.6 Appropriate Teaching Approaches that can Promote Learners' Acquisition of Social Values**

The study was done in Ethiopia to identify the perception and practice of common cultural values. Faris (2012) investigated the incorporation of social values to improve science education in the country in his work “Restoring Local Cultural Values” in Science Education. This ethnographic study used in-depth interviews, supplementary observations, focus group discussions, and biography. The study investigated whether social values were included or excluded from school curricula, as well as the potential for incorporating them into science education. The predicted difficulties caused by the incorporation of values demonstrated that belief in cultural values is maintained in Ethiopian culture. Although cultural lessons in most cases came from traditions and what elders regarded to be so significant in the reverence of gods, it is also important in Ethiopian cultural norms held in high regard, establishing a community that lends meaning to people’s way of life in Ethiopia. Cultural norms and values serve as the foundation for education. It is demonstrated that the now century-old official

education system does not absorb those local cultural values. Current science education also has no resemblance to Ethiopian cultural values and hence needs repair (Faris, 2012).

This study is relevant to this research study because it emphasises the relevance of social values across the school curriculum, whether in civic education or science-based courses. However, the previous study focused on cultural values in science, but this study focuses on social values in the secondary school civic education curriculum. The traditional approach of teaching social values in Ethiopia is practically done since elders have set a norm of doing things like revering gods as their way of life.

A study on holistic primary education was conducted in Kenya. Kowino, (2013), found that holistic education helps to develop learners ethically, cognitively, academically, and physically competent. Cultural competency enables learners to interpret the significance of Civic Education in their current and future lives, fostering a sense of pride, identity, and existence in them. It also teaches them to comprehend the significance of civic duties, which enable learners to be responsible citizens of the country. Social values competence makes students more caring, tolerant, and involved in civic duties. In developing learners, holistic education fosters social values. This form of education is predicated on the assumption that each discovers identity, meaning, and purpose in life via civic engagement (Muleya, 2019). Civic engagement entails trying to improve the civic life of one's community while also developing the necessary knowledge, skills, beliefs, and drive to do so. It involves increasing the quality of life in a community, via both political and non-political procedures. Civic participation includes both paid and unpaid political action, environmentalism, and neighborhood and national service. Civic engagement can take various forms, including volunteering, national service, and service learning.

The study conducted in Kenya by (Muthigani, 2019) believes that applying a comprehensive approach to teaching social values with evidence that it helps learners become competent is the outcome of social values taught through teaching and learning. However, this work will influence the study in the sense that to be ethically transformed, one must have acquired some of these values through the learning process. Learning procedures take several shapes to

eliminate bias in the classroom while also allowing for practical learning through civic engagement.

Klemenovic and Zukovic (2013) explored the objective of democratization and the introduction of Civic Education classes into the Republic of Serbia's educational system. The observation is that education should be the driving force behind social change and that schools play a crucial role in promoting and accepting communal values, as well as each individual's personal growth and development. The paper's conceptual principles are backed by a summary of study findings on the pedagogical features of the subject's implementation and instruction at the secondary level of education, as viewed through the eyes of teachers, learners, and parents. The author advocates for a 'common tangent' in Civic Education through an open and tolerant discussion among participants that allows for the interchange of experiences, attitudes, and perspectives. This would lead to the implementation of democratic values as a foundation for school democratization. This work of literature explains how Civic Education can be utilized to instill social values in young people. While the study's focus is on identifying a common theme for the subject, this study focuses on using Civic Education to investigate social values among students.

Abdulhameed (2013) observed in a journal titled "Raising Submissive and Dependent Citizens: The Case of Egyptian Schools" that Civic Education in Egyptian public schools is integrated into social studies and taught from an Islamic perspective, and that civic knowledge provides social values to the recipient on the concepts of human rights, corruption, democracy, citizenship, and gender. The author emphasized Civic Education's importance in instilling civic values in schools and treated it as a separate subject from social studies. The point of view is critical, and it sheds further light on the importance of Civic Education in Egyptian public schools. The significance of this article to the study stems from its emphasis on the teaching of social values in Civic Education.

## **2.7. Pedagogical Approaches enhancing the promotion of social values**

Zambia places a strong emphasis on social values. Religious education, like civic education, teaches social values. Zambia's Bantu language, which is mostly determined by geographical location, demonstrates how different languages and tribes place importance on their beliefs.

According to the *Zambian Education Policy Review (2016)*, 87 percent of the population is Christian, less than one percent is Muslim, and 12 percent holds other religious beliefs. Based on this knowledge, it is possible to conclude that social values are central to Zambian views and have played an essential role throughout modern Zambian history in creating behaviours that promote sanity and principles that control how people live and coexist in their community. Religious belief promotes social values such as mutual respect, decent dressing, tolerance, and obedience. Social values are taught not only in civic education but also through various religious beliefs in Zambia. This indicates that, if civic education cannot mould people, religious ideas can supplement them. The findings in Muleya's research, suggest that value education should be mandatory in schools. It shows that promoting civic education and other value education in schools should be a key priority. It is a fundamental requirement in schools, presumably because it encourages learners to participate and helps them become morally upright. Value acquisition in learners depends on the involvement of practical lessons by teachers, because it brings about social change and transformation in society (Muleya, 2015). This study's primary focus is on civic education instruction in secondary schools in Zambia. Civic education encompasses a range of subjects that tackle social values, including but not limited to gender, family law, citizenship, introduction to culture, and governance, the aforementioned topics spread across senior secondary school syllabus that is from grade 10 - 12.

As such Muleya (2015) in his study reports that, in the literature reviewed thus far, service learning provides a dynamic and holistic educational experience that has the potential to strengthen learners' cognitive skills and moral character in a more powerful and long-lasting way than classroom instruction. As a result, learners' value acquisition in civic education can be used to predict social change and societal transformation as long as the instruction is done within the framework of service learning.

Consequently, the Tanzanian school curriculum possesses some similarities with the Zambian civic education system. Civic education embodiment in learners and the conveying of social responsibility for Tanzania's way of teaching and learning follow the instruction of values from the curriculum. The teaching and learning of civic education in learners can come about through the impartation of social responsibility to learners, which is crucial in tackling the

moral concerns of the nation. It is stated that the curricula taught the youth principles, ideals, and beliefs that serve as general guides to their behaviour and points of reference in life and contribute to the overall well-being of Tanzanian society. Furthermore, the curricula include principles that are intimately related to Tanzanians' integrity and identity, with the expectation that these values will affect decision-making as adults in the future (Sulayman, 2012).

The idea behind this article emphasises the integration of social values in the Tanzanian national school curriculum in Civic Education, the notion is that social values should not be taught as a subject in the traditional sense but rather integrated into all school subjects in what is known as a Correlation design curriculum. Such a curriculum should allow for the inclusion of enrichment, personal development, community service, enjoyment, and nurturing as learning inside and from various angles of the present curricula. Moral principles will thus be included in the overall school policy as well as academic disciplines. This will help to instill confidence in learners and strengthen their self-determination to avoid immoral actions in the real world (Sulayman, 2012).

In their study, Kaumba et al (2023) identify important remedies for effectively teaching social values in schools. According to Kaumba, Kabombwe, and Mwanza (2020), teaching and learning have become more theoretical than practical over the years. The authors seem to suggest that implementing service learning is a better approach to teaching since it helps learners experience and interact with their communities. Rather, the curriculum may have sufficient content to teach learners about the importance of social values, but how the knowledge is communicated presents a challenge. The content for effective and responsive learning is essential in most nations, including Tanzania and Zambia. Instilling social values in learners involves the teacher's consented effort by allowing them to experience and witness firsthand knowledge about real-life events. Civic education is about solving and responding to society's demands and developing a society that is transformed in all aspects. To do this, there is a need to refocus teaching techniques, particularly in civic education, so that learners can conform to service learning (Muleya, 2015). According to the survey of data reviewed thus far, the emphasis is on civic education being entrenched and taught with both reflection and action so that it could be regarded as moving forward toward social change and societal transformation. In this regard, social values would readily be replicated if the best

approaches were put into effect that help learners experience the knowledge taught as real and applicable.

The study was primarily a report on how social values should be integrated into all aspects of the school curriculum; nevertheless, it also demonstrates how countries with multiple cultural beliefs and traditions can use the achievement of goals for Civic Education. The study's emphasis on the importance of integrating social values into all courses overlooks the fact that Civic Education is the promoter of these values. This is the vacuum that this study intends to fill by demonstrating how Civic Education may be effective, and responsive in promoting social values among civic education learners (Sulayman, 2012).

The study on Civic Education was conducted in Botswana's senior secondary schools. Civic Education is taught in Botswana; however, there is a lack of understanding about how to teach it in a way that allows learners to obtain the necessary knowledge. According to Oats, Botswana lacks competent teachers and the principal findings show that most citizenship education teachers have a limited understanding of citizenship education. As a result, it was discovered that Civic Education teachers lacked the necessary qualifications to teach civic education trends effectively (Oats 2009). Civic Education teachers must also upgrade their skills and become knowledgeable about developing trends in the subject. This is based on the idea that Civic Education is an elaborate area of study that cannot be handled efficiently by a teacher unfamiliar with critical pedagogy, reflective reasoning, service learning, and inquiry learning (Muleya, 2015). These are active learning strategies that can help learners learn civic education more effectively.

In the study done by Kaumba (2023) "Learners' Reflections on Service-Learning Pedagogy in the Teaching of Civic Education Lessons in Zambia" suggested finding suitable instructions that can help change and transform learning processes in schools. The writer also quoted Kaumba, Kabombwe, and Mwanza (2020) who are of the view that the learning system in Zambia is more theoretical than practical. This notion needs to change, to give meaningful learning to allow learners to experience and connect with the community. The education system in Zambia only tries to sieve the weak from the strong. Mweetwa and Muzata (2017) support the notion by saying that schools seem to be dominated by examination and the focus

is to pass exams without really looking at the transformation of the all-rounded person. The trend has persisted, examinations are used to measure who is capable or not, hence the need for practical learning to be emphasized. The view suggests that the education system is full of theories than practice, this must change hands. Positive results can be achieved if only instructors or teachers are also innovative enough to teach methods that are learner-centered (Alqahtani, 2020).

The 2013 Zambia Education Curriculum Framework (ZECF) shifted the emphasis of education away from the examination-based system and towards the competence-based school system. Despite these curriculum improvements, Kabombwe and Mulenga (2019) argue that the curriculum implemented is not successful, and teachers continue to focus solely on examinations and content delivery. Teachers need to be more equipped with knowledge to be able to deliver a well-informed lesson that is interactive in nature, with the view to engage learners in a lesson.

Education is recognized as a change agent (CDC, 2013), this change cannot occur without a well-thought-out curriculum. Change in behaviour of every learner must be a well-planned enterprise, with well-defined actions and values that determine a learner's place in society, and position this learner at the center of the change process. A curriculum must explicitly respond to the needs of the people in society and foster an environment that is conducive to cultural development. The learners must live by the experience to sharpen their daily understanding of the world. Kolb believed that learning is a social process in which there is an interaction between personal and social knowledge (Kolb, 1984). Practices in secondary schools are inadequate but have proved to be an essential tool for teaching Civic Education in Zambia. The involvement of learners in a lesson helps the retention of what has been taught and assimilated.

The findings of the Kaumba study present a challenge for Zambian schools and curriculum that lack a service-learning approach, particularly in teacher pedagogical practices. Among the many elements cited as obstacles to pedagogy techniques in the teaching of Civic Education in Zambia is the lack of assessment and interactive pedagogical application in the topic (Kaumba, 2023). The information provided is extremely beneficial to this study because

it informs the researcher on several pedagogical approaches that can be used in the teaching of Civic Education. This can improve efficacy and responsiveness while also promoting social values to pupils at secondary schools.

Masaiti and Manchishi (2011) researched to investigate the responsiveness of the University of Zambia (UNZA) Pre-service Teacher Education Programme to schools and communities. It considered the perspectives of former UNZA graduate teachers. The study's major findings indicated that there were gaps between what the UNZA programme offered and what was acquired in high schools. There is also evidence that UNZA trainee instructors were exposed to a wide range of subjects that, in some circumstances, did not take into account what was learned in Zambian secondary schools. The survey also indicated that UNZA graduate instructors were lacking in subject matter delivery and that professional ethics were not part of the UNZA teacher training program.

Masaiti and Manchishi (2011) focused on the responsiveness of the University of Zambia's pre-service Teacher Education Programme, whereas the current study is looking at the responsiveness of social values in Civic Education subjects by learners, and as such, Civic Education teachers must focus on social values to assess learners' responsiveness in the curriculum.

The current study has the potential to show the authoritarian character of Civic Education teachers through their opposition to active and constructivist techniques. It should be noted, however, that scholars such as Bansal (2009) argue that developing a teaching process with a more critical understanding of active learning necessitates teachers understanding and frequently evaluating the academic and intellectual nature of their subject matter. The study advocates for a more critical understanding of social values that can help Civic Education learners as well as active approaches to teaching Civic Education.

The primary goal of Civic Education at any level is virtue transmission. As a result, teachers should be observed applying problem-solving strategies in their instruction. Problem-solving as a teaching method actively involves learners in hands-on learning activities (Kapur, 2015). This strategy allows learners to investigate their surroundings in search of answers to problems and difficulties they face in society. This indicates that when learners are given a

chance to take the lead in the learning process, they are undoubtedly involved in the critical thinking process. This is a necessity of Civic Education, learners must be allowed to evaluate issues of all kinds and make sound decisions.

Zambian educational policy now places a lot of emphasis on civic education. It is a subject regarded to be amorphous, meaning it can fill a varied slate of shapes based on what perspective you are looking at. This is consistent with the global upsurge in interest and enthusiasm for Civic education in general (Muleya, 2019). It has been noted that Civic Education as a subject provides citizens with pertinent knowledge, values, and dispositions that support their active participation in the community.

The content of Civic Education as a subject, and the teaching of civic education may cause significant transformation in the minds of learners, the themes addressed provide learners with first-hand information. For example, when discussing the consequences of substance abuse, learners will be able to learn how detrimental substances are to their health and mental well-being. The thought of missing out on a better way of life due to substance addiction can help learners make the decision not to contaminate themselves with such substances. Because of the effect that has been assimilated, it can be very easy to say no to drug abuse, and this can be a good thing that can promote social values that transform learners' choices and shape their behavior and character (Idris, 2011).

Social Values and Civic Education both strive to achieve similar ends to discourage deviant behavior that may come through learning. Values are beliefs of how people relate to each other and their activities in the environment. Values are shaped by regular interaction between people, how they grow, and the environment they grow up in. A teacher needs to be innovative and able to create platforms on how values can be achieved and enhanced (UNESCO, 2016).

Kaumba and Mkumba (2020), have examined several behavioral traits that are common and prevailing in most secondary schools in Zambia. Fighting or bullying is one of the ways used by learners to harm others. It involves learners of unequal strength, size, and social status, it sometimes takes the form of physical and verbal violence. If learners are fighting, their friends may stop going to school or even develop depression because of being threatened by their

colleagues. The aggressors sometimes may even drop out of school, and abuse drugs resulting in criminal activities. This kind of behavior portrays a lack of efficacy in social values, values are shaped by seeing how other people relate to others. If a good value is displayed, learners may emulate that kind of behavior developing them into becoming better citizens in society

Riots occur when learners feel they are not treated well, this may come about if there is a lack of facilities and services, teachers always miss classes and others use abusive language to learners. Usually, charismatic leaders among learners instigate such vices resulting in damage to property. Learners become emotionally affected if the adults are not treating them with respect, which is one of the values that need to be encouraged by every meaningful person (Rodeghier et al, 1991).

Gang culture is set up in schools through the influence of substance abuse, and social media depicting violent behavior seen in a movie, learners will always want to copy what they see. Most times, learners who feel marginalized are always culprits of such groups because they always want to alienate themselves to feel accepted by their colleagues (Sanders, 2012).

Gender-based violence in and around schools is directed towards a person based on their gender. It encompasses bullying, sexual assault, sexual harassment, and verbal abuse. School- Relate Gender Based Violence (SRGBV) abusers might be learners themselves or, in certain cases, teachers who award marks and pay learners money in exchange for sexual favors. The erroneous social constructions of gender are at the root of this. SRGBV hurts the emotional, physical, and psychological well-being of learners, resulting in poor educational outcomes (UNESCO, 2014).

Child marriage is a partnership between two people of the opposite sex in which one or both are under the age of 18. This is fairly common in rural areas of the country, when school girls are forcefully married off by their parents or relatives for monetary benefit. Marriages formed in this manner are frequently abusive. Child marriages prolong poverty, increase school dropout rates, increase maternal mortality and other health issues, and promote gender-based violence (FAWE, 2005).

Religious intolerance in schools should be allowed for the learners to choose on their own whether to remain with their religion or to be indoctrinated into other beliefs. Mission schools, on the other hand, frequently use their educational institutions to convert learners to their specific religious beliefs. Most learners who are not ready to convert are concerned about this, which leads to verbal or physical squabbles between those who adhere to the institution's religious views and those who adhere to other beliefs and practices (Mudalitsa, 2018).

Tribalism is a disparaging term for impolite behavior and attitudes that stem from a strong commitment to one's own tribe. It is not uncommon for learners to gravitate toward tribal groups in school. Some institutions reserve leadership roles and other privileges for selected tribes. The dominance of tribalism in the country's politics indicates that the problem has not been sufficiently addressed at the educational level (Sanou, 2018).

Strategies to prevent unbecoming behavior in schools are amicable. The integration of some topics such as substance abuse, culture, and gender-based violence in the curriculum framework aims at producing holistic learners who clearly manifest the appropriate values, skills, competences, and knowledge needed for them to succeed in school and in life. In order to achieve the desired learning outcomes, emphasis in the teaching and learning processes is placed on inculcating values, skills, competences, and subject content knowledge in the learners using appropriate transformative pedagogies (Anderson et al, 2016).

Social value is the principle that guides people on how to behave and do things in the society they live in, once learners are able to be guided on how to behave according to the norms and values of the society, it will be very difficult for learners to pollute themselves with things considered to be bad and things that are not supported in the community, instead, learners will be able to emulate good behavior accepted, thus, can seat well with the norms and values found in a community (Khathia, 2022). However, civic virtues are what make people good citizens of their country. (Wiley, 2015) quoted by Lovett, (2015) states that civic virtues are simply the character of a good citizen. This implies that there is a certain way that one should behave as a citizen to avoid breaking the law. Civic values are crucial because they help one develop into a good citizen by teaching how to be sincere, polite, patriotic, pay taxes, take care of one's family, and many other traits.

## **2.8 Chapter Summary**

Civic Education should not be seen as just a mere subject that has been formally introduced in schools for learners to pass an exam, it should be perceived as an important informer that transforms the minds of the learners in terms of social values. Civic education should be as well integrated into other subjects to spread the information about how the young generation ought to relate to one another and in shaping learners' well-being and ability to find the solution to the challenges and problems that society faces.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter outlines the study area, research design, sampling design and procedures, data collection techniques and data analysis tools that were used in this research.

#### **3.2 Research Design**

Qualitative research is naturalistic, meaning it attempts to study the life experience of different people and communities on a daily basis in their natural locations. This method is ideal when dealing with education settings and processes (Mohajan, 2018). Qualitative research encompasses an interpretive approach to its subject matter, it endeavors to make sense to interpret and describe the phenomena with reference to the meaning people assume. Chambliss and Schutt (2013, 178) state that “qualitative research goes straight to where people live and die”. This denotes numerous divergent activities, which include: participant intensive interviews, and focus groups.

The study used a qualitative research methodology called the interpretive phenomenology approach (IPA) that examines how people interpret their experiences or is centered on the ways in which individuals interpret their experiences as stated (Smith, 2022). A phenomenon can be something that refers to a concept or experience that human beings experience (Robert et al., 2003). In this case, an object, event, situation, or experience that people can go through, see, hear, touch, smell, taste, feel, know, or understand is a legitimate topic for phenomenological investigation. This study focused on investigating teachers’ understanding of social values, appropriateness of teaching methods, and promotion of social values among civic education learners in secondary school. The use of the interpretative phenomenological method (IPA) was beneficial because of its ability to offer deep and complex insights into research participants' experiences. It also reached out to participants with different backgrounds and experiences on social values in civic education (Williams, 2021).

### **3.3 Sampling Techniques and Procedure**

According to (Cresswell, 2012) sampling denotes the process and selection of a portion of the population that adapts to a selected set of requirements for the study. A sample is a subset of a population selected to participate in the study (Cresswell, 2012). The researcher had a drive to look out for possible areas and people who might be the sources of data (Bogdan & Bikle, 2003).

### **3.4 Homogenous Purposive Sampling**

Homogenous purposive sampling was used because it helped the researcher to select sure sites or people with similar characteristics. Homogeneous sampling helped the researcher to purposefully sample individuals or sites based on connections in a subsection that have significant features (Cresswell, 2012).

Homogenous sampling is a purposive sampling technique that aims at achieving a homogeneous sample, this is to mean, a sample unit line of people, cases, and others that share the same or similar characteristics or traits. For example, a group of people that is similar in terms of experience, occupation, practice, beliefs, and others (Cresswell, 2021). It is important to state that, a homogenous sample is mostly selected when research questions used are explicit to the features of a particular group of interest. Homogeneous sampling was used to select secondary school teachers and HoDs who were believed to be conversant with social values in civic education, and that would help illuminate the purpose of the study. (Cresswell 2012) confirms that purposive sampling is a non-random or non-probability method of sampling where the researcher selects information-rich cases for an in-depth study. The meaning of information-rich is informants, in this case, those from whom one could learn so much with issues to do with essential standing, for this research on social values and civic education learners in secondary schools. The informants were selected from two secondary schools assuming that they are conversant with social values and civic education matters in Zambia.

Homogeneous sampling was used to select HoDs and teachers, and then the learners were purposively selected by HoDs in the two schools from classes that take Civic Education. This

ensured that only rich and relevant information was gathered for the study, which would not be possible if the number of participants was large and diverse.

### **3.5 Sample Size**

Interpretive phenomenology, according to Smith (2009), recommends sample sizes ranging from three to nine. Data saturation sets the sample size since participants are selected according to their usefulness and insights. The number of responses is also influenced by the depth and complexity of the data. Six participants, who consisted of HoDs and teachers, were selected to obtain valuable insights from a range of semi-structured interview aids that guided the interviews. However, when participants failed to provide statistically significant insights, data saturation was reached. Sixteen (16) learners who were purposefully selected from the grade 12 classes were deemed to possess a richness of knowledge, as they were exposed to a wide range of topics from grades 10, 11, and 12. This time, there were two (2) groups of eight learners participating in the focus group discussion, and information was acquired using a FGD question guide. This ensured that the sample size suited the goals and objectives of the study and was appropriate.

The study focused on two secondary schools in Lusaka, Zambia, and were selected on the basis of offering Civic Education. Sixteen learners (16), eight (8) from each secondary school, two (2) heads of departments, one (1) from each school and four (4) teachers who offer civic education, two (2) from each school were engaged. Therefore, the total sample size of this study contained 22 participants.

### **3.6 Data Collection Techniques**

The following techniques were used to collect primary data for the study: one-on-one interviews with the heads of departments in secondary schools and teachers who offer civic education; focus group discussions with learners; targeting the grade 12 learners taking civic education; and secondary data collected using document analysis of the civic education school syllabus. The details of how each of the methods was used are given below:

### **a. Interviews**

Schostok (2010) “defines interviews in terms of a person who directs attention toward each other with a drive to open up the option of gaining insight into the experience, concerns, interests, beliefs, values, and knowledge of the respondent.” The one-on-one interviews were carried out with HODs and teachers of civic education. A one-on-one interview is a conversation with an individual using a series of questions designed to prompt lengthy responses (Schostok, 2010). Because this strategy allows for greater depth or explanation, simple yes-or-no questions or set responses are not ideal. Interviews enabled participants to express themselves using their own language and structure, making them very useful for acquiring insight. The study employed open-ended questions as well as semi-structured and unstructured inquiries. Semi-structured questions were utilised for interviewing the HOD and teachers of civic education, as well as for the learners’ focus group discussion.

### **b. Focused Group Discussion with Secondary School Learners**

A focused group discussion is a systematic group approach for gathering detailed information about a certain topic. A focus group typically consists of 6–12 people who are homogeneous in terms of their socio-demographic characteristics, with a session lasting between one hour and one hour and thirty minutes (1,1/2), with the absolute maximum time being two (2) hours (Creswell, 2012). A group facilitator keeps the debate on track by asking a series of open-ended questions designed to inspire discussion. He or she also fosters a thoughtful, permissive environment, establishes ground rules, and sets the tone of the discussion (Schostok, 2010). This technique was used on learners to obtain their experiences in the learning of social values and civic education; it thus aids in revealing teachers’ understanding of social values, the appropriateness of teaching strategies in teaching social values, and the promotion of social values during the learning process.

This technique was critical because it allowed for the collection of data that reflects participants’ attitudes, values, and opinions, as well as the creation of an open and free environment in which participants can express their thoughts, experiences, and values about the civic education curriculum. The research approach also assists the researcher in probing

for clarification and soliciting more detail, enabling the collection of more insights on the topic of discussion, which was important during the data analysis stage. The technique also enabled participants to take notes on things like head nods, physical enthusiasm, eye contact, and other cues that show their level of agreement, interest, or otherwise.

### 3.7 Document Analysis of Civic Education School Syllabus

The third major source of data collection was document analysis, which was utilized to analyse the question of the appropriateness and effectiveness of social values taught in civic education. According to Creswell (2012), document analysis encompasses a wide range of sources, including government statistics, images, texts, and visual data. These documents, as a result of a curriculum creation process, are determined to be most appropriate due to the necessity of assessing curriculum content in order to meet the study’s goal. A comprehensive analysis of the civic education syllabus for learners was undertaken for the purposes of this study, which was to reveal the representation and promotion of social values that may be ideal through the materials. Document analysis is preferred mostly because it aids in data collection.

**THE TABLE BELOW SHOWS CIVIC EDUCATION TOPICS RELATED TO SOCIAL VALUES COVERED FROM GRADE 10 TO 12 AT A DIFFERENT LEVEL OF THE SYLLABUS.**

Grade	Topics
10	<ul style="list-style-type: none"> <li>- Constitution</li> <li>- Governance</li> <li>- Citizenship</li> <li>- Introduction to Human Rights</li> <li>- Corruption</li> <li>- Cultural Studies</li> <li>- Substance Abuse</li> </ul>
11	<ul style="list-style-type: none"> <li>- The Zambian Bill of Rights</li> <li>- Civil Society and Media in Governance</li> <li>- Economic and Social development</li> <li>- Zambia’s Legal System</li> <li>- Gender, Equity, and Equality</li> <li>- Culture of Peace</li> <li>- Child Abuse</li> </ul>

12	<ul style="list-style-type: none"> <li>- International Human Rights Instruments</li> <li>- Childs Rights</li> <li>- Family Law</li> <li>- Development Planning</li> <li>- Poverty Reduction in Zambia</li> <li>- Global issues</li> </ul>
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### 3.9 Data Analysis Method and Procedures

This study's data was analysed using a thematic approach. Thematic analysis entails finding, analysing, and reporting any themes or patterns using the data that has been gathered, Braun and Clarke (2006) and Castleberry and Nolen (2018). The six stages included in this study's thematic analysis were familiarizing oneself with the data, creating initial codes, looking for themes, evaluating themes, defining and coding themes, and producing the report (Braun and Clark, 2006; Maguire and Delahunt, 2017). A brief overview of each stage's requirements is given below:

#### **i. Familiarising oneself with data**

By transcribing all of the recordings and reading the information from the written notes several times over, I became familiar with the data from the interviews and FGDs.

#### **ii. Generating initial codes**

I generated initial codes by coding exciting phrases or sentences from the data, recording them in shorthand code in an organized manner for the data sets, and arranging the data relating to each code.

#### **iii. Searching for themes**

In this step, themes were found, and all the data was compared in order to match the codes with the apparent themes that emerged from the data. According to Maguire and Delahunt (2017), a theme is any pattern that highlights an important or fascinating aspect of the data or study topic. For instance, the appropriateness of teaching strategies for social values in civic

education. I therefore structured the codes that were recognized as sanctions in a way that made sense for the subtheme.

**iv. Reviewing themes**

I took another look at the data set to make sure it matched the themes that I identified. The generated codes were additionally cross-checked and arranged into logical themes. The first set of themes that were determined in the preceding phase had to be reviewed and modified during the process.

**v. Defining and naming themes**

In order to make the data easier to grasp, I developed distinct themes and definitions for each theme, as well as a defined meaning for each theme. Through continuous analysis, the data specified for each theme and the messages conveyed by the overall stage analysis were improved during this process.

**vi. Producing the report**

Upon exhausting all five stages, I obtained results that contribute to our understanding of the subject under investigation. As a result, the analysis of the gathered data has to be turned into an academic paper or dissertation. This dissertation is the result.

Even though Clark and Braun (2013) emphasise that the aforementioned stages are a linear model and that one can move to the next phase or step by bypassing a previous step, I followed the steps as they have been outlined above during the analysis.

It's crucial to remember that the study used both deductive and inductive methods for theme analysis. While the deductive strategy was used because the study was driven by prior information and themes were predetermined, the inductive approach allowed emergent data to identify themes that were not specified from the beginning.

### **3.11. Validity and trustworthiness**

Validity and trustworthiness refer to the researcher not misrepresenting the responses of the respondents. Validity and trustworthiness are demonstrated when participants recognize the

reported research findings as their own experiences (Maxwell, 2005). The researcher used the following methods to establish validity and trustworthiness: The interviews were tape-recorded, and transcriptions of each interview were created for referral adequacy. The researcher would be able to confirm with the participants whether the transcribed data accurately reflects their experiences.

### **3.12. Ethical consideration**

Ethics is a set of moral principles suggested by an individual or group that is widely accepted; it entails official rules and behavioural expectations about the correct conduct towards experimental subjects and respondents, employers, sponsors, other researchers, assistants, and learners (De Vos et al., 1998). Ethical considerations are very important before, during, and after conducting research. Cohen et al. (2002) identify three main areas of ethical issues that were taken into account during interviewing and conducting a focus group discussion.

Firstly, the researcher obtained ethical clearance from the University of Zambia. Secondly, the researcher obtained permission to do research in the organization or ministry where participants are based. Thirdly, the researcher ensured to obtain informed consent from participants. In this case, the participants were assured of their confidentiality before responding to the questions so as to guarantee confidentiality, anonymity, non-identifiability, and non-traceability of the participants. Fourthly, the researcher guaranteed the participants to use codes instead of names so as to hide personal identification.

### **3.13. Chapter Summary**

The chapter has outlined the methodology that was employed in the study, explained the qualitative phenomenological research method, and demonstrated how to use it. The chapter outlines the actions that were taken, beginning with the research design and progressing to data collection, analysis, sampling, and sample size, as well as ethical considerations and data validation procedures.

## CHAPTER FOUR

### DATA PRESENTATION AND ANALYSIS OF RESULTS

#### 4.1 Introduction

This chapter presents the findings through the use of tables so as to give a clear picture of the information at hand.

#### 4.2 Sex of the Respondents

Table 1: Shows the gender of the respondents for HoDs, Teachers and Learners at the two secondary schools

	<b>HODS</b>	<b>TEACHERS</b>	<b>LEARNERS</b>	<b>TOTAL</b>
<b>MALE</b>	2	2	7	11
<b>FEMALE</b>	-	2	9	11
<b>TOTAL</b>	2	4	16	22

**TABLE 1: SEX OF THE RESPONDENTS**

Table 1 depicts gender of the respondents: The total sample size targeted 22 participants. Were 2 participants being the head of department, 4 participants being Civic Education teachers, and 16 participants being learners, this includes the two secondary schools that were targeted. The study represented an equal balance of gender (male and female) as being present during interviews. It can therefore be said that the views of males and females are equally represented in the study findings.

It is important to note that participants were recruited using a purposive sampling strategy (Tongco, 2007); this ensured that only rich and relevant information was gathered for the study. More females voluntarily showed interest in participating in a research study as compared to males.

### 4.3. Level of Education of Respondents

**TABLE 2: SHOWS LEVELS OF EDUCATION OF DIFFERENT TARGET GROUPS**

<b>CATEGORIES</b>	<b>HoDs</b>	<b>Teachers</b>	<b>Learners</b>	<b>TOTAL</b>
<b>Primary Education</b>				
<b>Secondary Education</b>			16	<b>16</b>
<b>Tertiary Education</b>	2	4		<b>6</b>
<b>Non</b>				
<b>TOTAL</b>				<b>22</b>

**Table 2** above shows respondents according to their education level. It appears that the target group for this study all have been to school, meaning the main informants, the teachers have been to school because it's obvious that all the 16 learners have access to school, and both categories for HoDs and teachers have tertiary education. Therefore, from this standpoint, it can be justified that the study involves participants with high levels of awareness about the topic.

The significance of the initials used to represent respondents when data was being collected is as follows: HoD1 through HoD2 are the heads of departments; T1 through T4 are the teachers of civic education; and L1 through L16 are the learners.

### 4.4. Definition of Civic Education

Participants were required to define the major components of the study before assessing the learning of social values in civic education.

The study found that people have different perspectives on civic education and social values. Civic education and social values are difficult things to define. Therefore, identifying the notions appeared to be difficult, as many participants interpreted the concepts differently. As a result, this study revealed that it was critical to collect the perspectives of HODs, Secondary School Teachers of Civic Education, and learners on the concept of social values and civic

education since their ability to think and apply it has major implications for the country. The HODs and Teachers of civic education who formed the sample of the study viewed social values and civic education in the following manner:

*“What I know about Civic Education is that it is a multi-discipline subject that deals with issues of politics, issues of economy, and issues of social life among others but basically, the subject that teaches learners things to do with their responsibilities in societies, rights among others. This is just a summary of civic education, it teaches you about values, and it will teach about issues in politics, issues of human rights it’s a multidiscipline subject so to say”.* (**Interview with HoD2, 2023**).

HOD1’s perspective on civic education:

*“Mainly it is a subject with issues to do with cultural, social, and political issues it also looks at different issues on the environmental”.* (**Interview with HOD1, 2023**).

Participant T4 stated:

*“It’s the subject that deals with civic matters, and political issues of the nation to educate the citizens the general public, and the learners about civic matters of the nation they get to learn about citizenship with political affairs and human rights different aspects that are important to the citizen”.* (**Interview with T4, 2023**).

In a varying opinion to T4, respondent T1 noted that:

*“Civic Education is a subject that is broad at junior there is what is called Civics, and at senior it is Civic Education. So now this is a subject that is broad and makes learners aware of their cultural, political, social, and economic dispensation, so it covers all areas in short”.* (**Interview with T1, 2023**).

#### **4.5. Teachers’ understanding of Social Values**

The researcher took time to understand how respondents understood their perspectives about social values. In responding to the question on what social values are, T1 stated that:

*“Social values are a set of principles or norms that are morally upright or accepted in society (morally upright means in terms of respect, self-respect, and respect that you can show to the elders and everyone near you)”*. (Interview with T1, 2023).

The second teacher (T2) defined social values as:

*“A set of principles that are morally acceptable by society or a community at large”*. (Interview with T2, 2023).

Teacher one T1’s exemplary view looked at Social Values as boundaries that guide people’s conduct and stated as follows:

*“These set boundaries on how people should interact or behave towards each other in society or they are standards that are set which people should follow to guide on how people should probably conduct their business they also look at what is allowed in society and what is not allowed, what is legal and what is illegal, they control how society should behave”*. (Interview with T1, 2023).

However, HoD2 defined social values as:

*“As some of the accepted principles that may be morally accepted in a society, I think that will be my best understanding”*. (Interview with HoD2, 2023).

I anticipated that the HODs and Civic Education Teachers would have more information in their definition, it was surprising that in their definition, they exhibited insignificant understanding of the term Civic education and social values. The definition was not only narrow but also showed a lack of information that hindered more elaboration.

#### **4.6 Learners understanding of social values and civic education?**

It was important to note that learners were also presented with similar questions in the FGD. This was done in order to assess their understanding of civic education and social values. It was so impressive to note that learners defined the two terms in a similar way as the teachers,

who were believed to be the main informants of the study. L1 had the same view of definition as the teachers and defined civic education and social values as follows:

*“Civic Education can be a study of social, political, economic, and cultural aspects of the society”.* (Focus Discussion Group L1-FDG1, 2023).

L5 had a different opinion about social values:

*“Social values I think are ideas that have been set by society meant to be followed by people on how to relate with others”.* (Focus Discussion Group L5-FDG2, 2023).

People’s daily behaviour is said to reflect social values, according to L5:

*“Social values are daily behaviours that people consider to be important or right as they interact as a society”.* (Focus Discussion Group L5-FDG1, 2023).

One of the learners, L8 mentioned social values as being important:

*“As the ideas or beliefs that a community and society find to be very important and when we say social it deals with how people interact with each other with the environment. Social values are things on how or the behaviour of people toward each other on how they interact with themselves in society”* (Focus Discussion Group L8-FDG1, 2023).

Similar views were echoed during the Focus Discussion Group two by L6 as such, Social values are viewed as catalysts for right living:

*“Social values are important beliefs or ideas that help human beings to live in harmony with each other”.* (Focus Discussion Group L6-FDG2, 2023).

The learners appeared to be clearer about civic education and social values, but they were limited in their ability to elaborate on the principles, morals, and values that they may possess to be better citizens. As a result, determining whether the learners understood the specific principles, morals, and values expected of them in terms of the coexisting behaviour and character of the citizens in the community was challenging. Civic education is an action

subject; nevertheless, they did not discuss how civic education might equip, empower, and motivate people to participate in democracy. Instead, the idea of civic education was simply stated on the surface, with no depth or indication of how citizens must participate in a democratic society. For instance, L3 stated that:

*“It is the study of the social, cultural, economic, and political aspects of society”.*  
(Focus Discussion Group L3-FDG1, 2023).

It was astounding to see how much the learners understood about social values—they recognized them as the cornerstone of any society's stability. Their purpose is to provide guidance on interpersonal relationships and daily living, promoting harmony and peaceful cooperation within the community. Developing social values helps people live well as citizens of the community because they will know when to stop and respect others' rights to privacy (Mercer, 2019)

#### **4.7. How certain are you that learners acquire social values, and what changes have you noticed in them?**

The HoD 2 and T1 that I interviewed expressed trust in their learners' and attested to the fact that the ability to acquire and apply social values is inevitable:

*“Basically, in civic education, the Ministry realised that there was a need to teach this aspect of social value in that particular subject of the importance that they have in the community and because of that they have deliberately put a topic that will touch on matters of social value and that is an introduction to Culture and under culture there are societal core values so under that thus were we teach respect, we teach other things that members of the community will accept a child when they have been subjected to those moral and norms so am confident because there's a topic that specifically deals with social values”.* (Interview with HoD2, 2023).

T1 had a similar view as HoD 2 about civic education's influence on learners' behaviour as follows:

*"I'm very confident that they are learning social values, there's this program comprehensive sexuality though there's a bit of debate it is good in terms of social values, you can see learners respecting teachers when you tell them to keep quiet they will keep quiet if you tell them to sit down, dress properly, they dress well so in my view I feel like am very confident that learners can learn something about social values". (Interview with T1, 2023).*

Despite teachers' differing viewpoints on how they are certain that learners learn social values, they all agree in some manner because of what they teach learners, teachers are certain that social values are taught in civic education.

#### **Examples of some of the social values that teachers have seen learners displaying**

- *Respect*
- *Respecting teachers when you tell them to keep quiet they will keep quiet if you tell them to sit down, dress properly, they dress well.*
- *Obedience*
- *Tolerance*

Civic education lessons do assist learners in developing civic awareness and social values, according to L3 who had this to say:

*"I am confident that I have been civically informed just that I don't think things are the way it supposed to be. the people who should make sure people follow what should be followed should follow them for example, recently we had people who were been recruited to go to the army the procedure is clear, you write a letter, you are picked, you go for interviews, medicals, and staff but at the end of the day, that procedure was ignored. So you might know and you know that the actual knowledge you are supposed to have is but when you go there in society is not what it is in reality". (Focus Discussion Group L3-FDG1, 2023).*

In the same view, L3 mentioned that Civic education is important for learners because it is transformative:

*“I am confident through the information am receiving through civic education because I know how the government structure works, I now know my rights says now, and I now know that when human rights are violated this should be done also a lot of information that concerns my well-being. So am very confident with the civic education information am receiving”.* (Focus Discussion Group L3-FDG1, 2023).

L1 alluded to the fact that, they value civic education because it teaches them about their rights:

*“I am 100% confident because without civic education there is no one who can educate about the rights and separation of powers that everyone has because one is a human being. So for this, I am so confident because it promotes and protects the rights of the person”.* (Focus Discussion Group L1-FDG2, 2023).

According to L2, civic education broadens the breadth of understanding in along with instilling social values:

*“I can say am also confident when it comes to civic education I think it mostly broadens our knowledge of what rights we have and how best we can use it to our best ability”.* (Focus Discussion Group L2-FDG2, 2023).

Civic education lessons provide learners with civic knowledge. It is impossible to violate learners’ rights since they are completely aware of what is right and wrong; as a result, we are raising a generation of excellent citizens. This is in line with what L5 stated:

*“I think I have been informed very well because am able to understand even some of the national issues that are happening. like recently when the debt restructuring was incorporated I was able to understand through civic education and a long time ago we used to allow capital punishment, it was abolished last year which means that being able to understand something because somebody can just hear capital punishment but they do not know what it is. I think am able to understand and I know to say I will be*

*18 years next I will be eligible to vote, so it means that I have been informed*". (Focus Discussion Group L5-FDG2, 2023).

L4 had the following to say about how civic education is beneficial and educational, has the following to say:

*"I come from the village I spent most of my time in the village. When I hear of Civic Education, I would say it teaches me or rather it makes me clear to say or it teaches me how to respect other cultures and the views of other people concerning political issues social, economic, and morals"*. (Focus Discussion Group L4-FDG1, 2023).

As one respondent mentioned, civic education aids in understanding what the government is doing with its citizens, L6 had this to add:

*"Civic education has to deal with society. That is why, when we get a sense of civic knowledge, we refer to issues that concern society and the way the government deals with the citizens. So civic education is political, social, cultural, and all aspects of society"*. (Focus Discussion Group L6-FDG1, 2023).

#### **4.8. What knowledge have you gained since you started learning Civic Education, and what can be improved?**

Learners' appreciate being among people who learn civic education and added that, because of the knowledge and abilities they have gained, they are convinced that transformation has taken place since the beginning of their civic education experience, L7 confidently noted the following:

*"Yes, madam, I believe civic education has transformed us to be good citizens. It has also removed the theory of ignorance in that we are now aware of what is around the world and the country"*. (Focus Discussion Group L7-FDG12023).

Learners acknowledge having been transformed with the knowledge received from learning civic education as stated by L2:

*“I can say that I have full knowledge and skill. I just think some things in the syllabus should also be included, as most of the things are left out, but they still affect us. The way we still live mostly, like, we can say, the way we associate, mostly the rights, is not everything that is sensitized or communicated to others; most of these things we learn them in schools, and those who are not educated do not have the chance to know how they can utilize their rights; hence, their rights end up being violated because of a lack of knowledge.”* (Focus Discussion Group L2-FDG2, 2023).

#### **4.9 The commonly used Methods of instruction by Teachers**

*“Civic education must be more practical; the content of civic education is a lot, but I feel learners become bored in the sense that we are not involving practical lessons; we must also involve a lot of resource centers, like people from DEC, to come and explain the dangers of drug abuse.”* (Interview with T1, 2023).

Based on the observation above, teachers of civic education attested that these approaches were capable of transforming learners into responsible citizens in society since learners are at the center of learning and information seeking. Furthermore, participants said that social interaction, social skills, and problem-solving should be fostered throughout lessons. Plus, teachers believed that civic education instructional programs should be expanded across several media. If service learning is encouraged, learners may become more active in the community and participate in problem-solving. This advancement would most likely aid learners in developing habits of participation in national affairs.

This can be seen in the way T1 responded regarding the way he would want to take learners out so that they may see for themselves what they are learning about, but the institutions constantly claim that there is no funding for such activities. As a result, many choose to remain in the classroom and continue to teach and learn in the same environment. Even inviting persons who are specialized in such fields, for example, while talking about drug abuse, one of the Drug Enforcement Commission (DEC) personnel can come to speak to the learners.

Teachers also proposed that the government explore budgeting for such events in schools so that learners might gain experience outside of the classroom. In line with this, one of the teachers of civic education said:

According to some participants, civic education is still theory-based; learners have not yet been exposed to community-based practices, which has a negative impact on the learners' participatory skills. It demands that this narrative be changed.

#### **4.10. Link between Learners' Classroom and Community participation with Social Value Knowledge and Skills?**

The teaching and learning of social values in civic education is further supported by the link that exists between students' classroom and community participation with social value knowledge and skills, as T1 has stated:

*“The link between community and classroom and participation is there in the sense that now in this school we even have an open day where a teacher, pupil, and parent (P.T.A.) meet at a certain point to discuss the things that are affecting a learner and also to discuss things that a learner is affected with”.* (Interview with T1, 2023).

The other respondent, HoD2 suggested that the link in the community is not only for elderly people but also for the learners:

*"The community is for both learners and the elderly who make up its members, and the school is a community in and of itself. With knowledge of social values such as no fighting and issues of peace in class, students are taught that they can live in harmony with one another within the school community, and when they return home, they try to put what they've learned into practice. So there is a correlation because the same children will be tomorrow's leaders. When students initially come to school, we offer them school rules to guarantee that they follow the school's social values, as each institution has school rules and social values that expect them to behave in a certain way. When learners become aware of the school regulations, such as no fighting even when prompted outside of school, they will be able to apply their knowledge and tie*

*what they have learned as dreadful at school to being bad at home as well."* (Interview with HoD2, 2023).

Following the responses from the respondents, the link between Learners' classroom and community collaborates in that learners use what they have learned in the community in addition to the information, knowledge, and skills they have obtained in the classroom. In the event of a misunderstanding, the learned ability and knowledge will assist learners in putting it into practice by bringing peace between the parties in conflict, as T3 had mentioned:

*"Yes because classroom and community participation are the same people that are in the community and the same people that are in the classroom so what they learn at school they take in the community and vice versa".* (Interview with T3, 2023).

Based on the preceding discussion, whereas teachers emphasised the use of active and interactive methods for civic education to produce citizens with good values and morally upright learners, they failed to demonstrate those methods and ended up teaching civic education that is full of theories that render learning more boring. As L5 put it:

*"I will go for the same, civic education curriculum has all the content for social values but we only learn the theory part so maybe it can be broad where children or pupils are able to go around to learn more".* (Focus Discussion Group L5-FDG1, 2023).

The learners mentioned above indicated that they do not even go outdoors to practice what they have learned; instead, civic education revolves completely around the classroom. This demonstrates that when teachers adjust the way they teach, learners' receptivity is critical, and if the practice of what is learned is involved, it can provide a lot of results.

L8 underlined a lack of application of what they learned in class:

*"I think at our level they are adequate but as a country and the citizens of Zambia, I think we lack application, we do not apply the things that we learn. We learn them but we do not apply them hence, we do not just apply them".* (Focus Discussion Group L8-FDG1, 2023).

Indeed, if civic education learners were to be fully empowered to become morally upright, they needed to put what they learned into practice by participating in community activities. In a similar vein, L6 claims the following:

*“Yes, civic education has adequate content to facilitate social values but what is missing is the flout of interaction. We learn civic education mostly based on politics in my opinion, and a few on the environment but if there is a flout of social values in civic education indeed it can be facilitated”.* (Focus Discussion Group L6-FDG1, 2023).

#### **4.11 Do Teachers Demonstrate Social Values as they teach during Class Lessons?**

Teachers are regarded as the primary role models for learners, who copy both positive and negative values from them. Teachers are also the key carriers who can assist in promoting social values through the way they associate. Do teachers model moral values for learners as they learn civic education during class lessons? This question arose from the need to discover potential avenues for promoting social values. L4 is of the view that:

*“I think looking at social values, even fashion when it comes to female teachers, some fashion, the dress code is something that I would like to say on that but I will just stick to the question. So not all teachers, some do, and some don't”.* (Focus Discussion Group L4-FDG2, 2023).

Some teachers teach what they do not practice, according to the L5:

*“I think some teachers do practice it while some do not. Because the same teacher will be there telling us to say you have to be free and fair, you have to be transparent and accountable but they do not do such things. So if a teacher is telling me to be responsible to do all the responsibilities of a good citizen and they are not doing I will surely not do it because the masters themselves are not doing it. So I think, they have to be role models so that as we are following them we follow in the correct footsteps”.* (Focus Discussion Group L5-FDG2, 2023).

Learners tend to follow what some teachers do, whether good or bad as stated by L6:

*“I think that even the majority or let’s say that the minority of teachers of civic education are the ones who are not practicing social values. So it’s very discouraging to a learner to discover that the person who teaches you these same values is the same person who does not practice them and who does not apply them. It is sad to see a teacher telling you not to drink, not to engage yourself in drugs or bad activities but at the end of the day we find them to be the ones who are doing the same things. So I think the majority of the teachers do practice it but it is the minority who do not”.* (Focus Discussion Group L6-FDG2, 2023).

The majority of the students I interviewed were critical of their teachers. It was very distressing to see that people who are supposed to be role models for learners are contributing to their moral decadence. More needs to be done to prevent such behaviours from occurring among teachers. Some learners complained that the school does not satisfy all of the requirements for responding to their needs, that some teachers who are replaced are not as good as others, and that some teachers skip a lot of lessons and sometimes fail to complete the syllabus. However, there is a high reaction to meeting civic education standards. Changing teachers to teach civic education should not be left to chance since it disrupts students in a variety of ways.

L2 proposed revising the teacher education curriculum so that social values might be taught to teachers at colleges and universities through their teaching methods so that they can reciprocate their behaviours that will rub off the bad record.

*“I would say some do practice, but it’s just not enough for us to learn from them. I think this motion needs some emphasis from the teachers if they would include social values in their teaching professional method that they use to teach us. It will be profitable to us and we would portray a good character or behaviour depending on what we learn”.* (Focus Discussion Group L2-FDG2, 2023).

#### **4.12 Participants' perspectives on the relevance of Civic Education Learners' Syllabus to Social Values.**

The researcher conducted interviews with participants to obtain their perspectives on the civic education syllabus and its teaching methods in relation to societal values. The following are the results of the respondents' opinions concerning the adequate content of the learners' curriculum in terms of social values. The following were stated by L2:

*“I think the content in the curriculum is enough but I think there is a need since civic education is a broad subject and it only surrounds the classroom if the curriculum can be changed so that pupils are allowed to go around and see how other societies are, because the way civic education is now it only evolve around the classroom so it should be more social and more interactive”.* (Focus Discussion Group L2-FDG1, 2023).

Clearly, from the above position, it can be argued that L2 has no issue with the content of civic education, but rather with those who teach it, as similarly mentioned below by L7

*“I think I cannot say that it has enough or adequate but at our level, I think it has. But the problem is not the curriculum it is the people who teach us, I think the people who teach us civic education do not emphasise these that much on these values”.* (Focus Discussion Group L7-FDG1, 2023).

L3 from FDG1 advocates for social values to have their topic in the civic education syllabus:

*“The curriculum might have content that is enough but the way it has been displayed does not put emphasis. They should rather put the topic in civic education just on about social values rather than finding it in almost all the topics, like, we do not put that much focus on them and they are difficult to note that they are social values. Now the application is which is missing, just like others have said it is like the way we do with other subjects like a chemistry lab where we go to experiment we should have areas that we go to see and apply what we have learned”.* (Focus Discussion Group L3-FDG1, 2023).

Civic education teachers generally agreed that the curriculum for civic education contains adequate content to mould morally upright citizens. For example, teachers from both schools

agreed that the Civic Education Curriculum provided appropriate content. T1 made the following recommendations:

*“I’m proud to be one of the teachers who teach Civic Education even though the curriculum is very bulky we must appreciate the content that it has because it has made learners and pupils better citizens. They know their rights, they know where to go and what to do at a particular time and each moment the curriculum is ok and very helpful to have the teachers and the learners at large”.* (Interview with T1, 2023).

The views, as noted above, are consistent with what T2 was pleased with in the curriculum and had the following to state:

*“According to me when I go through the content in the curriculum for Civic Education I think all that the learner needs is there”.* (Interview with T2, 2023).

The teachers believed that the curriculum did not provide learners with opportunities to apply and test what they learned in class through trips to relevant institutions and communities, and that it lacked practical activities.

Another respondent, HoD1, remarked that the issue with civic education, particularly when it comes to social values, is that they are not contained in a single topic. The curriculum should be updated to include social values as a separate topic. By doing so, learners’ responsiveness to becoming better citizens can be enhanced.

The request to add social values as a separate topic in civic education has gained traction. HoD2 had this to say:

*“There isn’t much material in civic education that promotes social values, but it has helped since its reintroduction. We have witnessed several behavioral changes in schools about substance abuse issues, which were also presented in civic education as a means of ensuring that these social norms were followed. Aside from culture, there is drug abuse. The purpose of this issue is to teach that substances are terrible, and when they are misused, it will stimulate bad behaviour that will not be tolerated by the community or society, and therefore I believe we should focus more on that. We can*

*have a topic on its own, such as social values, with sub-topics. Of course, it has some connections with culture, substance abuse, the legal system, and others; but we can do more and go the extra mile to ensure that social values are far more practical than the theory that exists." (Interview with HoD2, 2023).*

For learners to be competent enough in social values, teachers must set a good example.

*"So the key competences that are needed for social values of Course one of them the teacher himself or herself needs to be well equipped with the same values and when the teacher is well equipped with the social values then will be able to disseminate that to the learners so I think maybe that is a basic understanding of those key competences". (Interview with HoD2, 2023).*

Another participant stated that the civic education syllabus contains appropriate content but that some teachers of civic education were not as competent as expected. There was a demand for skilled teachers of civic education to teach civic education curricula so that learners could be knowledgeable enough. Surprisingly, only two of the four civic education teachers interviewed from the two schools appeared to be well knowledgeable, while the other two did not have as much information as some of the learners. With such a lack of information from such teachers, one wonders what these teachers were transmitting to their learners and the type of citizens they were shaping.

#### **4.13 Promotion of Social Values by Teachers and learners.**

##### **4.13.1 Ways in which the Civic Education Syllabus responds to Promoting Social Values in Zambia.**

As the discussion continued, it is appropriate to also indicate the ways to which Zambia's civic education curriculum responds to promoting social values. L6 had this to say:

*"it does promote social values in Zambia in the sense that civic education acts as an aid of what happens in a country, the borders of the country and what happens outside the country. So when we look at civic education this subject or topic is promoting social values because I can give it different categories that it has held on its own*

*because we can know the constitution, because of learning civic education we are able to know the constitution. As I said earlier we are able to know the different types of elections. Talking of citizenship civic education has really impacted the sense of us knowing ourselves as citizens, the qualities of a citizen, to name a few". (Focus Discussion Group L6-FDG1, 2023).*

Civic education must go beyond simply giving knowledge and skills; it must also highlight skill application, as stated by L2:

*"The only ways to which civic education is reaching out is that of the part of knowledge so the social values are there, but it does not go to the extent of imparting skills on how to apply this knowledge in our society". (Focus Discussion Group L2-FDG1, 2023).*

The respondent L3-FDG1 has a similar viewpoint to L2-FDG1:

*"For us to have these social values we must have the exposure and experience which can be gained by the application so it doing a fair job but not very much (Focus Discussion Group L3-FDG1, 2023).*

According to the arguments presented above, civic education does foster social values, particularly when the curriculum is considered. The only disadvantage is the application, the exposure required, and the experience that can be gained by applying what has been learned. However, HoD 2 explained that:

*"As a civic education teacher, I believe it addresses approximately 60% of the issues. These are due to the topics that aim to address social values, such as Introduction to Culture and Substance Abuse, but I believe we should include some more. Zambia's degree of seeking to promote social values has risen to over 60%, indicating that it is responding to the promotion of social values. Topics such as Human Rights will teach you that you should not violate someone's rights, so supporting a social value known as justice or peace. There is a topic called a culture of peace within that topic, so you have topics like causes of conflict, types of conflict, methods to resolve conflict, and ways to promote peace, which are all social values. All of the topics I'm bringing*

*up can agree that civic education, to some extent responds to promoting social values.*  
“Interview with HoD2, 2023).

The fact that civic education is now compulsory, demonstrates how vital it is to the younger generation in general, as stated by T1 as follows:

*“Yes, it responding to social values in the sense that the fact that Civic Education in Zambia was put as a compulsory subject means that every learner can get one or two things in the syllabus of Civic Education. They are able to get one or two things, it talks about drug abuse, human rights, violation of human rights so for me I feel our syllabus is responding to promoting Social Values and those norms that are acceptable by the society”.* (Interview with T1, 2023).

L5 had a similar point of view as the one that the teacher mentioned above as follows:

*”I think the civic education curriculum is promoting social values at a very good rate, because when you look at what used to happen a long time ago, in most schools, civic education was optional but at least now it’s compulsory in almost all schools. So I think we just need to find more ways of making the learners do what they are learning about. You find that learners will be learning about teenage pregnancy and substance abuse but there is a high number of pregnancies. I think they should just improve on that same thing”.* (Focus Discussion Group L5-FDG2, 2023).

#### **4.13.2 Ways in which Learners learn Social Values.**

The promotion of values encompasses not only the modelling of the right behaviour in learners but also the way learners are trained. This is why this question was asked of the teachers: What can be the best way to prepare learners to become morally upright? The following were their responses, and HoD 2 stated:

*“The best way we can prepare them to be morally upright is as I said earlier on. For you to prepare them the preparations begin with you as a teacher so the best way to prepare them to be morally upright the teacher him or herself need to be morally upright because you are a role model. So for me, I look at it like this, the responsibility*

*lies much in the hands of the teacher so the teacher in the first place must be morally upright as an example so that even as you are teaching the children about issues of morals, issues of culture, issues of values among others then children will be able to tell and say ok ba teacher 'ba tipuzisa' already they are setting an example. So the best way to prepare them, teachers must be well prepared then they will be able to disseminate that same information to them and learners will be prepared in the best way". (Interview with HoD2, 2023).*

T4 had a differing viewpoint on how best learners can become morally upright:

*"I think uprightness should not only start from maybe like a school setup like this one but imparting values in the learners or the pupils should start from home a home setup yes and then continue after school". (Interview with T4, 2023).*

Some learners had the same point of view as the second teacher and L2 had this to say:

*"The best way of being morally upright as a pupil begins at home, and in this generation, where different cultures are passed on electronically through TV, phone, and other things, I think the best way of becoming morally upright pupils is to be careful with what we interact ourselves with, maybe what we watch or friends we interact with. But also, more emphasis must come from parents to teach us and instill good values in us. Now the problem is that most parents these days are working-class parents; they do not have time to instill morals in their children, as the saying goes, Charity begins at home." (Focus Discussion Group L2-FDG1, 2023).*

In the case of teachers of civic education, the greatest approach to preparing learners to be morally upright was to give them the truth about life rather than avoid it. If this were done, it would be quite easy for them to grow along those lines; however, if teachers decide to hide the truth as they discover it on their own, it would be something else. Participate in practical talks and research activities with them. In support of this claim, T3 stated:

*"The best way to prepare learners to become morally upright is to tell them the truth about life, not shun away from it. Once we do that it will be very easy for them to*

*grow in those lines yes but if we decide to hide the truth then they discover the truth on their own then it will be something else”. (Interview with T3, 2023).*

The teaching of learners is not concentrated on one individual, but everyone is involved in seen as upright, as L3 noted:

*“I think this has been said by my colleague but what I can add is that it is said that, ‘it takes the entire village to raise a child so it's not only the school environment which prepares one to be a morally upright pupil but the home is involved, the church is involved, the surrounding that we are coming from is involved, and the neighbours are involved. Also as a pupil, we need to listen and adhere to what is being said and avoid certain things like 18-plus content”. (Focus Discussion Group L3-FDG1, 2023).*

In the words of L10, rules and regulations are also important to prepare learners to become upright:

*“As for how we can be prepared, I think the simplest way is to follow rules and regulations which have been given by our parents and our teachers and any elderly person above us because that is the only way of life and for us to have a good life in our country is to follow what elderly people are saying”. (Focus Discussion Group L10-FDG1, 2023).*

However, learners had contradicting opinions as to whether imparting values to learners should start from home or a home setup, they were of the view that, according to L4:

*“I think paying attention in class like others has already said that ‘Charity begins at home’ but it is true that I would disagree because there are people who do not have homes like orphans. So we need to pay attention in class because when we pay attention in class we can learn all the social values that we need and all the topics which are in civic education can stipulate or highlight more about social values. Topics like citizenship madam, can make us rather be aware of how a morally upright citizen should do”. (Focus Discussion Group L4-FDG1, 2023).*

The other learner, L2 raised an important point that needs to be implemented to see the rightful values in our learners and the community:

*“When pupils are engaged in moral talks and teachers give the full knowledge of details on how a person can attain morality or maybe, be morally upright mostly if we say we can engage in religious groups as well because these are the sense of fear of doing wrong as it teaches more about the moral part”.* (Focus Discussion Group L2-FDG2, 2023).

Engaging learners in some moral discussions, as described above, could be a good option since learners would be allowed to share their opinions on matters that are important to them. However, some learners are urging their peers to join clubs that deal with moral issues, such as Moral Fibre and Peace Club, as stated below by L4:

*“As for a learner, there are group clubs, like moral fibres, and peace club. These are groups that can help a learner at least to have access to moral information because not everything will be taught in class. So by participating in such groups and going to church, the church is mainly focused on teaching good morals”.* (Focus Discussion Group L4-FDG2, 2023).

As mentioned by L5, upgrading guidance offices to operate as law institutions appears to be interesting:

*“I think the best way that make us morally upright is first by starting to understand what the teachers are teaching us after that not only understand but also practice what they tell us. Because they will teach us about the culture, they will teach us about laws if these things are only been talked about and not practiced they will end up to nothing. Another thing that we can do is, I think the school can even upgrade offices like guidance offices because those are like law institutions in schools, anyone who’s been bullied whatever you as a learner feel can go to the guidance office to express themselves. I think we can be morally upright if we go to guidance because they will always be there to guide us”.* (Focus Discussion Group L5-FDG2, 2023).

Another key issue raised by L2 is the promotion of social values through public sensitization or awareness programmes, which allow knowledge to reach those who have never attended a school set up to learn civic education. This can be performed by utilising various media that can accentuate much moral uprightness that has been left alone for the learners who are acquiring social value information in the classroom environment through civic education. It indicates that the country will continue to be populated with people who do not practice social values unless people are educated about them.

#### **4.13.3 Challenges encountered by teachers when preparing and teaching civic education**

As the conversation came to a close, it was crucial to comprehend the issues that teachers confront when preparing and teaching civic education to students in general, as well as how they overcome those obstacles. T1 had the following explanations:

*“The challenges are there, one of the challenges is when I look at topics such as the Legal System in grade 11, and I find that it’s not just practical to be teaching theories especially when we are looking at the court proceedings. It’s very important that you take the learners to the court so they can see so that in the exam they can write what they have seen than just writing notes and explaining. So challenges are there whereby you are unable to take the pupils to go and see the court proceedings you find that you are told that the school has no money, the bus has no fuel, and the like so that’s demotivate a teacher”.* (Interview with T1, 2023).

The respondent would like to take students to undertake service learning. However, the problem is due to inadequate funding to schools. Another teacher, T4 mentions a similar difficult situation, leaving them with little choice but to employ ways that are available that do not require funds, as indicated below:

*“Sometimes like the teaching aid if you are teaching some of the topics they are not readily available for example when you are teaching the constitution and the school doesn’t have a hard copy of the constitution. Of course, we may have it online you can access it online but just for the learners to see this is what we are talking about.*

*Also, certain topics just need specific expertise for them to come through but sometimes you have to invite certain expertise to come. For example on substance abuse, maybe someone from Drug Enforcement to come talk to our children especially since they are practicing it and this is what they are doing they may even have correct knowledge for the learners. But you find that even when you invite this particular person they need maybe some transport or fuel and have something but the school doesn't have much money so you find that you can only use what is available. (Interview with T4, 2023).*

Teachers have varying experiences when delivering lessons to learners, as HoD 2 elaborated on some of the difficulties encountered in the classroom who further outlined how he manages to overcome some of the challenges as stated:

*“I wouldn't say I've managed to overcome them as such because today you overcome this challenge tomorrow new challenges come in. So we deal with them as they come but one way is, of course, taking some punitive measures. Take some serious measures against those children like maybe reporting them to the Deputy Head, and then the committee, disciplinary committee expels a child that way you send a warning to the would-be offenders. Unlike what I've been doing when I see the child is behaving very badly I would at some point use strong language against the child and when the child feels that the teacher has said something bad which has maybe made the class even laugh at that child others will avoid making the same mistake because they will think that ba sir can embarrass you. Even if that is what I do, I won't beat but I will just use language that is not very friendly to the child”. (Interview with HoD2, 2023).*

#### **4.13.4. Contributions from participants to the study.**

Here are a few of the new additions stated by learners, L3 added that:

*“Firstly I want to express my gratitude for this opportunity to air out my views with my classmates. One thing I would like to add is, I think civic education is a good subject and very helpful in real life. The only problem is that it's a very broad subject, it is a very broad subject, it is bookie or bulky I should say...because from the time you are in grade 10, it is easy I used to get 90% but as you progress into grade 12 it*

*becomes bulky so after writing the test I got 52% the thing is becoming more bulky. I feel like there's a way where some of the topics can be linked together, they can just be simplified. If you make something too broad again you are going to fail to learn something. It can be as simple as possible, I think thus one I would like to see in civic education". (Focus Discussion Group L3-FDG1, 2023).*

Some of the suggestions were to merge certain topics, as well as sensitisation to those who had never attended school, suggested by L6:

*"I think just to add a voice, much more sensitization should be done not only in schools but also in communities. You find that, the only time people are educated about civic education is during campaigns when to vote and the like, or during that time of registering voters. So you discover that most people do not actually know about those social values, you find that when you ask, they do not know but they might have an idea but they do not really know what these are. So am looking forward to seeing a day where you have a day such as Upholding Social Values Day so that people are educated, not only learners even those who do not even have the privilege of going to school so that they are aware and live in a better society". (Focus Discussion Group L6-FDG2, 2023).*

Learners believe that combining some of the themes in civic education will lessen the volume of work. For example, there is a sub-topic on interstate succession in grade 11 that can be linked to Family Law in grade 12. Another point that was made was the need to educate people about civic education. As with voter education, continuing sensitisation on social values is also required. This can have a large impact on spreading social ideals because most citizens will be aware of what to do or not do. Learner six also recommended creating a national day dedicated to upholding social values, with the theme 'Upholding Social Values Day'. T1 and T3 also had something to say:

*"What I can add is that Civic Education must be more practical, the content of Civic Education is a lot but I feel learners become bored in the sense that we are not involving practical things we must also involve a lot of resource centres like people from DEC to come and explain" (Interview with T1, 2023).*

*“I think civic education with the way I see it should be a compulsory subject for all learners in Zambia because one thing I have noticed in some schools they make civic education to be optional for example, if a class is taking History you are advised not to take civic education I think am a victim of that I never took civic education at school so I think moving forward they should make it to be compulsory”.* (Interview with T3, 2023).

Two points were highlighted by the teachers. The initial goal was to make civic education more engaging and to keep the classroom from becoming boring. Lessons must be entertaining, especially if they include visits to various locations in order to probe greater learning for the students. The second goal was to make civic education mandatory in all schools. This is so in order to give a chance to all the learners to acquire civic education knowledge and skills because civic education has proven to be too transforming for the rising generation, even helping to mould positive values in them.

It should be noted that Civic education goes beyond giving knowledge and skills; it must also highlight the skill application of social values, by the HoDs, Teachers, and Learners as a whole.

**TABLE 3: SHOWS HOW SOCIAL VALUES CAN BE PROMOTED AMONG CIVIC EDUCATION LEARNERS**

CATEGORIES	LISTED SOCIAL VALUES
1. HODS VIEWS	<ul style="list-style-type: none"> <li>• Service responsiveness for oneself</li> <li>• Respect</li> <li>• Maintaining cleanliness</li> <li>• Service</li> <li>• Listening to people</li> </ul>
2.. TEACHERS VIEWS	<ul style="list-style-type: none"> <li>• Using insights to optimize value for both people and the environment</li> <li>• Being more accountable</li> <li>• Honesty</li> <li>• Justice</li> </ul>
3. LEARNERS VIEWS	<ul style="list-style-type: none"> <li>• Making better decisions</li> <li>• Self-discipline</li> <li>• Tolerance</li> <li>• Being Patriotic</li> <li>• Obedience</li> </ul>

Table 3 shows how social values can be promoted among Civic Education learners from all the participants including HoDs, teachers, and the learners themselves. A list of values is indicated among which are Honesty, justice, self-discipline, and respect. The HoDs indicated that there are types of civic values, all meant to help society grow into a better place. Service, responsibility for oneself, respect, justice and maintaining cleanliness and listening to people are just some examples of how people can perform daily acts that affect their community and those around them.

Some teachers indicated that social value is about respecting people, honesty, and using the insights to optimize value for both people and the environment. Learners suggested that social values entails that to be a good citizen one need be accountable, being tolerant, being patriotic, having self-discipline and obeying the laws of the land. Social values is all about making better decisions on how we behave towards one another.

#### **4.14. Document analysis**

I conducted a review of a civic education syllabus to ensure a thorough grasp of the information in it. This was done to analyse the appropriateness and relevance of the Civic Education Syllabus, which would enable value acquisition for an all-rounded individual.

#### **4.15. Learners' Syllabus at Secondary School**

The Senior Secondary School Syllabus covers a wide range of topics related to Zambia's politics, economy, social life, and culture. Without a doubt, the teaching and learning of civic education assist society in recognizing the importance that these topics play in our ever-changing environment. As a result, the Ministry of Education intends that through civic education, learners will be equipped with the knowledge, skills, and values acquisition necessary to exercise their civic rights and discharge their duties as responsible Zambian citizens at the local, national, and international levels. They should be able to demonstrate their comprehension of civic education and social values learned through lessons (CDC 2013:2).

**TABLE 4: SHOWS CIVIC EDUCATION TOPICS RELATED TO SOCIAL VALUES COVERED FROM GRADE 10 TO 12 AT A DIFFERENT LEVEL OF THE SYLLABUS.**

Grade	Topics
10	<ul style="list-style-type: none"> <li>- Constitution</li> <li>- Governance</li> <li>- Citizenship</li> <li>- Introduction to Human Rights</li> <li>- Corruption</li> <li>- Cultural Studies</li> <li>- Substance Abuse</li> </ul>
11	<ul style="list-style-type: none"> <li>- The Zambian Bill of Rights</li> <li>- Civil Society and Media in Governance</li> <li>- Economic and Social development</li> <li>- Zambia’s Legal System</li> <li>- Gender, Equity, and Equality</li> <li>- Culture of Peace</li> <li>- Child Abuse</li> </ul>
12	<ul style="list-style-type: none"> <li>- International Human Rights Instruments</li> <li>- Childs Rights</li> <li>- Family Law</li> <li>- Development Planning</li> <li>- Poverty Reduction in Zambia</li> <li>- Global issues</li> </ul>

As shown above on table 4, in secondary schools, social values were taught at all grade levels as part of civic education courses. Since grade 10 senior-level classes are key and aim to provide a solid foundation for value acquisition at the outset of civic education, it appears that the grade 10s cover a greater variety of topics in civic education. This was probably done to give students a foundation in social values and civic education right from the beginning of school. The Constitution, corruption, an introduction to culture, substance abuse, human rights, governance, and citizenship are among the topics covered in Grade 10. These topics are in line with social values because they introduce learners to the underlying principles of the country and its values to instill in them a desire to promote the aims of social values. Under these topics, the curriculum includes, among other particular objectives such as introduction to cultural studies, a sub-topic on societal core values among others that improve

learners' ideal concepts and values, which they regard as critical efforts to produce successful civic education learners.

An analysis of the Grade 11 topics reveals that issues such as peace of culture, social and economic development, gender, equity, and equality, among others, are integral to civic education and the formation of social values. Learners were initially introduced to the concepts of peace of culture and the significance of coexistence in a multicultural society through these topics. Similarly, the syllabus addresses the significance of gender, economic, and social development in addressing nations' socioeconomic challenges, as well as the culture of peace and its role in promoting peace and development. Learners were imbued with principles such as cooperation, unity, and peace-building through the study of numerous topics and societal values.

The Grade 12 curriculum also includes information linked to the social values promoted in civic education. The subjects on global issues demonstrate unequivocally that civic education creates a sense of coexistence with one another and with the rest of the world. Among other things, the topics introduce learners to the concepts of social values and the principles that go with them. Learners can also research to examine the responsiveness of social values to gain relevant skills.

#### **4.18 Chapter summary**

Social values in civic education need collaboration among all stakeholders, including HoDs, teachers, and learners. To be effective, social values must be taught in schools using appropriate pedagogical methods, that enhances knowledge acquisition. This may be beneficial if interactive approaches were utilised to guide the learning process, improving the likelihood of learning retention. The way teachers interact with learners enables responsiveness to societal values, which promotes positive responses through observations of role models such as teachers and elders. The ultimate goal of learners imitate positive behaviour is to promote social values by allowing them to put such principles into practice.

## **CHAPTER FIVE**

### **DISCUSSION OF FINDINGS**

#### **5.1. Overview**

This chapter shows a discussion of the study. It presents the discussion through interpretation based on the findings.

#### **5.2 Demographic factors**

From the findings, table 1 depicts the gender of the respondents with a sample size of 22 participants inclusive of all categories, gender presentation shows an equal balance of males and females, this entails that both genders were well represented in the study because the study used purposive sampling to approach participants, hence, there are instances where the researcher purposively approached a particular gender in order to balance gender representation which is cardinal for this kind of study. From table 2 above it shows participants according to their education level. In this regard, all the participants have been to school but depending on the category it determines their level of education. For example, all the Grade 12 learners are at secondary level while the HoDs and teachers have been through tertiary education. This represents that 100% of the participants have been or are still undergoing education, this also entails that participants have high awareness levels on the topic being discussed. This also means that the participants fully understand themselves better which good behavior as they gain a deeper understanding and respond to questions that were asked during data collection.

#### **5.3 Participants understanding of social values and civic education**

In the previous chapter, participants had varied perspectives on civic education and social values. However, it was exceptional in certain cases to get limited definitions of civic education and social values. At times, learners spoke more clearly than teachers. However, teachers were the primary informants in the sample, and it was believed that more information would be obtained from them than from learners. This led the researcher to believe that teachers may be lacking exposure because they are restricted to the same environment,

stressing the necessity for the Ministry of Education to conduct workshops to allow them to explore topics that may need to be presented to others.

In general, respondents defined civic education in the same direction as they characterised civic education as a study of social, political, economic, and cultural aspects of society. Based on the participants' underlying notions, the researcher considered that the social, political, economic, and cultural components were the most striking descriptions of civic education. According to Branson (1998), the purpose of civic education in schools is to generate active, accountable, and knowledgeable citizens who are committed in all aspects. This viewpoint led the researcher to suppose that learners should be fully prepared with information, given that civic education is a dynamic subject that requires continuing research and practice. It extends to the function that the subject may play in generating learners who will be effective citizens (Muleya, 2015).

This is consistent with what civic education is supposed to accomplish, as projected to facilitate the acquisition of social, political, economic, and cultural values that remain integral to Zambia's national development. Butts (1988: 180) claimed that “an effective democratic citizenship education programme should not only provide learners with the necessary knowledge but also with opportunities for the development of desirable traits of public and private character.” Butts (1988) defines desirable traits as “justice, respect for individual worth, fairness, cooperation, persistence, moral responsibility, empathy for others, care, civility, respect for the law, civic mindedness, and honesty.” Such desirable characteristics, whether public or private in nature, as argued by Butts (1988), if well reflected during civic education teaching and learning, have the potential to cause a shift in learners' mind-sets, ultimately leading to social change and transformation. Teachers were expected to deliver more than learners on civic education, they defined it as social, political, economic, and cultural issues. Crittenden (2007) contends that civic education and social values are processes that shape people's views, commitments, abilities, and actions as members or prospective members of communities' issues.

Looking at the views given by learners about social values, it clearly demonstrates that teachers are aware of what social values are. As defined by (Tsirogianni, 2014), social values are standards that individuals and social groups employ to define personal goals and essentially shape the nature and form of social order in a collective, that is, what is acceptable and not acceptable, what ought or not to be, what is desirable or non-desirable. This indicates that the view held by the teachers is of an acceptable standard.

Civic education teaches social values that encourage Learners to be better citizens. The subject emphatically introduces learners to the values of socialising with one another, becoming involved in the country's political issues, contributing to the nation's economy, and respecting one's culture in society. As has been observed by Albert Bandura's Social Learning Theory, as learners interact they tend to learn or imitate from others and the environment (Bandura, 1977). This is also somewhat supported by Branson (1998), who contends that civic education is about citizen involvement in a democratic society; it must be built on informed, critical reflection as well as knowledge and acceptance of rights and obligations. This simply means that as citizens, we must assume full responsibility by being engaged and involved in every facet of our nation's affairs.

The study's view of the research findings on this particular subject discovered that learners and some teachers are not sufficiently grounded in the basic content of civic education and social values. (Thelma, 2023) suggested that teachers lack the skills of innovation and creativity when it comes to civic education, which means they fail to present lessons properly, making the intended objectives impossible to achieve. These inadequacies have some negative effects on teachers' actual delivery of content to learners in schools. The study discovered that participants had a limited awareness of the major issues in civic education, such as knowledge, conceptualization, comprehension, and application of social values.

This study anticipated that teachers of civic education, as the primary informants, would have a deeper understanding of civic education and social values than learners, and that learners in grade twelve would have a better comprehension of the idea of civic education and social values, which was not the case. As rightly put by Giroux (2014), intelligence was considered as an expression and demonstration of the philosophy of the good and just life, an extension

of ethics. Thus, education, in this view, was not intended to train, its goal was to foster the development of moral character in the continual quest to improve oneself. People can be occupied with receiving knowledge and freedom of education, but yet, the minds are far from being transformed hence, fail to utilise and practice what have been acquired.

#### **5.4. Appropriateness of Teaching Methods for Social Values in Civic Education.**

The study's findings revealed that the teaching of civic education may operate as an obstacle to the acquisition of social values because of the types of teaching methods used by teachers to deliver content to learners. (Mulenga, 2022) suggest that, competence skills are needed by a teacher, hence the need to retrain them with the skills required for competency-based learning. Teachers should be up-skilled in learner-centered approaches that are most likely to promote learners' acquisition of appropriate civic skills, knowledge, and attitudes. The teaching of civic education, has what it takes to translate the objectives of social issues, the problem is the method of delivery which must be questioned. This can be attributed to lack of monitoring and evaluation system in schools by the Ministry of Education ensuring implementation of learning objectives.

Scholars such as McCowan (2009) argue that teaching without participation is insufficient and that such a restricted and minimal understanding should not be permitted if the nation wishes to produce morally upright learners. McCowan (2009) further discusses that such conceptualization was limited in terms of one's worldview, which would affect their contribution to communal and national agendas. Precisely, using practical approaches will be quite beneficial because a learner will be able to observe what has been taught in action. Assume that the topic of discussion in class is the legal system. It would be essential to take the learners to the court of law at least once to experience what happens in the courtroom. During a school examination, if a question about the legal system appears on the question paper, learners can recall based on what they observed during the court session. One would agree with the proponent of the social learning theory that learners learn through experiences and observation.

The study's findings were eye-opening in terms of the participants' points of view. To see a large number of learners grow morally upright, they proposed a variety of ways that must be

implemented rather than only theories according to L16. This is in line with what (Thelma, 2023), emphasized stating that the effective delivery of lessons is strongly dependent on the appropriate usage of diverse teaching approaches. Participants also proposed visual learning as a method that can effectively bring the knowledge being given to the learners' attention. The incorporation of the visual learning approach fosters real-world events, whether on television or elsewhere. Learners will be able to see a vivid image of the genuine real topics being discussed in class. Aside from that, teachers should support practical means of teaching civic education, such as engaging in group work and other interactive and participatory approaches that can disrupt the narrative of boredom that might steal learners' attention in class.

### **5.5 The Adequacy of the Civic Education Syllabus on Social Values.**

The study's findings stipulate that the civic education curriculum includes a good variety of issues that appeal to promoting social values. Print and Lang (2002) argue that the nature and quality of civic education teachers is an important factor in the promotion of social values. This is because the majority of participants claimed that there are numerous flaws in teaching practices. The practical aspect, active and engaging methods of imparting civic education in the form of service learning techniques were mostly neglected. This circumstance hampered the delivery of civic education with its goal of developing learners into morally upright individuals. Civic education has been reported to aim for a competent and responsible engagement at all levels, and it allows learners to be empowered and equipped with the diverse skills needed to influence their communities (Oliver, 2006).

In the obvious context of the study and the participants' perspectives, it is clear that there is a huge pedagogical technique that can be utilised to teach civic education, but it is not a reality owing to the teachers' negligence. Muleya (2015) argues that the teaching of civic education is severely lacking in pedagogical approaches that may promote social change and societal transformation. Teachers do not consider what was obtained in schools, which may impair learners' ability to internalise the concepts they learn in class, necessitating the need for service learning to explore what is happening on the ground. The learners consider civic education teachers to be mundane since they continue to employ the same techniques of

teaching. Teachers often stymie the advancement of the teaching profession by continuing to adopt non-creativity and learner engagement approaches to teaching that would foster student participation.

Scholars such as (Ornstein et al, 2000) contend that learners are also expected to have an understanding of content in their respective disciplines, such as the capacity to comprehend their subject's ethos. They should also exhibit subject matter knowledge and a stronger foundation in acceptable teaching practices. Furthermore, the ability to absorb, assimilate, and apply information taught in class, as well as the understanding of numerous concepts and facts.

On the contrary, learners' perspectives were that civic education learning was mostly focused on components that did not drive the learning process, which limits learners from becoming critical thinkers. The study discovered that the teaching and learning of social values evolve in the school environment and do not spread beyond it through practice. It is considered that learners play an important role in their communities. For example, learners can lead by example to put what they have learned into practice, as well as by living up to acceptable standards. One of the students ascribed this to some teachers' negative attitudes, claiming that they came to class drunk and told stories as opposed to teaching with acceptable approaches. Instead, teachers are supposed to interact with learners and demonstrate positive behaviour, such as asking questions, understanding their perspectives, and showing attention and appreciation, which can boost motivation and achievement. Teachers serve as role models for learners by modelling their behaviour and attitudes on topics relevant to their developmental stage. Positive attitudes contribute to success, and bad attitudes lead to failure, resulting in positive or negative ego attitudes. Negative comments made by a teacher about a student's failure can have long-term consequences (Gecer, 2002).

It is clear from the preceding remark that civic education teaching was not based on the major pedagogical techniques that support civic education and the effective execution of social values. Dean (2007), as referenced by Muleya (2015:265), argues that "if the quality of civic education in both the formal and informal education sectors is to be improved, the quality of teachers' education must be examined." This indicates that for teachers to provide quality

teaching of civic education to their learners, they must possess competencies that will enable them to guide students in connecting knowledge of moral uprightness to the demands of their society. In this regard, Bansal (2009) says that civic education teachers are critical to the delivery of quality education and the development of decent citizens in learners, and as such, they must be adequately trained.

Learners' perspective of the syllabus is that it has enough content. The only challenging matter with the content is that it is bulky, hence the need to be proactive in the learning process. If teachers keeps on using the same method the learning process will be boring for learners hence the need to actualize what we are learning about. Meaning if we are learning on media why not visit the broadcasting institution to see what really goes on, as a result the learning processes will be much interesting, at least learners will be assured of passing the examination because the retention of the lessons will be obvious. Winthrop (2020) conquers with the sentiment given by learners and suggest that, active and experiential learning is necessary, but it seems more difficult to standardize because specifics must be tailored to individual communities and learners. The lack of the skill of movement may lack a clear emphasis on social values. Schools constantly teach values, whether intentionally or unintentionally. From the content of the curriculum to the language of instruction and how teachers interact with pupils, beliefs about what is good and evil are continually modelled and taught. The civic education lessons should not only be associated to only evolve around the classroom, it should be more social and more interactive.

All 16 learners who were participants in the study were less concerned with the content of civic education and more concerned with how it was delivered. Civic education teachers should be proactive in developing practical lessons as stated by (Fadhillah, 2020). Teachers should be creative; they can use easy approaches in the classroom that do not cost anything to make the lesson more practical and entertaining. Engaging students in service learning activities, such as litter picking around the school, is one example. As a result, the learners' habits of becoming responsible citizens will be stimulated, and when they return to society, these values will be able to be engaged with other people, as one learner suggested.

Civic education in schools should attempt to produce learners who are cultivated with positive values. Campbell (2006) goes on to add that education may also foster attitudes, motivations, and values that promote involvement. This is to say that social values must be reinforced heavily if we are to see significant outcomes in producing a generation that is capable of standing up for the correct path. Good behaviour can be achieved through civic education, and the topics addressed in civic education all favourably speak to learners. During the researcher's fieldwork, however, a learner had a similar stance as a teacher of civic education, that is, to include the theme of social values as a stand-alone topic in a syllabus. This is to stress the importance of value acquisition for learners.

### **5.6 Competences of Teachers of Civic Education**

Teachers are encouraged to be competent in their execution of content. Learners underlined the need for teachers to stay up-to-date on knowledge and skills when teaching civic education. It is also stated that for learners to be taught with excellent values, it must begin with teachers and how they conduct themselves throughout class lessons. Dimkpa (2015) asserts that teachers must conduct themselves in certain ways, and their styles and attitudes hurt their learners' performance in school. Dressing, language, teaching style, guidance, discipline, and motivation are all instances of this. Teachers are expected to be pioneers in promoting social values, and learners are encouraged to follow suit. Lessons have been drawn from the social learning theory, which states that children observe, copy, and imitate the behaviour of others, imagining learners coping with inappropriate conduct from their teachers. This is why teachers should always strive to instill positive values in learners (Bandura, 1977). The values instilled at school can produce an upright generation. For social values to benefit learners, they must begin with teachers who are regarded as role models.

The civic education curriculum provides appropriate information, but some civic education teachers were not as skilled as expected. There is a need for ongoing training for civic education teachers. If teachers want to know more about their subject, they must always strive to learn more about it. Civic education is a dynamic subject, so teachers must seek out current knowledge regularly.

## **5.7 The Link between Students' Classroom and Community Participation with Social Value Knowledge and Skills**

The study support that teaching dynamics affect how effective the lesson is for learners. Lessons that include learners are practical and interactive provide better results and make it easier for learners to internalise the material that they learn. It is therefore critical to highlight, in this narrative, how receptive learners become to the learning processes they have received throughout class lessons. Responding to knowledge taught helps build learners with good values; consequently, teachers must be proactive in their efforts to teach, for the benefit of the community at large. Thelma (2023) maintains that effective delivery of lessons is heavily dependent on the appropriate use of various teaching methodologies when teaching.

Linking learners' classrooms and community participation in social value knowledge and skills is essential to the community's benefit. The researcher's findings suggest that there is a correlation between learners' classroom participation and community participation. During the open day, parents interact with teachers as they meet up to collect school performance results. The school would interact with parents as they pick up their children's results, providing a time for both sides to connect and discuss issues that may influence their children as noted by (Bunijevac, 2017).

During Parent Teacher Association (PTA) meetings, there is evidence to show how teachers, parents, and learners interact during meetings that take place in a school community. During the PTA meetings, primarily they discuss what affects the learners, the way forward of the school projects if any, that require the community to get involved, and if the school wants to construct more classes in schools, the community is involved because they are part of it as T1 alluded:

“The link between community, classroom and participation is there in the sense that now in this school we even have an open day where a teacher, pupil, and parent (P.T.A.) meet at a certain point to discuss the things that are affecting a learner and also to discuss things that a learner is affected with”. (Interview with T1, 2023).

Some individuals may mistakenly believe that the community link is solely for older people, which is incorrect; it also includes learners and the younger generation. Because the same learners who attend schools come from the community, the school is a community in its own right. It is difficult to separate schools and the community because they include the same people. The information and skills gained through learning and coexistence enable the relationship that exists between learners' classrooms and community participation. Positive Action (2023) examines a strong bond between the schools and surrounding communities and how they foster a feeling of belonging among parents, teachers, and learners. It fosters an inclusive learning atmosphere and expands the learning opportunities for learners. Furthermore, it instills a strong sense of responsibility among all those involved. This is a result of everyone in the community realizing how vital the role they play in learners' education is. Social values are all about encouraging everyone to live well, to model appropriate behaviour toward one another, and to promote unity and love for all, as alluded to by Chowdhury (2016). For example, fighting is a norm that is discouraged from being practiced in class, and issues of peace are stressed to learners so that they can live in harmony with one another within the school and the community, even when they go home. So there is a link since the same adolescents will be tomorrow's leaders; it starts in class when the teacher advises them not to entertain negative conduct toward others.

When learners first join school, they are handed the school regulations, which contain instructions on how learners should conduct themselves. This is done to establish a pleasant learning environment that is welcoming to everyone. Every educational institution has its own set of rules designed to foster good behaviour in learners. The Pupil Wellbeing Team (2012) considers the foundation of effective behaviour management to be the teacher's capacity to properly provide a controlled, orderly classroom setting that facilitates learning. It might be difficult to teach a group of learners with varying needs, behaviours, and attention spans. On the other hand, since they understand expectations, learners will learn more when a positive learning culture is established. When learners wish to engage in mischievous activity that is not good at all, the knowledge and skills for social values they have gained would help them to stop them. For example, if learners are provoked into a fight outside of school, they will still employ the same information because what is bad at school is also bad at home.

## **5.8. Promotion of social values**

The implementation of social values can only be accomplished if the knowledge gained in class has a significant impact on the recipient. In some cases, the promotion of social values is achievable if learners apply all of the information they have learned. It is the application of knowledge that determines the promotion of social values, as asserted by Muleya (2015). Promoting social values can be accomplished by living up to the level you have been groomed to reach through mental change and good living. Reciprocating what has been learned is an important way to demonstrate how someone has changed and is seen through behavioural change rather than the contrary.

## **5.9. Learners' views on whether civic education is informative**

The findings of the research sought to find out from teachers of civic education if learners are civically informed through learning civic education. Several elements influence learners' civic literacy; civic education classes are part of the driving force that encourages learners to develop civic awareness and social values. Kim (2019) discusses that if teachers possess appropriate innovativeness, then desirable results can be attained. Being civically aware is another thing, and practice is also another.

The Ministry of Education and the Curriculum Development Centre (CDC) recognized the importance of incorporating social value facets into civic education. It was significant because young people needed to be equipped with values that encourage good behavior and contribute to learning growth and moral formation (CDC, 2013). The curriculum for civic education has purposefully incorporated topics such as introduction to a culture because there are societal essential values that fall under that area, such as respect, tolerance, and obedience, to name a few. When an adolescent upholds values and norms, members of society appreciate and rejoice. Teachers have faith in the learners they teach because of the changes they have seen in them.

The research findings expressed by learners, on the other hand, diverged from the teacher's viewpoints. What impedes the promotion of values begins with those who are expected to

execute them but instead do not adhere to information that is good for citizens. Some people's self-centeredness overpowers their positive principles (MoE, 1967).

#### **5.10. Learner Transformation as a result of Learning Civic Education**

Civic education is transformative; learners learn how government structures work, their rights, and how to seek justice in a court of law when their human rights are violated. From the few instances provided, it is clear that civic education has changed learners' level of knowledge and has transformed them civically (CDC, 2013).

The other issue that was raised by learners is the promotion of social values through public sensitization or awareness programs, which allow knowledge to reach those who have never attended a school set up to learn civic education. In particular, Kaumba et al. feel that the curriculum does not incorporate a service learning approach into teacher practice (Kaumba, 2023). This indicates that teachers should be the driving force for social values to be taught outside of the classroom and reach a wider audience. This can be performed by utilizing various media platforms that can accentuate the moral uprightness that has been left alone for the learners who are acquiring social value information in the classroom environment through civic education. It indicates that the country will continue to be populated with people who do not practice social values unless people are educated about them.

#### **5.11. The opinions of Learners on whether Teachers exhibit Social Values when Teaching Civic Education Lessons.**

Learners in secondary schools reminded the researcher that teachers are seen as important role models. Learners emulate both positive and negative qualities from teachers, who are crucial carriers and enhance the promotion of societal values. The findings revealed that teachers fail to adhere to moral norms, most notably the dress code, highlighting the importance of being aware of how teachers dress. (Kennedy, 1992) argues that it is part of the 'conventional view' that women sometimes provoke abuse by their dress. The dress code is one of the forces that promote social values, and occurrences of sexual harassment and rape are generally the result of incorrect dressing. Learners and young people often replicate elderly people. In this case, teachers should strive to provide a good example by practicing what they teach in class. Some

teachers are drug addicts who arrive to class drunk and will condemn bad conduct, yet they are the ones in the spotlight. Learners may find it difficult to yield to the advice of someone who, on the contrary, is not living up to the standards that promote the social value of uprightness, argue learners in the findings.

In a focus group discussion with the learners, the ultimate response to whether teachers practice social values was that the majority of the learners were critical of them. They asserted that the majority of teachers were complicit in the moral decay. Learners suggested the need for teacher education curricula to be revised so that social values can be taught to teachers at colleges and universities through their teaching methods. The importance of teacher behaviour should be emphasized in the curriculum (Dimkpa, 2015).

#### **5.12. Ways in which Learners learn Social Values.**

Social values do not come naturally to children; they develop as they interact with the environment. This is in line with what Piaget (1972) stated: childhood cognitive development is a set of progressive phases characterised by various interconnections among stages as a result of ongoing interactions with the natural environment. Once the child is born, they may act according to how they observe family members and the community. Instilling excellent values in learners is dependent on the orientation to which they have been exposed. Social values are acquired as a result of the setting in which a child grows up. Preparing learners to be morally upright necessitates a collaborative effort from teachers, parents, and the community. According to the findings, teachers must be morally upright for learners to behave well. Learners spend most of their time in school, and they hold teachers in such high regard that whatever teachers do is thought to be correct.

The study showed that learners believe that moral uprightness begins at home. According to Aristotle, the polis must not only be concerned with regulating the relationship with the people but must also exert effort to make its citizens morally upright (George, 1995). This merely indicates that for moral uprightness to exist, the environment must be supportive of the desired behaviour. The study revealed that children learn through different platforms since we are a technologically focused age. Some cultures spread through television, phones, the internet, and other electronic devices. Learners simply need to be mindful of what they internalise and

who they associate with. The majority of instruction must come from parents; however, because most parents these days are working, they appear to have no time for their children.

Learners also highlighted that “it takes a village to raise a child,” implying that a collaborative effort is required. (Seymour, 2013) writes on the African proverb, “It takes a village to raise a child.” It captures a fundamental reality: mothers and their young children are typically integrated into larger kinship groups and communities that assist with child care and other responsibilities. Mothers or parents in general are not expected to raise children on their own in most societies worldwide. Moral uprightness is not a one-man show; it involves everyone, including the church, the environment, and neighbours.

The researcher discovered from the learners’ viewpoint that developing moral character necessitates learners’ participation in moral discussions, as indicated by Crittenden (2018). Teachers who are dedicated to treating learners as independent may invite learners to participate in candid discussions on current affairs. Teachers should support such events in which a panel is formed to address issues affecting young people. During these discussions, teachers should open up to learners by providing complete information on how a person can obtain knowledge and skills on social values through civic education. Clubs such as moral fibre and peace clubs can be beneficial. Clubs can provide learners with extensive material that they would not be able to obtain in class.

Guidance offices in schools should be upgraded since they are similar to legal institutions. (OFC, 2020) considers guidance and counselling to be important, which must be offered by school systems in a non-discriminatory way. Learners are to be given equal opportunities to enable them to reach their full potential. A guidance teacher (counsellor) must, therefore, be able to identify discrimination and other obstacles to equal educational opportunity and take the necessary action to remove them. Anyone who has been bullied, or any learner who is experiencing difficulties, can go to the guidance office to express themselves. The study by Kaumba and Mkumba (2020) investigates numerous behavioural patterns that are frequent and prevalent in the majority of Zambian secondary schools. If learners are properly guided by guidance officers to stop such behaviour toward one another, they will be able to avoid behaving in such a manner. This requires guidance officers to portray good behaviour to

learners at all times, and they should be decent people who are willing to help learners. This could be ideal for leading learners toward positive behaviour using the guidance offered.

### **5.13. The Civic Education Curriculum responds to the Promotion of Social Values.**

The content of civic education is critical to providing comprehensive information that allows for the promotion of social values. According to the findings, it does enhance social values in Zambia in the sense that civic education aids in understanding what happens within a country, its borders, and what happens beyond the country. When we look at civic education, the topics that are covered encourage social values (Bansal, 2009). For example, through civic education, we can learn about the Constitution and the many sorts of elections. When it comes to citizenship, civic education has influenced our sense of knowing as citizens, as well as the traits of a citizen, to name a few.

The findings showed that the only way in which civic education reaches out is through the knowledge part, concerning social values, but it does not go beyond the ability to apply the knowledge and skills obtained (Kapur, 2015). Civic education might be assessed at 60% of the concerns solved, with the remaining 40% due to a lack of application. These are due to topics that specifically attempt to address issues of social values, such as Introduction to Culture and Substance Abuse. It does respond to the promotion of social values in that topic, such as human rights, by instructing learners not to violate the rights of others. As such, you are indirectly promoting a societal value known as justice and peace in civic education. There is a topic called culture of peace, and inside that topic, you will find topics like causes of conflict, types of conflict, methods to settle conflict, and strategies to promote peace, all of which are social values. With some of the topics mentioned as examples, they agree that civic education does, to some extent, respond to promoting social values.

The findings of the research show that the civic education curriculum responds to social values in the sense that the fact that civic education is a compulsory subject in Zambia means that the content is helpful to the learners as well as everyone else. Learners may obtain one or two items through learning if the topic of discussion is drug abuse, human rights, or violations of human rights (Kaumba and Mkumba 2020). According to the examples provided, the syllabus promotes social values and recognizes social values. The civic education curriculum is proven

to be quite effective in teaching social ideals; what needs to be done is to discover more ways to get learners to do what they are learning about. For example, learners may be learning about teen pregnancy and drug abuse, but there are a significant number of pregnancies among girls, making it difficult for teachers to have learners' minds do what they learn in class. Every teacher and member of society deserves learners who can transform this narrative into positive outcomes in behaviour and conduct to generate a decent society.

#### **5.14. Challenges encountered by Teachers when preparing and Teaching Civic Education.**

The findings of the study show that there are numerous problems that teachers face when preparing and delivering lessons to learners in class.

In grade 11, topics such as the legal system should be taught practically rather than theoretically. As discussed in the Kaumba, Kabombwe, and Mwanza (2020) report, the learning system in Zambia is more theoretical than practical, which is not supposed to apply in this case. The learner has the mandate to be exposed to real-life experience of what is learned. For instance, when reviewing court proceedings, it is critical to take the learners to the court so that they can observe the events. It becomes easier to write what they have seen than just notes around the time they will be writing exams. Some obstacles hinder teachers from visiting with learners to witness court proceedings, and this is due to a shortage of funds in the school, which demotivates teachers.

According to the results of the study, a lack of teaching aids in schools can be frustrating, as alluded to by a respondent. For example, when teaching learners about the Constitution, the teacher may need to show learners a paper copy of it but may discover that the school does not have one. It should be noted that in civic education, social values are found in almost all the topics. By learning about the Constitution, learners can pick a value that the Constitution emphasizes, such as upholding the laws of the land (Kapur, 2015). It means that learners' mind-sets will be shaped in such a way that it will be difficult to go against the right value learned. I believe a constitution can be accessed online, but it calls for learners to see it in person. In addition, certain topics require specific expertise to come and address learners, yet due to financial constraints, teachers may neglect to engage the expertise. For example, while

discussing substance abuse with learners, a representative from Drug Enforcement may come to address the learners, allowing them to obtain first-hand information that may be accurate and transformative.

One of the HoDs, HoD2, stated that there are no challenges during lesson preparation; challenges come during lesson delivery in class because of the unruly behaviour of some learners. Since civic education came along with the democratisation wind of change and issues of human rights, liberty, freedoms, and all that, some learners may try to challenge a teacher about the rights and freedoms they possess. Learners are fully aware that teachers cannot beat them even when they misbehave, and this is so because of the information they have learned. The teacher should not catch feelings but instead explain clearly the value of human rights, which should be based on intercultural dialogue that would enrich the school curriculum with an informed and balanced presentation (Waitr, 2007).

It was unfortunate that teachers behaved in the manner in which they claimed to have dealt with student misbehaviour. Teachers would ask students who misbehaved in class to leave. This was according to HoD2, who reported that it helped them maintain order in the classroom during lessons. It is obvious that teachers confront challenges when delivering lessons, but the challenges should be addressed in a way that teaches learners the appropriate behaviour, with the concept of emulating and portraying to others the proper way to behave toward oneself. The researcher is for the idea for teachers to refrain from such because they are painting the wrong picture to the learners. They should never become weary of teaching excellent values, understanding that they are role models, thus the necessity to educate learners in a way that will bring about change. As suggested by UNESCO (2016), teachers need to create a platform for how values can be achieved and enhanced.

The many challenges include the human rights that exist, with too much emphasis on protecting the child at the expense of protecting the teacher who is teaching that unruly child. There should be certain measures in place to protect teachers as well. At the very least, there should be a procedure for a child to be dismissed for things like drinking beer and violent conduct, as added by one of the respondents.

### **5.15. Participants' suggestions about civic education and social values**

To improve the research outcome, participants were allowed to add to the research what they considered could be included or eliminated that could improve civic education and social values literature, and the following findings were made:

Learners appreciate civic education because it deals with real-life situations, despite being a broad, bookish, or bulky subject. Learners are advocating for some topics to be linked together. For example, in the grade 11 pupil's book, there is a sub-topic on interstate succession, which is also in grade twelve under family law, and these two can be merged.

Social values apply to everyone as indicated by HOD1. Some people did not have the opportunity to learn about social values in class despite them being significant and being motivators for good behaviour. Everyone must be brought on board, including those who have never been in a learning environment. Learners advocated for Sensitisation as a strategy to spread the value of moral uprightness through various media platforms. People need to be sensitised about the consequences of bad conduct, such as substance abuse, teen pregnancy, and human rights violations, through moral discourses on the radio and television including other beneficial media platforms. To promote social values, a special day can be ideal to commemorate a day dedicated to defending social principles, with the theme 'Upholding Social Values Day'.

### **5.16. Chapter conclusion**

The purpose of this study was to investigate the understanding of social values in civic education by teachers and learners in secondary schools in Lusaka, Zambia. The researcher's perspective was to explore the teaching and learning methods of social values in civic education and ways of promoting social values in civic education. It is rewarding to teach a subject that transforms learners' mind-sets. The study's findings revealed dynamic approaches that might be employed in teaching civic education. The content of civic education and social values may help learners avoid illegal activities that might impede their future advancement.

The study's findings show that social values start with the way the lesson is delivered to learners through engagement in practical methods. Teachers are the key players in taking the initiative to let learners engage with the environment through different activities such as field trips, picking up litter, and cleaning up the environment. Social values such as respect and tolerance are not entirely learned from school but through what they see others doing. A stand-alone topic for social values should be formulated in the civic education syllabus for learners to be able to know that they are learning about social values from the start. The most prominent topics that dealt with social values, among others, include citizenship, family law, governance, corruption, cultural studies, and substance abuse, which were mentioned from the perspective of participants. Learners respond differently to social values; others change for the better while others do not. Topics in the syllabus dealing with social values should be overemphasised by teachers during lesson delivery, in that the lessons presented were not practical. Teachers' conduct should be monitored because learners may imitate what they observe in them, whether positive or negative. Teachers should intensify clubs that deal with moral issues, such as Moral Fibers and Peace Club, as a means of promoting social values to learners. The study established that, to raise a morally upright generation, the government should come up with a social values awareness campaign with the theme 'Upholding Social Values Day'. Learners should be engaged in some moral discussions that promote social values because they can be allowed to share their opinions on matters that are important and matters that affect them. Sensitization by learners in their communities about the importance of social values to non-aged schoolchildren who may not have attended school can be an avenue to educate them on the importance of social values as a means of promoting them.

## CHAPTER SIX

### CONCLUSION AND RECOMMENDATIONS

#### 6.0. Overview

Based on the findings of the study, this chapter gives the study's conclusions and recommendations. The study's goal was to look into social values among civic education learners in secondary schools in Lusaka, Zambia. The objectives were to investigate teachers understanding of social values taught in civic education, explore ways of teaching civic education on social values, and determine how social values can be promoted among civic education learners.

#### 6.1. Summary

The study aimed to investigate teachers' understanding of social values, explore appropriate teaching methods for teaching social values, and promote social values taught in civic education among the learners in secondary schools. To start with, it was cardinal to assess the understanding of the concepts of civic education and social values among teachers of civic education and learners. It then assessed the appropriateness of teaching strategies that will be appropriate to mould learners with social values in civic education. The study explored whether there are social values among civic education learners, to determine if there are social values that are being practiced, to check the topics that handle social values, and if at all they are being taught appropriately in schools. The following were the key findings of the study:

The study found that social values start with the way the lesson is delivered to learners. Engagement in practical methods of learning outside of the classroom rather than being restricted to the same setting of the classroom environment helps learners retain what they have observed and learned. The study found that teachers are the key players in taking the initiative to let learners engage with the environment through different activities such as field trips, picking up litter, and cleaning up the environment. The findings stated that social values such as respect and tolerance are not entirely learned from school. Participants mentioned that everything begins at home through observing what parents or guardians do, what learners

watch on television, or what they see on different media platforms and from their peers. In the civic education syllabus, there is no stand-alone topic called "Social Values." They are reflected in almost all the topics, hence the need to come up with a stand-alone topic on social values, so that from this set, learners are able to know that they are learning about social values. The most prominent topics that handled social values, among others, include citizenship, family law, governance, corruption, cultural studies, and substance abuse, which were mentioned from the perspective of participants. The findings are supported by Munna (2021), who stated that learning can be seen as a permanent change because it is brought to learners by a teacher through approaches such as developing specific skills and changing some attitudes in an environment that promotes learning.

The study found that learners respond differently to social values; for instance, even after learning about the implications of teen pregnancy, others continue to become pregnant. The study revealed that topics in the syllabus dealing with social values have not received adequate attention, in that some lessons presented were not practical, which restricted the level of social value acquisition by learners. The study established that learners who lacked knowledge of social values responded well to the syllabus, as with time they began to respond to what they learned, and their transformation was evident as they became the desired type of learners. The study found that teachers' conduct should be monitored; teachers are urged to be mindful of their conduct. Because learners may imitate what they observe in them, whether positive or negative. The findings are supported by a study done by Liang (2022), which was based on Bandura's social learning theory and found that role models like teachers significantly enhance children's conscious behaviour. Teachers' positive examples of picking litter in front of learners increased their awareness and adoption of good behaviours, suggesting that teachers should be mindful of their role in promoting good values.

The study's findings urged teachers to intensify clubs that deal with moral issues, such as Moral Fibers and Peace Club, as a means of promoting social values to learners. The study established that, to raise a morally upright generation, the government should come up with a social values awareness campaign with the theme 'Upholding Social Values Day'. The study found that engaging learners in some moral discussions can be a good option to promote social values because learners would be allowed to share their opinions on matters that are important

and matters that affect them. Sensitisation by learners in their communities about the importance of social values to non-aged schoolchildren who may not have attended school can be an avenue to educate them on the importance of social values as a means of promoting them. This is in line with the study conducted by Khathi (2022), who proposed that teachers, parents, and learners collaborate to effectively implement social values in schools. Teachers can mentor learners and promote social values through motivational talks that encourage and address negative practices.

## **6.2. Recommendations**

Teachers of civic education should be trained in service learning methodologies and soft skills. Social values should be at the heart of teachers with outstanding values in their teaching ethos.

1. The Ministry of Education should embark on organising workshops to retrain teachers of civic education with the new trend of information;
2. Funds for various activities for content delivery will be reserved by the school administration as they plan for school activities;
3. Field trips to various institutions and service learning should be implemented.
4. The teaching of civic education should be practical at all costs in order to mitigate too much concentration to pass exams instead of gaining values.

## **6.3 Suggestions for further research as suggested by the findings of the research study.**

1. A study should be conducted to investigate social values among student teachers in colleges and public universities; and
2. A study should be conducted on the challenges and projections in the promotion of social values in civic education in Zambian secondary schools.

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## APPENDICES

### Research Instruments

#### **Appendix A: Secondary School Head of Departments and Teachers – Interview Guide**

##### **Section One: Personal Information of the Participants.**

1. Name:.....
2. Level of education:.....
3. Position:.....
4. Period of Service:.....

##### **Section Two: Participants ‘Perspective on Social values.**

1. In your view, what do know about civic education?
2. What is your understating of social values?
3. Give examples of some of the social values that you know?
4. How confident are you that your learners learn social values? If you are confident, what changes have you seen in them?
5. In your view, what are the key competences needed for social values?

##### **Section Three: Interview Questions to Answer the Objectives**

1. What is the relationship between social values and civic education?
2. What is the best way to prepare learners to become morally upright?
3. What teaching methods/pedagogical approaches do you commonly use in your classes for Civic education topics?
4. What is the rationale behind using the teaching methods that you have just mentioned?
5. Do you think there is any link between students’ classroom and community participation with social value knowledge and skills?

6. In your view would you say that the Civic Education curriculum has adequate content to enhance social values and if not, what is missing?
7. To what extent is the Civic Education syllabus responding to promoting social values in Zambia?
8. What challenges do you encounter in your preparation and teaching of civic education learners in general and how do you overcome them?
9. Do you have anything else that you would like to share or add? Thank you for your participation

**Thank you for your participation**

## **Appendix B: Focus Group Discussion (FGD) for Learners – Questions to Answer the Research Objective**

1. What comes to your mind when you hear of civic education?
2. What is your understanding of social values?
3. In your view, what are the key competences needed for social values?
4. Would you say that civic education curriculum has adequate content to facilitate social values? If not, what is missing?
5. In your view, what is the best way of being prepared to become morally upright as pupils?
6. How confident are you that you are learning to be civically informed through civic education lessons?
7. Would you consider yourself having adequate knowledge and skill that have transformed you since the start of learning civic education? If not, what should be included?
8. What teaching methods do you consider profitable when learning civic education?
9. In your view, as you learn about social values in civic education, do you think teachers practice it as they teach during the class lessons?
10. In your view, to what extent is the civic education curriculum responding to promoting social values in Zambia?
11. Are there any challenges you encountered as a student in learning social values in the secondary level? If any elaborate further.
12. Do you have anything else that you like to share or add?

**Thank you for your participation**

**Appendix C: Document Analysis - Secondary School Syllabus**

Grade	Topics
10	<ul style="list-style-type: none"> <li>- Constitution</li> <li>- Governance</li> <li>- Citizenship</li> <li>- Introduction to Human Rights</li> <li>- Corruption</li> <li>- Cultural Studies</li> <li>- Substance Abuse</li> </ul>
11	<ul style="list-style-type: none"> <li>- The Zambian Bill of Rights</li> <li>- Civil Society and Media in Governance</li> <li>- Economic and Social development</li> <li>- Zambia's Legal System</li> <li>- Gender, Equity, and Equality</li> <li>- Culture of Peace</li> <li>- Child Abuse</li> </ul>
12	<ul style="list-style-type: none"> <li>- International Human Rights Instruments</li> <li>- Childs Rights</li> <li>- Family Law</li> <li>- Development Planning</li> <li>- Poverty Reduction in Zambia</li> <li>- Global issues</li> </ul>

## Appendix D: Approval Letter



### THE UNIVERSITY OF ZAMBIA DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

Great East Road Campus | P.O. Box 32379 | Lusaka 10101 | Tel: +260-211-290 258/291 777 Fax: (+260)-211-290 258/253 952 | E-mail [director.drgrs@unza.zm](mailto:director.drgrs@unza.zm) | Website: [www.unza.zm](http://www.unza.zm)

#### APPROVAL OF STUDY

31<sup>st</sup> August, 2023

**REF NO. HSSREC-2023-JUL-025**

Susan Nyoni  
The University of Zambia  
School of Education,  
P.O. Box 32379  
**LUSAKA**

Dear Ms. Nyoni,

**RE: "EXPLORING TEACHING AND LEARNING OF SOCIAL VALUES AMONG CIVIC EDUCATION LEARNERS IN SECONDRY SCHOOLS, LUSAKA, ZAMBIA"**

Reference is made to your submission of the protocol captioned above. The HSSREC resolved to approve this study and your participation as Principal Investigator for a period of one year.

REVIEW TYPE	ORDINARY REVIEW	APPROVAL NO. HSSREC-2023-JUL-027
Approval and Expiry Date	Approval Date: 31st August, 2023	Expiry Date: 30 <sup>th</sup> August, 2024
Protocol Version and Date	Version - Nil.	30 <sup>th</sup> August, 2024
Information Sheet, Consent Forms and Dates	<input type="checkbox"/> English.	To be provided
Consent form ID and Date	Version - Nil	To be provided
Recruitment Materials	Nil	Nil
Other Study Documents	Questionnaire.	
Number of Participants Approved for Study		

Specific conditions will apply to this approval. As Principal Investigator it is your responsibility to ensure that the contents of this letter are adhered to. If these are not adhered to, the approval may be suspended. Should the study be suspended, study sponsors and other regulatory authorities will be informed.

#### **CONDITIONS OF APPROVAL**

- No participant may be involved in any study procedure prior to the study approval or after the expiration date.
- All unanticipated or Serious Adverse Events (SAEs) must be reported to HSSREC within 5 days.
- All protocol modifications must be approved by HSSREC prior to implementation unless they are intended to reduce risk (but must still be reported for approval). Modifications will include any change of investigator/s or site address.
- All protocol deviations must be reported to HSSREC within 5 working days.
- All recruitment materials must be approved by HSSREC prior to being used.
- Principal investigators are responsible for initiating Continuing Review proceedings. HSSREC will only approve a study for a period of 12 months.
- It is the responsibility of the PI to renew his/her ethics approval through a renewal application to HSSREC.
- Where the PI desires to extend the study after expiry of the study period, documents for study extension must be received by HSSREC at least 30 days before the expiry date. This is for the purpose of facilitating the review process. Documents received within 30 days after expiry will be labelled "late submissions" and will incur a penalty fee of K500.00. No study shall be renewed whose documents are submitted for renewal 30 days after expiry of the certificate.
- Every 6 (six) months a progress report form supplied by The University of Zambia Humanities and Social Sciences Research Ethics Committee as an IRB must be filled in and submitted to us. There is a penalty of K500.00 for failure to submit the report.
- When closing a project, the PI is responsible for notifying, in writing or using the Research Ethics and Management Online (REMO), both HSSREC and the National Health Research Authority (NHRA) when ethics certification is no longer required for a project.
- In order to close an approved study, a Closing Report must be submitted in writing or through the REMO system. A Closing Report should be filed when data collection has ended and the study team will no longer be using human participants or animals or secondary data or have any direct or indirect contact with the research participants or animals for the study.
- Filing a closing report (rather than just letting your approval lapse) is important as it assists HSSREC in efficiently tracking and reporting on projects. Note that some

funding agencies and sponsors require a notice of closure from the IRB which had approved the study and can only be generated after the Closing Report has been filed.

- A reprint of this letter shall be done at a fee.
- All protocol modifications must be approved by HSSREC by way of an application for an amendment prior to implementation unless they are intended to reduce risk (but must still be reported for approval). Modifications will include any change of investigator/s or site address or methodology and methods. Many modifications entail minimal risk adjustments to a protocol and/or consent form and can be made on an Expedited basis (via the IRB Chair). Some examples are: format changes, correcting spelling errors, adding key personnel, minor changes to questionnaires, recruiting and changes, and so forth. Other, more substantive changes, especially those that may alter the risk-benefit ratio, may require Full Board review. In all cases, except where noted above regarding subject safety, any changes to any protocol document or procedure must first be approved by HSSREC before they can be implemented.

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

On behalf of HSSREC, we would like to wish you all the success as you carry out your study.

Yours faithfully,



*Dr. J. I. Ziwa*

DR. J. I. Ziwa

**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