

**EXPLORING THE PEDAGOGY OF CIVIC EDUCATION IN SOCIAL STUDIES AT
JUNIOR SECONDARY SCHOOL IN MASAITI DISTRICT: A HERMENEUTIC
PHENOMENOLOGICAL APPROACH**

By

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A thesis submitted to the University of Zambia in fulfilment of the requirements for the award of
the degree of Doctor of Philosophy in Civic Education

UNIVERSITY OF ZAMBIA

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AUTHOR'S DECLARATION

I hereby declare that this Thesis entitled 'EXPLORING THE PEDAGOGY OF CIVIC EDUCATION IN SOCIAL STUDIES AT JUNIOR SECONDARY SCHOOL IN MASAITI DISTRICT: A HERMENEUTIC PHENOMENOLOGICAL APPROACH' is a result of my independent investigation except where I have indicated by my indebtedness to other sources. It has not already been accepted in substance for any other degree, and it is not being submitted concurrently for any other degree.

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CERTIFICATE OF APPROVAL

This thesis by Setwin Mutau Mufalo is approved as fulfilment of the requirements for the award of the Degree of Doctor of Philosophy in Civic Education by the University of Zambia.

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ABSTRACT

The current study was conducted to explore the pedagogy of Civic Education in Social Studies at junior secondary school in Masaiti district. The study was purely qualitative in nature, which integrated constructivist and interpretivist paradigms. A hermeneutic phenomenological design also guided the study. In addition, homogenous selective (purposive) sampling technique was employed to elicit the lived experiences of twelve (12) participants using semi-structured questionnaires, semi-structured interviews guides and observation schedules.

The study revealed that Civic Education through Social Studies enabled learners to acquire relevant competences as well as knowledge on governance and corruption. Further, the study established that the component was taught using traditional mode of delivery (lecture method) by teachers mostly not trained in Civic Education. In addition, the study identified many challenges associated with the teaching of the subject namely: shortage of qualified Civic Education teachers and a dearth of teaching/learning materials, school infrastructure and financial resources. Others were inadequate contact time, low literacy levels among learners, substandard textbooks and integration of Civic Education into Social Studies.

These highlighted challenges according to participants contributed to poor academic performance of learners in Social Studies during school based assessments and the final examination. In order to ameliorate the highlighted challenges associated with the teaching of Civic Education through Social Studies at junior level, the following recommendations were made: (i) Ministry of Education (MoE) should employ adequate qualified Civic Education teachers in schools; (ii) Teachers should teach the subject using 21st century teaching approaches (learner-centred activities); (iii) MoE should fund schools to enable them procure enough and quality teaching/learning materials and fund educational tours; (iv) MoE through DEBS office and school administrators should enhance teacher monitoring and Continuous Professional Development (CPD) programmes in schools; (v) MoE should adopt the use of the suggested CEPCK framework in schools; (vi) MoE and Curriculum Development Centre (CDC) should collaborate and disintegrate Social Studies into standalone subjects; (vii) MoE should first conduct a feasibility study before any curriculum review; and (viii) MoE should first implement curriculum reforms in universities and colleges before rolling them out in schools.

In conclusion, the study revealed that Civic Education enabled learners to acquire relevant competence, it was taught using lecture method and its delivery was associated with many challenges, which contributed to poor academic performance of learners in Social Studies.

Key Words: Civic Education, Social Studies, Junior Secondary School, Zambia.

DEDICATION

I dedicate this work to my dearest wife, Patricia Chilemba Mufalo and our beloved children Mutau Mufalo, Thabo Mufalo and Inonge Mufalo for being so loving, supportive, caring and understanding during my studies. I would have not managed to complete my studies without your support. Also, this work is dedicated to my father Patrick Mufalo Mutau and my late mother Veronica Mubu Mutau for laying my education foundation by enrolling me at Lubanga Shabongwe Primary School in Namwala district of Southern province. Your tireless effort has culminated in this work. This work is also dedicated to my brothers and sisters and other family members and I hope and trust that this work may motivate and inspire you so that you also aim high in education. Lastly, I dedicate this work to God Almighty for being with me and my family throughout our life. I thank you lord!

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LIST OF ACRONYMS AND ABBREVIATIONS

ASSP -	African Social Studies Programme
CDC -	Curriculum Development Centre
CEPCK -	Civic Education Pedagogical Content Knowledge
CPD -	Continuous Professional Development
DEBS -	District Education Board Secretary
ECZ -	Examinations Council of Zambia
G8 -	Gymnasium in eight years
GRZ -	Government of the Republic of Zambia
JHS -	Junior High School
MESVTEE -	Ministry of Education, Science, Vocational Training and Early Education
MoE -	Ministry of Education
MoGE -	Ministry of General Education
NCSS -	National Council for the Social Studies
NDP -	National Development Plan
PCK -	Pedagogical Content Knowledge
UNESCO -	United Nations Educational, Scientific and Cultural Organization
UNICEF -	United Nations Children's Education Fund
UNZA -	University of Zambia
USA -	United States of America
ZECF -	Zambia Education Curriculum Framework

CHAPTER ONE

INTRODUCTION

1.1 Overview

Chapter one discusses the background of the study, a brief background on the re-introduction of Civic Education in the Zambian school curriculum and the rationale behind the integration of Civic Education into Social Studies at Junior Secondary School in Zambia. Further, it looks at statement of the problem, purpose of the study, research objectives and questions. Additionally, the chapter covers significance of the study, theoretical framework, and limitation of the study as well as operational definition of terms.

1.2 Background of the Study

Most African countries if not all undertook curriculum reforms after independence. This was attributed to the widespread conviction among African leaders that education and education for citizenship were vital necessities for their newborn nations (Muleya, 2015). In this regard therefore, curriculum reforms were conducted in order to decolonise and align their curricula with their African cultural aspirations. In addition, these reforms were carried out because the education curricula, which were inherited from colonial rulers were Content-Based Curricula (CBC) full of foreign content meant to champion their interest. Hence, there was need to adopt what was believed to be “good practice” by leaders in different nations which would suit the local populace (Amino, Bosire and Role, 2014). Due to this phenomenon, most African countries revised their curricula from Content-Based Curriculum to Competency-Based (CBC) or Outcome-Based Curriculum (OBC) in order to cope with the political, social and harsh economic realities (Taasisi ya Elimu, 2013 in Mulenga and Kabombwe, 2019). In light of this, Zambia’s education sector also conducted curriculum reforms in order to produce holistic developed learners who are knowledgeable, self-motivated, confident, productive, skilled and with values so that they become independent and self-reliant individuals (Ministry of Education, 2013).

In addition, these reviews were carried out to Zambianise the curriculum in order to meet the educational needs and aspirations of the citizenry.

Against this backdrop, the Education Act of 1966 brought some reforms both at primary and secondary school levels in the country. These reforms led to the integration of some subjects with related content at primary school level (grade 1-7) for example, Home craft, Needlework and Hospitality became Home Economics, Carpentry and Joinery, Metal Work, Leather Work and Bricklaying became Industrial Arts while History and Geography were integrated and offered as Social Studies (MoE, 2013). However, at junior secondary school level, subjects were not integrated for example Civics, Geography, History and other subjects were taught independently in all schools across the country. Consequently, in 2013, the Ministry of Education, Science, Vocational Training and Early Education (MESVTEE) then revised the school curriculum where some subjects with interrelated and similar competences and content were integrated in a bid to avoid curriculum overload and fragmentation. Hence, Civic Education, Geography and History were integrated into Social Studies and it was also observed that History was becoming unpopular subject among learners and if it was made optional, many learners would not take it (Muleya, 2019; MoE, 2013). Apart from the amalgamation of some subjects, new subjects were also introduced at junior secondary school. In this regard therefore, table 1 below shows a detailed list of the said integrated/new subjects and their time allocation per week:

Table 1: Grades 8 and 9 Subjects and Time Allocation per Week

	Subject	Time	Periods
1	English Language	4hrs	6
2	Mathematics	4hrs	6
3	Zambian Languages	3hrs 20min	5
4	Integrated Science	4hrs	6
5	Social Studies	4hrs	6
6	Business Studies	3hrs 20min	5
7	Computer Studies	2hrs 40min	4
8	Religious Education	2hrs 40min	4

9	Foreign Languages	2hrs 40min	4
Total		30 hrs	46

Source: MoE, 2013:36

As outlined in the Zambia Education Curriculum Framework also depicted in table 1 above, Social Studies is allocated 4 hours per week translating into 6 periods. Since it is an integration of three subjects, it means that each subject is allocated 2 periods (80 minutes) per week in which to cover the content of a particular lesson or topic.

According to MoE (2013), the roadmap for the implementation of the new school curriculum in Zambia was to be rolled out in phases from 2014 up to 2017 respectively. Early Childhood Education (Pre-School), grades one, five, eight and ten were to be implemented in the first phase that is in 2014. This was to be followed by adult literacy, grades two, six, nine and eleven in 2015. In 2016, the curriculum to be implemented was for grades three, seven and twelve. Last but not the least, grade four curricula were to be implemented in 2017. Table 2 below shows the detailed roadmap for the implementation of the curriculum as espoused in the ZECF of 2013:

Table 2: Roadmap for Implementing the New Curriculum

YEAR	GRADE				
2014	ECE	1	5	8	10
2015	Adult Literacy	2	6	9	11
2016	-	3	7	-	12
2017	-	4	-	-	-

Source: MoE, 2013:61

Table 2 above indicates that the revised curriculum was to be implemented in phases for a period of 4 years. For example, at grade 8 level, Social Studies as a subject was to be implemented in all school across the country in 2014 while at grade 9 level, it was supposed to be rolled out in 2015 respectively. Therefore, it should be noted that the revision of the curriculum in 2013 led to the integration of Civic Education into Social Studies at junior secondary school. It is against this background that it was imperative to conduct this study in order to; establish how Civic Education profile dimensions come out in Social Studies at junior level; establish how the teaching of Civic Education through

Social Studies is conducted at junior level; describe challenges associated with the teaching of Civic Education through Social Studies at junior level; explore alternative strategies that could be applied in the delivery of Civic Education in Social Studies at junior level; and suggest a framework that supports the delivery of Civic Education in Social Studies at junior level.

Since the study also looks at Civic Education profile dimensions, it is imperative to understand the meaning of 'profile dimensions'. In this regard, profile dimensions are underlying behaviours for teaching and learning (Eshun, Zuure, Brew and Bordoh, 2019). In other words, profile dimensions are learning outcomes or competences that are expected to be acquired by learners. Competences are a combination of knowledge, skills, attitudes, values and dispositions which learners should acquire and be able to demonstrate at the end of schooling in a subject (Kaumba, Kabombwe and Mwanza, 2020) and they are very important because they enable citizens to achieve an organised civil society (Serafico-Reyes, 2017).

1.3 Background on Re-introduction of Civic Education

The re-introduction of multiparty democracy after 1991 triggered the re-introduction of Civic Education into the school curriculum in Zambia (Adebayo and Zimba, 2014) citing Simfukwe (2010) despite discontinuation of the subject around 1978 (Muleya, 2018a in Kaumba et al., 2020). This wind of change saw the commissioning of a needs assessment on the introduction of Civic Education in Zambian high schools by the Ministry of Education in collaboration with the Southern University/Democratic Governance project under the USAID in 1995 (Muleya, 2015; Adebayo and Zimba, 2014). Prior to the introduction of the subject in the school system, a study was undertaken by a group of experts led by Professor Geoffrey Lungwangwa who by then was an academician from the University of Zambia (Muleya, 2015). The study findings revealed that there was need to introduce Civic Education at high school level as opposed to junior secondary school level where the subject was merely confined under the guise of Civics (Muleya, 2015). Further, he stated that the subject was not introduced at high school level as planned due to institutional framework challenges. However, another study in 2002 was conducted

under governance portfolio of the Irish Aid Zambia whose recommendation along with others reports contributed to its renaissance at senior secondary school in the country.

According to Bwalya (2004) as cited by Kaumba et al. (2020), by the end of 2004, the Civic Education syllabus for grade 10 was piloted in some provinces while the syllabus for grades 11 was scheduled to be ready for implementation in January 2005 and the grade 12 syllabus by January 2006. By 2007, a roll out programme was completed in other provinces (Muleya, 2015). Consistent with this establishment, Civic Education at senior secondary school level was first piloted in 2004 in some selected secondary schools in three provinces of Zambia (Lusaka, Central and Northern) whose first Grade 12 candidates sat for their final examination in 2006 while other provinces (Copperbelt, Eastern, North western, Southern and Luapula) were catered for in the second pilot phase in 2007 (Magasu et al., 2020b).

1.4 Why Integration of Civic Education into Social Studies at Junior Secondary Sch

Before the curriculum reforms of 2013, History, Geography and Civics were taught as separate subjects at junior secondary school. At that time, Civics was a compulsory subject, which was taught at junior secondary school level (grades 8 and 9) across the country while History and Geography were optional subjects. The implementation of the Zambia Education Curriculum Framework (ZECF) in 2014 resulted in the replacement of Civics with a subject called Civic Education. One of the reasons, which led to this replacement, was that there was a disconnection between Civics taught at junior secondary school and Civic Education that was offered at senior secondary school level (grades 10 to 12). Corroborating this posit, Kaumba et al. (2020) submitted that Civics was carefully tailored to produce passive and obedient learners while Civic Education placed more emphasis on civic engagement among learners. This submission also corresponds with that of Muleya (2019) who contended that Civics, which was offered at junior secondary school merely promoted blind loyalty to those in authority making majority citizens to remain mute for fear of persecution despite facing many challenges while Civic Education at senior secondary school was meant to promote critical and

creative thinking among learners. Furthermore, it was observed that Civics mainly promoted procedural knowledge where learners were taught about state institutions as opposed to the knowledge of challenging imbalances, which prevailed in the society (Muleya, 2019).

Additionally, Kaumba et al. (2020) posited that the Civics content at junior secondary school was too loaded to be grasped by learners. They further added that trained Civics teachers had low esteem of the subject and that made some of them to avoid teaching the subject in schools in preference for other subjects. Furthermore, the skills and values in the Civics content at junior secondary school were limited to enable learners understand and practice their civic rights and obligations in various communities (Kaumba et al., 2020; Muleya, 2015). Therefore, Civic Education was introduced at junior secondary school in 2014 in the umbrella of Social Studies as a panacea for the identified mismatch as well as equipping learners with relevant profile dimensions for survival in the 21st century.

1.5 Statement of the problem

What is not known is how the pedagogy of Civic Education plays out in Social Studies at junior secondary school in Masaiti district. Hence, this study sought to appreciate the significance of the subject in Social Studies.

1.6 Purpose of the study

Exploring the pedagogy of Civic Education in Social Studies at junior secondary school in Masaiti district.

1.7 Specific Research Objectives

The following objectives guided the study:

- i. To establish how Civic Education profile dimensions come out in Social Studies at junior level.

- ii. To establish how the teaching of Civic Education through Social Studies is conducted at junior level.
- iii. To describe challenges associated with the teaching of Civic Education through Social Studies at junior level.
- iv. To explore alternative strategies that could be applied in the delivery of Civic Education in Social Studies at junior level.
- v. To suggest a framework that supports the delivery of Civic Education in Social Studies at junior level.

1.8 Specific Research Questions

The following were the research questions which this study intended to answer:

- i. How do Civic Education profile dimensions come out in Social Studies at junior level?
- ii. How is the teaching of Civic Education through Social Studies conducted at junior level?
- iii. What are the challenges associated with the teaching of Civic Education through Social Studies at junior level?
- iv. What strategies can be applied in the delivery of Civic Education in Social Studies at junior level?
- v. How can one suggest a framework that supports the delivery of Civic Education in Social Studies at junior level?

1.9 Significance of the Study

Educational policy makers often operate with many aspirations and motivations but mostly have little updated information especially about Civic Education and its role in the transformation of the society (Muleya, 2015). It is against this backdrop that the study findings may inform policy makers in the Ministry of Education to appreciate the significance of Civic Education in Social Studies at junior level. Further, the study findings may inform policy maker and other stakeholders on the challenges associated with the integrated subjects at junior level. In addition, the study findings may provide

additional information that supports teachers in improving teaching and learning on the integrated subject.

1.10 Limitation of the Study

The researcher had some limitations in that some participants turned down participation at the last minute, which put the researcher in an awkward situation. This delayed data gathering process. Covid-19 pandemic further delayed data generation process because some participants worked in shifts. Further, some participants kept on changing goal posts or continued promising participation, which never materialised. Additionally, other participants were not willing to participate in the study stating that they were behind in terms of teaching and syllabus completion due to abrupt school closures because of Covid-19. Despite all the highlighted constraints, the researcher endeavoured to conduct an authentic study, which is a true reflection and representation of participants.

1.11 Theoretical Framework

A theoretical framework is very important in any study. This is because it serves as a guide and it provides the structure on how to philosophically, epistemologically, methodologically, and analytically approach the thesis as a whole (Grant and Osanloo, 2014). Therefore, for this study, the researcher employed the theory proposed by Andrietti and Su (2019) known as “horizontally differentiated by their paces” (horizontal differentiation).

1.11.1 Horizontal Differentiation Theory (Andrietti and Su, 2019)

The Zambian government through the Ministry of Education has had curriculum reviews since independence in its quest to improve the quality of education that should be provided to learners at different levels (MoE, 2013). In line with these curriculum reviews that have been taking place in the education sector, Andrietti and Su (2019) argue that a change in the curriculum has distributional effects across students because reforms can benefit some students while hurting others. In other words, fast-learners tend to benefit more when there is a curriculum review than slow-learners. Similarly, those learners that

are ready for the reform can perform better as compared to those that are not ready for the reform. Andrietti and Su further posited that the pace of a curriculum and the preparedness of a student jointly determine the match quality of the curriculum for the student. Thus, different students derive different benefits from learning under the same curriculum.

According to Andrietti and Su (2019), their theory was empirically tested in Germany using the quasi-natural experiment of the G8 reforms (Gymnasium in eight years, abbreviated as G8). The G8 reform meant that some states in Germany were expected to reduce the secondary schooling duration from nine (9) years to eight (8) years for academic-track students but keep the course content fixed while other states maintained the nine (9) years duration. The academic track (Gymnasium) was the course that led to university entrance qualification called Abitur. Therefore, this reform was adopted and implemented in some States in Germany based on the consideration of labour market conditions and demographic conditions. According to Wiater (1996) as cited in Andrietti and Su (2019), Jorgen Möllemann federal secretary of education then strongly supported the reforms. He argued that German graduates were two to three years older than their peers against whom they competed for jobs in the European labour market thus reforms were necessary to be undertaken. Adding to his proposition, Germany pension systems and demographics could not support such a late start of employment by young adults.

After conducting the test on the G8 reforms, the findings were that higher scores were more pronounced for well-prepared students while less prepared students did not seem to benefit at all, resulting in a wider performance gap (Andrietti and Su, 2019). Therefore, this finding correspond well with that of Dorsama and Lauber (2014: 14) who stated that “the G8 double cohort students of the federal State of Bavaria failed exams significantly more often than the G9 students”. Furthermore, given the hierarchical nature of learning, students need to comprehend, apply, and synthesise basic materials before they can effectively learn ones that are more advanced because their human capital output from an earlier stage becomes the input for learning at the next stage (Andrietti and Su, 2019).

Krashinsky (2014) and Morin (2013) carried out studies in Canada on Ontarian high school reform in order to examine the impact of the reform on students' performance. The Ontario reform was based on the reduction of high school duration from 5 years to 4 years for most students at the same time reducing the number of course credits and course content to suit the period of study. Their findings were that for the students whose course content and years of study were shortened performed significantly worse as compared to those students whose course content and years of study were not revised. Therefore, the study findings were in line with that of Andrietti and Su (2019).

Consequently, this Germany case relates well with the current study in that it outlines the effects of curriculum reforms *visa-as-vis* learner performance. This is an aspect, which is embedded in the current study as well. The theory also highlighted the mismatch in terms of education curriculum reforms and student achievement. This aspect as well corresponds with the current study in that Social Studies was introduced at junior secondary school level as a compulsory subject after 2013 curriculum review and there has been a continuous poor academic performance of learners in the subject countrywide from the time it was introduced in 2014. This position is supported and documented by ECZ (2019; 2017). In this regard, the theory is helpful to the researcher and other stakeholders as it enables us to have a deeper understanding of the effect of curriculum reforms with regard to learner performance and competence acquisition so that possible remedial measures can be put in place. Once this is done, it may result into learner acquisition of profile dimensions, which are key for meaningful intellectual and holistic development. This may ultimately trigger sustainable social, cultural, environmental and economic development of the nation without leaving anyone behind.

However, the theory of Andrietti and Su has some deficiencies. Firstly, it may not suffice in the Zambian context because it was tested in Germany, which is a European perspective. Secondly, the quasi-experimental design used as highlighted in the theory

involved selecting groups upon which a variable was tested without any random pre-selection process. However, this design may not give correct results because of external variables, which might have affected the implementation of the experiment despite the design having a control group. Thirdly, it is not easy to measure the pace of a curriculum because each teacher may adjust the delivery speed according to the performance of learners. If the learners are slow in acquiring outlined profile dimensions or specific outcomes, the coverage of the syllabus that is drawn from the curriculum may also be moving at a chameleon pace. However, if learners are fast in this aspect, the syllabus can be covered within a short period. Nevertheless, this may not be possible due to different learning abilities of pupils because of personal, family, social and economic factors. Fourthly, since quasi-experimental design was used in their study, it turned out to be descriptive and lacked lived experiences of teachers.

Nevertheless, hermeneutic phenomenology approach was applied in the current study in order to navigate through its shortcomings. In turn this approach helped to set the platform for deeper explanation, conceptual development, and theoretical refinement (Creswell, 2009 and Padgett, 2008) as cited by Simui (2018).

1.12 Operational Definition of Terms

Civic Education: This is a subject, which enables learners to acquire profile dimensions necessary for their holistic development so that they are able to actively participate in community activities and respond to their dynamic needs and challenges and that of the contemporary society.

Junior Secondary School: This is a section in a formal institution or school offering grade 8 and 9 education.

Pedagogical Content Knowledge: Refers to the interpretation and transformation of relevant subject content by the teacher as outlined in the curriculum using a variety of instructional strategies in order to enable pupils learn.

Profile Dimensions: Refers to fundamental behaviours or competences for teaching and learning.

1.13 Chapter Summary

Chapter one has comprehensively looked at the introduction and background of the study. This is important because it draws the reader into context. Further, the chapter has highlighted the purpose and objectives of the study together with its research questions. The theoretical framework has been covered as well because of its importance in terms of guiding the study. Significance and limitation of the study have been done as well as operational definitions of terms, which are very important because they enable any reader to understand the meaning of terms used in the study.

1.14 Thesis Structure

Chapter one provides the background of the study, purpose and objectives of the study together with its research questions. The theoretical framework is covered in this chapter as well as significance and limitation of the study and operational definitions of terms used in the study.

Chapter two reviews literature related to the current study that is, exploring the pedagogy of Civic Education in Social Studies at junior secondary school in Masaiti district. It also provides the study findings of each literature reviewed and later identify research gaps.

Chapter three provides a detailed description of the study methodology. This is where among other things the study design that is, hermeneutic phenomenological approach and philosophical paradigms have been well articulated too.

Chapter four presents the study findings based on the lived experienced of the participants in line with research questions.

Chapter five discusses the study findings in relation to the reviewed literature in chapter two as well as the four existential dimensions of corporeality, spatiality, temporality and relationality as espoused by Van Manen (1990/1993).

Chapter six gives the conclusion of the study and provides some recommendations based on the research findings as guided by the research questions as well as future study areas.

The following chapter reviews literature related to the current study in line with the research questions.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Overview

The chapter reviews literature related to the study as guided by the research questions. In this regard, literature review is a systematic, critical and a summary of existing works that are relevant to the research topic (Schulz, 2002). It enables the researcher to have an opportunity to identify any gaps that may exist in the body of literature in order to provide a rationale for how the study may contribute to the existing body of knowledge (Gay et al., 2006). In line with this position, knowledge gaps were identified from the reviewed literature related to the study associated with forty (40) countries namely: Belgium, Botswana, Cameroon, Canada, Chile, China, Colombia, Denmark, Ethiopia, Finland, France, Germany, Ghana, India, Indonesia, Italy, Japan, Kenya, Latvia, Malaysia, Netherland, Nigeria, Norway, Oman, Pakistan, Philippine, Poland, Romania, Singapore, South Africa, South Korea, Sweden, Tanzania, Trinidad and Tobago, Tunisia, Turkey, United Kingdom, United States of America, Zambia and Zimbabwe. These countries were spread across five (5) continents (Africa, Asia, Europe, North America and South (Latin) America). Suffice to state that the reviewed literature related to the study was limited to publications, which were published mostly in the last ten (10) years. In addition, more than fifty percent of these publications were recent that is, published in the last five (5) years.

2.2 Literature Review Matrix

Table 3 below shows an example of how the reviewed literature related to the study was done. It began from a global perspective through to regional and local perspectives respectively. Knowledge gaps from each study were identified too. Therefore, the matrix depicts a synopsis and summary of the literature reviewed with exposed knowledge gaps. Detailed discussion is in the subsequent paragraphs.

Table 3: Literature Review Matrix

AUTHOR	TITLE	FINDINGS	IDENTIFIED GAP
Zuniga et al. (2020)	Teachers' classroom practice for citizenship education: Experience of teachers rated as outstanding.	<ul style="list-style-type: none"> ▪ Teachers rated as outstanding by the teacher evaluation system knew strategies to promote citizenship education. 	<ul style="list-style-type: none"> • Their study concentrated mainly on learner performance.
Cekse (2021)	Improving Civic and Citizenship Education in Latvia, Europe.	<ul style="list-style-type: none"> ▪ Teachers with degrees in Social Sciences taught the subject at lower school level (1-9). ▪ Civic Education was taught in class, out of class & civic projects. 	<ul style="list-style-type: none"> ▪ The study was mainly on pedagogical approaches, which could improve the delivery of Civic Education. ▪ It did not look at Civic Education profile dimensions.
Kousar & Brett (2020)	Citizenship Education and Gender in Pakistan Teachers' and Students' Perspectives.	<ul style="list-style-type: none"> ▪ The curriculum, syllabi & textbooks did little to create awareness about gender imbalances. ▪ CVE was exam fixated. 	<ul style="list-style-type: none"> ▪ The study was conducted to analyse the Pakistani curriculum. ▪ The study did not outline the study methodology.
Alemnge & Andongaba (2021)	The Impact of Teaching Methods and Materials on the Teaching of Citizenship Education in Cameroon: A Study of Case Schools in Buea Municipality.	<ul style="list-style-type: none"> ▪ Citizenship Education teachers used teacher methods in teaching. ▪ Teachers did not have subject syllabuses. 	<ul style="list-style-type: none"> ▪ The study concentrated only on teaching methods as well as teaching and learning materials.

Abdu-Raheem (2018)	Civic Education and Social Studies as veritable tools for Secondary School students moral value acquisition: Teachers perspective.	<ul style="list-style-type: none"> ▪ Civic Education had a positive effect on moral values of learners. 	<ul style="list-style-type: none"> ▪ It concentrated only on values. ❖ Civic knowledge, civic skills and civic dispositions were not considered during the study.
Mainde & Chola (2020)	The Teaching of Civic Education in Zambian Secondary Schools as a Strategy for Effective Political Participation.	<ul style="list-style-type: none"> ▪ Civic Education in schools trained learners for effective political participation. ▪ Civic Education prepared learners for effective leadership. 	<ul style="list-style-type: none"> ▪ The study was purely descriptive in nature. ❖ Hermeneutic phenomenological approach would have been ideal.

Source: Current study

Since Civic Education is integrated into Social Studies at junior secondary school in Zambia, the study begins with the conceptualisation of Social Studies. Further, the study explores the global emergency of Social Studies at junior secondary school as well as offering an analysis on the global performance of learners in Social Studies among others. Thereafter, the study conceptualises Civic Education, how the subject is taught and challenges associated with its delivery among others.

2.3 The Meaning of Social Studies

It is not an easy task to define Social Studies (Nelson 2001 in Castro and Knowles 2015). Many scholars have defined it depending on the country and the subject in perspective. Historically, Wesley (1950) as cited by Olatunde (2006: 5) was one of the earliest scholars to define Social Studies as “those aspects or portions of the Social Sciences that have been selected and adapted for use in schools”. Social Studies according to U.S. Bureau of Education (1916) refer to the subject matter relating directly to the organisation and development of human society, and to man as a member of social groups (Bulletin No. 28). Osakwe (2010: 6) describe Social Studies as, “the study of people in society, in space and in time, and how they relate to one another and to the group to which they belong”. Barton, McCully and Marks (2004) stated that Social Studies is a subject that deals with man’s life. Barth and Shermis (1970 in Olatunde, 2006: 5) also defined Social Studies as “a discipline in which teaching and learning of attitudes, values and skills overshadow the acquisition of facts and information”. Similarly, Mansaray (1984) defines Social Studies as the study of the interactions between man and his physical and social environments, challenges emanating from those interactions and of the way by which man seeks solution and clarification to them. Johnson (2010) describe Social Studies as a dynamic process that uses knowledge and skills for greater understanding of self, others, societies, institutions, nations, and environments.

Further, Stanley and Nelson (1994: 266) as cited by Ross, Mathison and Vinson (2014) defined Social Studies as “the study of all human enterprise over time and space”. The researcher defines Social Studies as a subject that equips learners with competences

enabling them to be productive, independent and self-reliant as well as helping them to live in harmony with other people in the society. As evident above, there is a variety of definitions, which is a clear indication that Social Studies has no universal definition.

2.4 Global Emergency of Social Studies at Junior Secondary School

This section looks at the emergence of Social Studies on a global perspective. Firstly, it looks at the controversy that surrounds the emergence of Social Studies. Thereafter, it looks at the emergence of Social Studies, its objectives and goals on a continental level narrowing it down to different countries.

There has been divergent views and intellectual controversy by different scholars on the emergence of Social Studies, its definition, meaning, purpose, content, and pedagogy from its inception (Castro and Knowles, 2015; Ross et al., 2014; Karabulut, 2009; Evans, 2004; Stanley, 2001; Lybarger, 1991). Saxe (1991) posited that Social Studies had its set of unique beginnings whose foundations originated from Great Britain in the 1820s and quickly moved to United States. The author further argued that Social Studies did not originate from the United States as many writers contend with the examination of the development of history as a field of study in the nineteenth century and its extension into the twentieth century. Besides, Social Studies emerged as an attempt to use education as a vehicle to promote social welfare, and its subsequent development was influenced both by Americans and others (Saxe, 1991). In this regard therefore, Hooper and Smith (1993) and Smith and Vining (1990) as cited by Dwomoh (2018) point out that the inception of Social Studies education in United States can be traced in the textbooks of that time which are the best resources. In the same vein, Jarolimek (1981) added that single subjects like history, geography, and civics were the dominant social science courses found in the early American elementary and secondary curricula.

The follow paragraphs highlight in detail the emergence of Social Studies at junior secondary school on a continental perspective narrowing down to different countries, Zambia inclusive.

Hong Kong is one of the countries in Asia where Social Studies emerged in the twentieth century. Before 1975, social education was provided at junior secondary school through history, geography and religious studies (Morris, McClelland and Wong, 1997). Morris (et al., 1997) further stated that social education was also presented through Civics a subject, which was introduced following the civil war in China in order to counter the use of schools for political propoganda and to help refugees to adjust to life in Hong Kong. In 1975, Social Studies was introduced at junior secondary school in Hong Kong designed to replace colonial content with material that would build self confidence in the youths and give them a sense of national identity (Bray, 1997; Deng, 2007) in Ramsook (2016). In this regard, Hong Kong's three colleges of education by then supported the subject and two of them even introduced Social Studies courses for students' final year of study (Morris et al., 1997). Furthermore, Social Studies was introduced in the country to indigenise the curriculum in order to meet the needs of the society (Ramsook, 2016). This was so because the subject equips learners with competences necessary for survival and holistic development. The introduction of Social Studies in the school system led to the establishment of Hong Kong Association of Social Studies in 1979. In order to support the subject, the association published teaching kits, organised seminars and workshops to build capacity among teachers (Morris et al., 1997). This aspect meant that teachers' pedagogical content knowledge was capacitated at large. Unfortunately, the subject became unpopular and some schools dropped it by 1990 while others withdrew it and continued to offer economics, public affairs, history and geography as independent subjects reasons being that the content in the syllabus was perceived as unnecessary (Morris, et al., 1997). Additionally, the Hong Kong Association became inactive, the subject was not examinable at form 4 and 5 levels and the use of team teaching, double periods, outside speakers were perceived as dysfunctional due to financial constraints (Morris, et al., 1997).

In Philippines, the Department of Education revised the Junior High School Social Studies curriculum in 2012 in order to develop civic competency among its citizenry (Serafico-Reyes, 2017). Further, the revision of the curriculum was because of the Philippines commitment to equipping learners with a new set of standards and competencies in response to the growing demands of the 21st century. The curriculum was concretised through the Republic Act 10533 in 2013 (Rogayan and Villanueva, 2019). However, Serafico-Reyes (2017) posited that the Junior High School Social Studies was highly disciplinal and that was one of the reasons as to why it was revised. In other words, the subject had many other subjects embedded in it such as history, geography, economics, culture and political science, which were to be covered in one school year. Therefore, it was dependent upon the Social Studies teacher to integrate civic competency in each topic. Despite this integration, the ultimate goal of Social Studies at secondary level in Philippines is to enable students acquire enough knowledge and competency so that they actively participate in the nation and the world as a whole (Serafico-Reyes, Sjamsuddin, Wiriaatmadja, and Hasan, 2018). Competences refers to a complex combination of knowledge, skills, understanding, values, attitudes, and desires that eventually lead to an effective embodied human action in the world (Hoskins and Crick, 2008) as cited by Serafico-Reyes (2017).

The education sector in Oman has been undergoing reforms since the implementation of the Basic Education Reforms in 1998 and at basic education stage (grades 1-10), Social Studies curriculum comprise three main areas namely; geography, history and civics (Al-Maamari, Al-Nofli and Al-Gharibi, 2014). The subject provides key knowledge, skills, values, and dispositions that help students to become informed citizens (Al-Maamari et al., 2014). Its goal is to help students to appreciate Omani heritage and values, understand rights and responsibilities of citizens, understand locations and environments in Oman and other countries, develop positive attitudes towards the environment, and understand some contemporary challenges facing Omani society and the global community (MOE 2005 in Al-Maamari et al., 2014).

Since the end of the Second World War, Social Studies in Japan is being taught as a school subject and it was introduced into the school curriculum in 1947 (Ikeno, 2012). Further, the study revealed that the main aim of Social Studies was to cultivate the basic civic qualities that were necessary to be a builder of peaceful and democratic nation and society living in international society. Thus, civic qualities are very important because they enable people to become responsible citizens who can actively participate in community and national activities for the benefit of not only themselves but also the nation as a whole. This statement sits well with the position of Banks (1990) who stated that the major purpose of Social Studies is to prepare citizens who can make reflective decisions, actively take part in civic life of their local communities and the nation at large.

On the European continent, Social Studies emerged in some countries at different intervals. For example in Turkey, Social Studies was officially introduced into the school curriculum in 1996 (Tarman and Acun, 2010). This was because Social Studies “is an important teaching discipline to equip individuals with the necessary knowledge, skills, values and attitudes to operate efficiently in a knowledge society” (Tarman and Acun, 2010: 2). In 2005, the Social Studies curriculum was renewed and its vision was to bring up effective and productive citizens who would adopt democratic values and have advanced thinking skills (MEB, 2005) as cited by Ciftci (2013). Additionally, the purpose of Social Studies was to impart into people competences that would enable them to adopt the democratic life style (Karagozoglu 1996 in Ciftci, 2013). Therefore, “Social Studies is a dynamic process that uses knowledge and skills to enable greater understanding of self, others, societies, institutions, nations, and environments....it has the potential to become a vehicle for improved community, national, and global citizenship” (Johnson, 2010: 1).

The emergence of integrated Social Studies in South Korea can be traced way back during the period of American military governance (1945-1948) because this was the period when the colonial school subjects were overhauled by the newly organised educational committees jointly comprised of American military officials and hand-picked Korean scholars (Jho, 2006). The main mission of these constituted ad hoc committees was to

eradicate the militaristic, indoctrination-style school curricula and to disseminate democratic ways of life through new school subjects, which were more compatible with the political purposes of the United States (Cumings 1997; Lee 1992; Yoo 1992 in Jho 2006). In 1954, the new school subject '*sahoe saenghwal*' a Korean version of Social Studies was born after the old '*susin*' of the colonial school curriculum had been removed (Jho, 2006). The establishment of Social Studies as a school subject of the South Korean curriculum was necessitated by the Education Law of 1954 (Hollstein, 2018). Suffice to state that the birth of Social Studies in South Korea was due to the American influence. Therefore, the subject was divided into three categories namely: history education, geography education and general Social Studies Education (Jho, 2006). Currently, from pre-school to grade 8, the subject is officially presented in an integrated format with three sub-sections which consist of history, geography and social sciences while at high school level, Social Studies is presented as separate subjects such as world geography, economics, law and society, politics and Korean modern history despite it being listed as Social Studies in the official national curriculum (Korean Ministry of Education, Science and Technology, 2007; Sung, 2010) as cited by Hollstein (2018).

The current goal of Social Studies is to cultivate democratic citizens equipped with the knowledge, skills, and attitudes to live in a democratic society (Zhao et al., 2007 in Hollstein, 2018). However, Hollstein (2018) citing Sung (2010) revealed that curriculum reforms in the seven national curriculums and specifically in Social Studies have changed to reflect progress towards democratisation focused on capitalistic tendencies. According to Jho (2006), this situation has led to the rise in tension among the three contending groups in Social Studies (history education, geography education and general Social Studies education). The contention exists over who would have the prominence in the field seen by professionals as marginalised as Science, Technology, Engineering and Mathematics (STEM) education grows in prominence (Sung 2010 in Hollstein 2018).

Denmark established Social Studies (*Samfundsfag*) in the educational curriculum as a separate subject in 1960s (Hansen, 2020). However, before that, civic or political

education was integrated mainly in history lessons and the subject is now compulsory at junior secondary school (Hansen, 2020). Hansen further states that the subject is composed of sociology, politics, economics and international politics, which is a mixture of social science subjects. Under sociology, learners are taught about identity, social differentiation in Denmark and other countries and media. In the component of politics, they learn about political ideologies, concepts of power and democracy and political decision-making. In economics, they learn principles of welfare, market economy, globalisation and macroeconomic policy while in international politics, learners are taught about power, security, international conflicts and integration. The subject is important in the development of students' skills and knowledge about society and citizenship development. The two main goals of teaching Social Studies in Denmark are, "preparing for citizenship and preparing for further education" (Hansen, 2020: 115).

In North America, United States to be specific, there is documentation about how Social Studies emerged into the school system as well as its object and purpose. Edmund James and Thomas Jesse Jones were considered to be the first educators to use and describe Social Studies by relating it specifically to school subjects (Ross and Marker, 2005; Saxe, 1992; Lybarger, 1983; Hertzberg, 1981) as cited by Karabulut (2009). It should be noted that Social Studies emerged in the school curriculum in the United States during the period 19th and 20th century (Ross et al., 2014; Karabulut, 2009; Crocco, 2004). The information on the introduction of Social Studies into the school curriculum in the United States is found in the 1916 report of the Committee on Social Studies of the National Education Association's (N.E.A.) Commission on the Reorganisation of Secondary Schools (Ross et al., 2014; Hammond and Lee, 2010; Broom, 2007; Ross, 2006; Wilson, 1991). Therefore, the commission even "created the scope and sequence of courses that define the contemporary curriculum" (Ross, 2006:19). In the same vein, Tarman and Acun (2010) added that the New Social Studies Movements of 1960s in United States of America contributed to the development of the subject. This was so in the sense that the movements had an emphasis on real life situation in the classroom and skills such as critical thinking, reflective thinking, cooperation and collaboration in Social Studies. In addition, they stated that lack of proper teachers and student training would impede the successful achievement of desired goals in Social Studies. Therefore, the subjects that

constituted Social Studies were Geography, History and Civics to be taught at grades 7, 8 and 9 (Nelson, 1994; Bureau of Education, 1916). Similarly, at the African Social Studies Conference, which was held in Kenya in 1968, it was also agreed that Social Studies was to be a combination of Geography, History and Civics (Shiundu, 1988). Further, scholars held the view that “these subjects were necessary to transmit the cultural heritage of the society, its values, and morals to the future generations. This was largely because the development of good citizenship was believed to be a matter of inculcating right attitudes, behaviours and values” (Karabulut, 2009: 16). In line with this assertion, Plato (1999) contended that the education that is matched to an individual’s ability creates a good citizen. In other words, if a person is imparted with educational competences, which corresponds with his/her ability, it enables that person to survive and live in harmony with others in the contemporary society. It can also be said that when a person knows how to fish, what is needed is additional educational knowledge and skills training which can trigger his or her abilities so that one can be more skilful in fishing.

Furthermore, it is vital to highlight reasons why Social Studies was introduced in United States of America and other countries in the first place. In this regard, these reasons fall under the objectives and purpose of the subject. The purpose is the long term expected result while an objective is a short and medium term expected outcome to be achieved by learners.

In line with the above statement, the general purpose of the Social Studies was to prepare and equip youths so that they acquire the knowledge, values, and skills or competences needed for active participation in society (Ross, 2006; Cobbold, 1999; Marker and Mehlinger, 1992). Furthermore, the National Council for The Social Studies (1994: 9, 105) stated that the purpose of Social Studies is “to help young people develop the ability to make informed and reasoned decision for the public good as citizens of a culturally diverse, democratic society in an interdependent world” (Karabulut, 2009; Cobbold, 1999). In addition, Banks (1990) contended that the major purpose of Social Studies is to prepare citizens who can make reflective decisions, actively take part in civic life of their local communities, the nation and the world at large. Further, Martorella (1994) posited

that the purpose of Social Studies is to develop competent and concerned citizens. Moffatt (1957 in Ciftci 2013) also added that the purpose of Social Studies is to teach people to know the value of democratic life. Similarly, Tamakloe (1991) posited that the main purpose of Social Studies is to enable learners to be able to make informed decisions for the purpose of resolving personal problems and influencing public policy.

Furthermore, Social Studies had its objectives, which were to be achieved by the recipients at the end of the learning process. Consequently, it was revealed that the primary objective of Social Studies curriculum was to impart recipients with creative thinking and decision making skills (Barr, Barth and Shermis, 1977; Engle, 1960) as well as developing good citizenship (Wilson, 1991). Similarly, Cobbold (1999) stated that the objectives of Social Studies can be put into four broad categories which are; the acquisition of knowledge, the acquisition of skills, the development of desirable attitudes and values as well as civic participation.

Apart from the purpose and objectives of Social Studies, the subject was introduced into the school system in the United States because of the nativists and racist reactions to the challenges of emancipated slaves, alien newcomers, unsettled gender relations, urbanisation and industrialisation (Broom, 2007; Crocco, 2004). This was because during the period of cultural assimilation or Americanisation of new immigrants (1910-1940), groups of people who came from Southern and Eastern Europe posed greater challenge to integrate into the political arena than those immigrants who came from Northern and Western Europe (Nelson, 1994; Crocco, 2004). The reasons why these immigrants from Southern and Eastern Europe posted a greater challenge to integrate were because many of them could not read and write English and they were not able to read or write any language except their indigenous language (Nelson, 1994). This was so in the sense that some had no access to schools because they were very poor, others had less access to education and “many had been discriminated against in their own “homelands” for being minorities in a larger, majority-dominated society” (Nelson, 1994: 78). Crocco (2004) posited that in order to mitigate some of the challenges, there was need for progressive educators to school new immigrants and change their old ways of life for their own good

because it was believed that only education would eradicate cultural differences and bring these groups closer to essentials of civilisation. In this regard therefore, “Social Studies education, in particular, was designed to remediate cultural deficiency and create better citizens out of those some intellectuals feared were not suitable raw material for democracy” (Crocco, 2004: 2). In the same vein, Social Studies as a school subject was consistently associated with fostering informed, capable and caring citizens (Lynn and Lynn, 2000; Wilson, 1991). According to the Committee on Social Studies chaired by Thomas Jesse Jones in 1912, Social Studies was introduced in the United States of America because of its promulgation of solid work habits, grounding in the principles of democratic government, devotion to community, and development of independent character as it would provide the impetus for creating sound citizenship (Crocco, 2004).

In Trinidad and Tobago, the introduction of Social Studies into the national curriculum at both primary and secondary school levels was necessitated by an individual (Ramsook, 2017). The subject was introduced during the early post-colonial period in 1962 (Ramsook, 2016). It was meant to promote civic-mindedness, social awareness, national building, national consciousness and development of a sense of belonging among the citizenry (Ramsook, 2016). In other words, the citizens were seen not to be united and lacked patriotism, which were cardinal pillars for national building. Hence, Social Studies was perceived as a necessary tool for equipping learners with relevant knowledge and understanding, application of knowledge as well as attitudes and values.

Many scholars have written about how and why Social Studies emerged on the African continent and its positive contribution towards the welfare of different societies. Therefore, it is important to state that before the introduction of modern Social Studies in Africa, societies in different countries had their own indigenous education. This type of education helped citizens to acquire relevant competences, which enabled them to survive, live in peace and harmony with others and to be able to manoeuvre through harsh conditions of life. This type of education had different names according to respective ethnic groupings but it was commonly known as traditional African education or African

indigenous education. African indigenous education is a process of passing inherited knowledge, skills, cultural traditions, norms and values of the tribe from one generation to the other (Mushi, 2009). This was a type of learning where a person progressed through predetermined stages of life from cradle to grave (Cameroon and Dodd, 1970). The content and objectives of African indigenous education in all countries were often similar although the modus operandi was different and the organisation of education was entirely in the powers of tribal social division, family, lineage or village, clan and chiefdom (Adeyemi and Adeyinke, 2002; Kelly, 1999; Ocitti, 1973). African indigenous education was aimed at inducting the members of the society into activities such as self-reliant skills, economic, social and cultural values of the society (Okoro, 2010; Mara, 2006; Adeyemi and Adeyinke, 2002). Additionally, each person in the community practically trained and prepared for his or her role in society (Omolewa, 2007). Because of this training, each person acquired some practical survival skills, which enabled him or her to become self-reliant as well as helping other people in the community. Hence, this education promoted peace and enhanced sound human relations within African societies (Okoro, 2011).

Despite the presence of African indigenous education on the continent, Social Studies emerged. Its emergence on the African continent is believed to have been triggered by the influence of New Social Studies Movements in the United States as well as the African Social Studies Conference which took place in Mombasa, Kenya in 1968 (Boikhutso, Dinama and Kgotlaetsile, 2013; Tamakloe, 1988). However, the idea of how to modernise the teaching of Social Studies into the school curriculum was born in 1961 at the Endicott Summit House Study in Massachusetts Institute of Technology in United States of America (Mensah, 2019). The summit comprised of few nations, which were independent by that time. Therefore, educationists from Africa, Britain and America met in order to find mitigation measures on the educational challenges, which were facing the African continent in humanities and social sciences, Mathematics, Languages, Science and Teacher Education (Mensah, 2019). Furthermore, Mensah posited that the sub-committee on Social Studies which was tasked to prepare a syllabus for social sciences decided that

the teaching of Geography, History and Civics as separate disciplines in primary schools in Africa be integrated since they caused artificial divisions. Hence, they suggested a suitable name of the integrated area of study to be known as Social Studies.

In September 1967, a meeting was also held in Queens College, Oxford comprised of educators from 11 African countries to discuss a variety of needs and curriculum development in Africa and Social Studies was on the agenda as a priority (Dwomoh, 2018; Merryfield, 1988). The countries which met on this agenda were; Botswana, Ethiopia, Ghana, Kenya, Lesotho, Malawi, Nigeria, Sierra Leone, Tanzania, Uganda, and Zambia with representatives of the United States Education Development Centre (EDC) and the English Centre for Curriculum Renewal and Educational Development Overseas [CREDO] (Merryfield, 1988). This meeting was followed by the Mombasa Conference in Kenya, which was held in August 1968 marking the development of Social Studies in Africa and giving birth to the African Social Studies Programme [ASSP] (Tamakloe, 1988). The Mombasa Social Studies Conference was necessitated by a growing concern about the inherited educational system which was considered to be not suitable to the needs and aspirations of the people in African nations whose independence were gotten in the late 1950s and early 1960s hence, the call to change it (Merryfield, 1988). Further, it was discovered that no courses in the curriculum had information tied to national aspirations than those dealing with the country, its people, and the responsibilities of citizenship (Dondo, Krystall and Thomas 1974 in Merryfield 1988). Therefore, the goals of ASSP were; to promote curriculum development, research and development of new teaching and learning materials (Muyanda-Mutebi 1984 in Merryfield 1988) and to organise national seminar courses, workshops, and conferences with both African and non-African educators (Merryfield, 1988). Similarly, Dondo, Krystall and Thomas (1974 in Melinger 1981) and Sawyer (2015), added that the purposes of the Mombasa Conference were:

- (a) To collect and disseminate information of Social Studies projects in Africa and beyond through reports, newsletters and original documents.

- (b) To assist member countries to organise workshops, courses, seminars, and conferences in order to be exchanging ideas and to enable in-service training of teachers so that they also adapt to the new approaches of the teaching of Social Studies.
- (c) To encourage the research in Social Studies teaching, development of materials for both primary and secondary schools in Africa through the involvement of professionals and universities.

In addition, the major objective of African Social Studies Programme (ASSP) currently known as African Social and Environmental Studies Programme (ASESP) was that Social Studies was to be taught as an integrated discipline (Mensah, 2019; Sawyer, 2015; Merryfield, 1988). The Mombasa Conference was comprised of twenty-five (25) African educators, seven (7) British representatives and six (6) American representatives and seventeen (17) ASSP member countries who by then were; Botswana, Ethiopia, Gambia, Ghana, Kenya, Lesotho, Liberia, Malawi, Nigeria, Sierra Leone, Somalia, Sudan, Swaziland, Tanzania, Uganda, Zambia and Zimbabwe (Merryfield, 1988). Consequently, the African Social Studies Conference held in Mombasa, Kenya had a significant impact in the development of Social Studies on the African continent.

In Nigeria, Social Studies was introduced into the school curriculum in the 1970s. Before that, it had its own indigenous education, which was called “traditional social education” (Olatunde, 2006). Between 1940s and 1960s, a similar subject was taught in schools under different titles such as “general knowledge, general studies and civic education” (Olatunde, 2006). The author further stated that there were many reasons why Social Studies was introduced in Nigerian school curriculum. The first reason was to break down regional, ethnical and religious allegiance in order to promote national unity. This was so because after Nigeria got independence in 1960, there were regional and national conflicts and wars among the elite over their share of the national cake. This aspect led to the first coup d’état which took place in 1966. The second reason was to reduce the influence of colonial education on indigenous children because children in both primary and secondary schools were made to study history whose content contained elements of colonialism.

Basing on the highlighted reasons, it was cardinal to introduce Social Studies into the school system as a tool and panacea to challenges, which were facing humanity. It was believed that exposing young people to the subject would instil in them patriotism, a sense of loyalty to the government as well as equipping them with necessary skills for survival. Therefore, the 1968 African Conference in Mombasa inspired the government to reform its educational system and in 1969, the Nigerian Curriculum Conference was organised where participants emphasised the need for Social Studies to enhance national unity and citizenship education. Consequently, the purpose of introducing Social Studies into the school system in Nigeria was to: (i) guide learners towards understanding people from different social backgrounds and the methods they needed to use to cope with their problems and conditions; (ii) develop skills for interacting with people; and (iii) react to situations and conditions in order to ensure their survival and growth and that of their society (Olatunde, 2006).

Ghana is also an African country, which introduced Social Studies into the school system many years ago. However, before state-organised education was introduced in Ghana, there existed informal systems of education in which Ghanaian communities prepared their members for citizenship (Quashigah, Dake, Bekoe, Eshun and Bordoh, 2014). In addition, the first school in Ghana was home where parents and the elders in the family were the teachers and the curriculum was life where learning was by observation. In this regard therefore, Quashigah et al. (2014) citing MacBeath, Swaffield, Oduro, and Ampah-Mensah (2013) posited that the major purpose of such education was firstly to inculcate good character and good health among the members of the society. Secondly, it was meant to give members of the community adequate knowledge of their history, beliefs and culture in order for them to actively participate in social life.

In Ghana today, Social Studies is one of the integrated subjects in the education system, which is taught beginning from basic to the university level (Sawer, 2015). The introduction of Social Studies into the Ghanaian school curriculum was in the 1940s when three teacher training colleges namely; Presbyterian Training College in Akropong Akuapem, Achimota Training College in Accra and Wesley Training College in Kumasi

began offering courses in the teaching of integrated Social Studies (Tamakloe 1987 in Cobbold 1999). Unfortunately, this attempt did not last long as it collapsed in 1955 due to lack of personnel to teach the integrated subject (Bruce 1988 in Sawyer 2015). Additionally, background and attitude of both tutors and student teachers led to the collapse of the subject because social science graduates from University of Ghana sent to beef up human resource into teacher training colleges had no expertise in the integrated approach (Cobbold, 1999). They continued the traditional way of teaching Social Studies as separate subjects because their academic and professional background did not support the integrated Social Studies programme. On the other hand, student teachers supported the separate subject approach. The reason being that the teaching of the individual social science subjects such as economics, geography, government, to mention but a few enabled them to get a firm foundation in these subjects so that they could attempt General Certificate of Education (GCE) Ordinary and Advanced Level Examinations for their individual benefits. In line with this revelation, Cobbold (1999) added that some teachers who attempted the said examinations improved their grades due to the separate-subject approach.

In 1967, Social Studies was re-introduced in the teacher training colleges, which led to the setting up of the Curriculum Research and Development Division (CRDD). Hence, a pilot programme on Social Studies teaching which was rolled out in four selected centres namely; Saltpond and Assin Fosu in the Central Region, and Ho and Hohoe in the Volta Region (Mensah, 2019; Sawyer, 2015). Nevertheless, the re-introduced programme sparked some controversy because one group of people felt that it was supposed to be called Social Studies while the other group also wanted the subject to be called environmental studies (Tamakloe, 1976). Therefore, in 1976 Social Studies was re-introduced into the junior secondary school curriculum (grades 7 to 9) as an experiment (Dwomoh, 2018). However, teacher-training colleges abandoned the subject in 1981/82 academic year because it was realised that there were many trained teachers as compared to the number of junior secondary schools (Tamakloe, 2008).

In 1987, Education Reform Review Committee was formed, which led to all middle schools being branded into junior secondary schools. Therefore, Social Studies was re-introduced both in the teacher training colleges and at the junior secondary school. The 1987 Education Reform brought the official use the term “Social Studies” in all levels of education but currently the subject at the primary school level is referred to as “environmental studies” while at junior and senior secondary school the subject is referred to as “Social Studies” (Mensah, 2019; Sawyer, 2015). Further, the terms ‘Social Studies’ and ‘environmental studies’ are both used for the programme in teacher training colleges and universities.

It is of paramount importance to highlight the purpose of teaching Social Studies in Ghana. The subject was meant to prepare a person to fit well into the society by equipping him or her with necessary knowledge about the culture or ways of life of their society, its problems, its values and its hopes for the future (CRDD, 2007). In addition, the subject was meant to enable learners to understand their society better as well as helping them to develop that critical thinking and developmental kind of mind that transforms the society. According to CRDD (2007: ii), the main purpose of Social Studies as enshrined in the Junior High School Social Studies Teaching Syllabus is to help learners to:

1. “Understand the interrelationships between the social and the physical environment and their impact on the development of Ghana”;
2. “Appreciate the impact of history on current and future development efforts of the country”;
- 3.” Appreciate the various components of the environment and how these could be maintained to ensure sustainable development”;
4. “Recognise the major challenges facing Ghana and be able to develop basic knowledge and skills for dealing with such challenge”;
5. “Understand the dynamics of development in the world and their impact on development in Ghana”;
6. “Develop the knowledge, skills and attitudes needed for personal growth, peaceful co-existence, and respect for peoples of other nations”; and

7. “Develop a sense of national consciousness and national identity”.

In Botswana, Social Studies was introduced into the primary and junior secondary school curriculum for the first time in 1982 (Boikhutso, Dinama and Kgotlaetsile, 2013). The reason why it was introduced was that the people of Botswana in general felt that their education system was not relevant to its citizenry as it was colonially oriented (Boikhutso 1993 in Boikhutso et al., 2013). Therefore, the government introduced Social Studies as a subject aimed at enhancing the promotion of unity, self-reliance and values, which were vital to the successful implementation and promotion of citizenship education (Boikhutso et al., 2013; Adeyemi, Boikhutso and Moffat, 2003). Since Africa and the world as a whole were undergoing massive curriculum reforms, Botswana was not exceptional as well. In line with this, the 1996 three-year junior secondary Social Studies new syllabus was designed to develop skills, values and knowledge in learners which could enable them to become informed and empowered Batswana in the new millennium (Adeyemi and Boahene, 2001). In 1997, “botho” was incorporated into the 2016 national vision as the fifth national principle which referred to a “person who has a well-rounded character, who is well mannered, courteous and disciplined, and realises his or her potential both as an individual and as a part of the community to which he or she belongs” (Republic of Botswana, 1997: 2) as cited by Boikhutso et al (2013). Consequently, “botho” was to be achieved through acquisition of Social Studies educational competences. Salia-Bao (2000) summed it up that the main objective of Social Studies is to have citizens who are think-tanks, capable of making rational decisions, solving individual and societal challenges as well as understanding the dynamics of the contemporary world.

In Zambia, Social Studies was introduced into the junior school curriculum in 2013 (MoE, 2013) in order to respond to the dynamic needs of the contemporary society. Moobola and Mulenga (2020: 14) stated that “educational change in terms of curriculum adjustment has since 1966 been tailored to respond to the ever-changing needs of the society”. Therefore, the introduction of the subject was done in line with the aim of education; “to promote the full and well-rounded development of the physical, intellectual, social, affective, moral and spiritual qualities of all learners so that each can develop into a complete person for

his or her own fulfilment and for the good of society” (MoE, 2013: 2). Additionally, Moobola and Mulenga (2020) citing Chukwuemeka (2014) espoused that Social Studies enable learners to acquire a relevant body of knowledge, which can develop their positive values, attitude and skills. In the same vein, Lynn and Lynn (2000) posited that Social Studies as a school subject fosters informed, capable and caring citizens, which is an overarching goal. In a social and educational climate where diversity, tolerance, choice and power are rightly evoked, Social Studies as a subject is an essential tool. This is because the subject offers peculiar opportunities for the training of an individual as a member of the society (Jorgensen, 2014).

2.5 Teaching of Social Studies in Schools

According to the study conducted by Hollstein (2018) in South Korea which examined the teacher and teacher educator’s views on Social Studies found that Social Studies was being taught as an integrated subject at junior secondary school while at high school level, the subject was taught as separate subjects such as geography, history and general Social Studies. Furthermore, it was discovered that the subject at junior secondary school was taught by teachers who were specialised in different subjects either geography, history or general Social Studies but were compelled to teach all the three components. Therefore, it can be concluded that teachers who taught Social Studies at junior secondary school level had limitations in terms of pedagogical content knowledge. Mkpa (1989) in Nigeria contended that proper teaching of the subject depends on the degree to which the teachers possess the competences needed to handle the subject.

The study by Al-Maamari et al. (2014) in Oman revealed that teachers of Social Studies implemented student-centred instructional methods during classroom delivery despite content bulkiness. Therefore, the use of student-centred methods enhances effective teaching and stimulates the thinking capacity of learners as well as their interest during lessons. This method is in line with the 21st century learning landscape, which demands more engaging and more innovation in pedagogical strategies that increases conceptual

retention, around learners' interest and facilitate better learning for the students of the digital era (Rogayan, 2019) in Rogayan and Villanueva (2019).

In Ghana, a study which was conducted to find out how Social Studies teachers understand the content they teach to learners revealed that majority of the teachers lacked content knowledge of Social Studies (Eshun, Zuure, Brew and Bordoh, 2019; Bordoh, Eshun, Kofie, Bassaw and Kwarteng, 2015). This was because the subject was being taught by teachers who were specialised in different subjects since Social Studies was an amalgamation of social science subjects (Bordoh et al, 2015). Furthermore, the study by Quashigah, Kankam, Bekoe, Eshun and Bordoh (2015) in Ghana also revealed that Social Studies teachers taught the subject by lecture method or teacher exposition due to the Social Studies curriculum framework, which was loaded with material to be covered with limited class time. In addition, it was discovered that student teachers were not competent in terms of methodology, content knowledge and skills in teaching Social Studies. This revelation is in line with that of Bekoe, Quashigah, Kankam, Eshun and Bordoh (2014) who found that teacher-trainees in Ghana lacked the needed knowledge and teaching skills to impart relevant information into learners. The assertion corresponds with the position of Okobia (2013) who stated that teacher-training institutions in Nigeria were being critiqued for inability to produce teachers who were properly grounded in pedagogy, content and ability to collaborate professionally in the work environment despite offloading a number of graduates into the education sector. But these revelations were against the College of Education curriculum and the national junior high school Social Studies syllabi which stress the use of learner-centred teaching methods such as debate, discussion and role-play (Eshun and Mensah, 2013) because students learn better from such approaches (Bekoe et al., 2014).

In Nigeria, Nwaubani, Otoh-Offong, Usulor and Okeke (2016) conducted a study to determine the resource availability and utilisation dimensions in the implementation of Junior Secondary Social Studies Curriculum in Ebonyi Central Education Zone, Ebonyi State. It was discovered that teachers did not use innovative teaching methods during the delivery of Social Studies. It was recommended that Social Studies teachers needed to

employ methods of delivery that would appeal to all learners. Therefore, when the delivery of the subject is compromised, the repo effect is that the academic performance of learners is affected too.

Moobola and Mulenga (2020) conducted a study in Zambia in order to analyse the implementation of the junior secondary school Social Studies curriculum in Chingola district. Their study discovered that Social Studies was being taught through specialisation by teachers who were trained to handle Geography, Civic Education or History.

2.6 Global Performance of Pupils in Social Studies

There are many factors, which contribute to good or poor performance of learners in a subject. Mensah (2019) conducted a study to examine students' attitude towards learning of Social Studies and their performance in Accra Metropolitan Assembly in the Greater Accra Region of Ghana. The revelation was that students performed average in Social Studies despite having positive attitudes towards studying the subject. Some of the factors which contributed to the poor performance were “teachers not showing interest in teaching controversial issues, teachers' inability to give needed assistance to students, teachers' inability to use different teaching methods in teaching Social Studies classes, inadequate teaching and learning materials and inability of Social Studies teachers to employ resource persons in times of difficulty” (Mensah, 2020: 73; Mensah, 2019: iii). Therefore, the following recommendations were made:

- (a) The Ghana Education Service should recruit professional teachers to teach Social Studies in schools in order to enable learners to improve significantly in terms of right knowledge in Social Studies. In the same vein, Colleges of Education should also recruit competent lecturers who have in-depth knowledge in the subject and make it more practical for the subject to be liked by students.
- (b) Teachers of Social Studies should always try to make classes live to solve the problem of boredom on the part of learners in the teaching and learning process.
- (c) Teachers of Social Studies should employ different methodologies in teaching the subject.

(d) Students' attitude towards Social Studies can be improved by teachers being interested in teaching controversial issues, teachers employing different teaching methodologies, teachers being readily available to give students the needed assistance in Social Studies, adequate provision of teaching and learning materials and teachers engaging the services of other resource personnel competent with the subject matter in areas of difficulty (Mensah, 2020).

In addition, Eshun and Ashun (2013) stated that mentees faced the problem of inadequate supervisory practices by their mentors who failed to perform their expected professional roles leaving most trainees on their own without proper guidance. It was further stated that the attitude of the mentors really affected the trainees in terms of the needed professional guidance where teaching and learning process was concerned. Arising from this establishment, the academic performance of learners in Social Studies was affected because of being handled by inexperienced teachers with less teaching skills and subject matter knowledge.

Quashigah et al. (2014) conducted a study on the evaluation of the Colleges of Education Social Studies curriculum vis-à-vis the Junior High School curriculum in Ghana. It was revealed that Colleges of Education subscribed to and used a cross-disciplinary perspective whereby facts and concepts were bootlegged from the social science subjects dominated with geography concepts whilst the Junior High School subscribed to and used trans-disciplinary approach, which was holistic, theme based and problem solving. As a result of the differences in curriculum conception, trained teachers conceptualised the subject differently, which confused them since the structure of the Basic School Social Studies syllabus they were using in teaching was not corresponding with what they were taught in college (Quashigah et al., 2014; Bekoe et al., 2014). It was recommended that there should be a national curriculum policy on Social Studies and that all pathways to teaching of the subject needed to undergo a review according to national standards in order to meet the needs of the contemporary society. Consequently, highlighted phenomenon can lead to graduate inadequacy in terms of subject matter knowledge and teaching skills. This may in turn affect the performance of learners in Social Studies.

Furthermore, the study done by Eshun, Zuure, Brew and Bordoh (2019) to assess the implications of graduate teachers' knowledge base of profile dimensions in the senior high schools in Ghana found that most Social Studies teachers did not have in-depth knowledge about the profile dimensions. The other revelation was that most of the participants did not possess the knowledge regarding profile dimensions except few who were taught the subject at the University. Furthermore, the participants' areas of subject specialisation also revealed that, out of the sampled number of 12 participants', 3 (25.0%) were trained in Social Studies while 9 (75.0%) were not trained in Social Studies. Out of the nine (9) untrained participants who taught the subject, 4 (33.3%) were specialised in Political Science, 1 (8.3%) in Sociology, 1 (8.3%) in International Relations and Development Studies, 2 (16.7%) in Geography and 1 (8.3%) in Psychology. Notably, the number of graduate teachers who were not trained in Social Studies yet teaching the subject outnumbered those trained in the subject. This revelation is also in agreement with the findings of Kanda and Kankam (2015) who established that most Social Studies teachers at basic schools were not trained in Social studies. The status quo might have contributed to ineffective teaching of the subject resulting in poor academic performance of learners in the subject (Eshun et al., 2019). In this regard therefore, "these findings are supported by the view that individuals who are well prepared in content knowledge can move into the classroom with minimal training and be effective teachers. On the same wavelength, there is this assertion that without a deep understanding of subject matter/content, teachers would be unable to generate accurate explanations or responses to students' questions. Subject matter knowledge is critical to good teaching; teachers must be able to identify learner misconceptions and without a strong knowledge base, identifying and addressing learner misconceptions would not be possible" (Eshun et al., 2019: 218). Hence, the study recommended that Social Studies teachers should study the profile dimensions of the subject to enable them employ its usage in the teaching and learning process so as to achieve the desired goals and objectives of the subject.

In addition, the study conducted on the attitude of students towards the learning of Social Studies and on the pedagogical analysis of teaching Social Studies in Ghana revealed that most students still perceived Social Studies classes as dull, boring, and irrelevant to their lives as well as seeing the subject as a less difficult one. This perception affected their performance (Mensah, 2020; Mensah, 2019). In addition, Schug, Todd and Beery (1982 in Mensah 2019) supported the above revelation and their study found that learners had negative attitude towards Social Studies as it was perceived to be irrelevant for future careers. Similarly, the research conducted in San Francisco Public School revealed that Social Studies was ranked by grades nine (9) through to twelve (12) as last in importance because it was regarded as confusing and had little relationship to their future life (Femandez, Massey and Dombush 1976 in Mensah 2019). Besides, lack of content knowledge in Social Studies by teachers affected pupils' performance (Bordoh et al., 2015). In light of these revelations, the research conducted by the Centre for Research into Improving the Quality of Primary Education in Ghana (CRIQPEG) at the University of Cape Coast rightly put it; despite massive efforts in the education reforms, pupils' achievement had not made any significant gains and was in fact embarrassingly poor (Akyeampong 2003 in Quashigah et al., 2014).

The study that was carried out in Nigeria by Okobia (2013) revealed that the introduction of Social Studies into the school system at its infancy stage was a challenge in the sense that there were no trained teachers to handle the subject. This was the biggest challenge because knowledge, skills, values and morals, which were needed to be imparted into the citizenry were not done so because of the shortage of both human and material resources to drive this noble cause. This led to handling of the subject by teachers who were specialised in other subjects as long as they volunteered that they could teach it. There is no doubt that such teachers had inadequate pedagogical skills and content knowledge. This situation could have affected learner performance too.

Consistent with Nigerian scenario, Tarman and Acun (2010) conducted a research in Turkey and found that Social Studies had four (4) different areas that needed tremendous

improvement. These were knowledge and skills of teacher trainers and teachers, learning environment and access to resources, education system and policy, and Social Studies Curriculum and its implementation. Therefore, all the areas outlined by researchers had a repo effect on subject delivery and pupil performance.

In Zambia, a study that was conducted by Moobola and Mulenga (2020) revealed that there was poor performance of learners in Social Studies at junior secondary school level compared to other subjects. It was also discovered that Social Studies results in most of the schools from 2016 to 2019 were below average where the pass rate ranged from 31% to 41% and most scores were skewed towards grades 3 and 4. Further, it was found that the poor performance was attributed to lack of qualified Social Studies teachers to teach the subject. This was because teachers who were specialised in History, Civic Education and Geography taught the subject. In addition, the time allotted to the subject was inadequate. Therefore, it was recommended that “the Ministry of General Education through the Curriculum Development Centre should consider allocating more time to the Social Studies, expedite the training and recruitment of Social Studies teachers and encourage Continuous Professional Development (CPD) meetings both at district and school levels for the purpose of capacity building” (Moobola and Mulenga, 2020: 13-14).

Additionally, the Examinations Council of Zambia conducted subject performance analysis in the 2016 national examinations. It was found that pupil performed was very poor in Social Studies countrywide and the pass rate was 39.65%, which was even below the standardised pass mark of 40 percent at junior secondary school level (ECZ, 2017). This poor performance depicted negative acceleration in terms of the rationale of the subject as well as education at large. It was recommended that the Ministry of General Education then should supply additional learning and teaching materials and employ teachers in these new subjects in order to foster deep learning amongst the candidates (ECZ, 2017). Furthermore, the summary of the 2019 grade 9 external and General Certificate of Education (G.C.E) examination results conducted by Examinations Council of Zambia also indicated that Social Studies had the second largest proportion of candidates who failed (74.46%) in the national examinations from Mathematics [78.76%]

(ECZ, 2019). Therefore, it implied that the 2019 national examination pass rate in Social Studies was only 25.54%, which was a great concern to all stakeholders' countrywide. These findings corresponds to that of Mufalo, Mulubale, Muleya and Simui (2021) who discovered that pupils in Masaiti district of the Copperbelt of Zambia performed badly especially in Social Studies at junior secondary school. Despite the Ministry of Education claiming that these teachers were qualified, they were failing to integrate the three subjects as evident from the high failure rates because Social Studies was still being taught as three separate subjects (Moobola and Mulenga, 2020). Consequently, there is a significant effect in terms of teacher subject knowledge on student achievement hence; teacher quality is an important determinant of student outcomes (Metzler and Woessmann, 2010).

As highlighted above, it can be deduced that curriculum reforms, inadequate teaching and learning materials, student attitude, teacher quality and lack of pedagogical content knowledge among teachers can affect both subject delivery and the academic performance of learners. Nevertheless, education is an indispensable tool not only for personal transformation but also for societal change and obtaining quality education is the foundation to creating sustainable development (Rogayan and Villanueva, 2019).

2.7 Challenges Faced by Teachers in the Teaching of Social Studies

In South Korea, it was found that Social Studies was marginalised by the national curriculum which focussed much on Science, Technology, Engineering and Mathematics (STEM) subjects while Social Studies received less funding (Hollstein, 2018). This meant that Social Studies faced challenges in terms of teaching and learning materials which schools could have failed to procure due to low funding. This also affected smooth subject delivery and academic performance of learners.

In Oman, Al-Maamari et al. (2014) conducted a research, which revealed that Social Studies had inadequate instructional time where the subject was allocated three to four class periods per week. This aspect of limited time negatively affected the subject delivery

because many teachers were not able to complete the syllabus on time due to the bulkiness of Social Studies content. The other challenge faced by teachers was that some of their colleagues had negative attitude towards the subject because they perceived it as less important hence, critical thinking was not adequately applied in Social Studies classes (Al-Hamdi 2013; Al-Malki 2013) as cited by Al-Maamari et al. (2014).

Additionally, many studies conducted in different countries revealed that Social Studies was taught by teachers not trained in the subject (Moobola and Mulenga, 2020; Eshun et al., 2019; Hollstein, 2018; Kanda and Kankam, 2015; Okobia, 2013). However, most of them were trained in different fields such as History, Geography, general Social Studies and other specialisations (Al-Maamari et al., 2014).

Poor quality of Social Studies textbooks used in schools in many countries across the globe more especially in developing countries was another challenge. This assertion is consistent with the findings of Mensah (2020) who revealed that Social Studies textbooks in Ghana were written by people with superficial knowledge of the subject hence, substandard textbooks. When textbooks are of poor quality, it affects the teaching and learning process as well as the academic performance of learners. This is because the content in such textbooks may not be in tandem with the prescribed curriculum or course outline.

Further, paucity of teaching and learning materials also affected the smooth delivery of the subject in schools. In line with this posit, the study by Mufalo et al. (2021) in Zambia revealed that there was lack of teaching and learning materials in schools, which hindered the provision of quality education at junior secondary school. The finding agree with that of Nwaubani et al. (2016) who discovered that most vital instructional materials were not adequately available and utilised by Social Studies teachers at junior secondary school in Nigeria. However, quality education requires the availability and use of educational materials (MoE, 2013). Consistent with this position, Nwaubani et al. (2016) opined that

effective teaching and learning of any school subject depends on the availability and utilisation of diverse material resources.

In many African countries, Social Studies curricula have been badly diluted with political literature tailored to indoctrinate and produce a cadre who would blindly support individuals in power so that they perpetuate their stay in office for selfish gain. This assertion sits well with the statement of Broom (2007) who stated that students were learning about government procedures and the values taught supported government structures based on the value systems of individuals holding power presented as the standard for the society. In the same vein, Ross et al. (2014) submitted that the content of Social Studies in many countries across the globe was polluted by various social and political agendas due to the selfishness of some leader. Additionally, Broom (2007) said that the 1918 Civics text in Canada illustrated that good citizens were to be loyal to institutions, to be active in political institutions and to be aware of their responsibility to vote. Similarly, Cordasco (1976) and Boyd (1975) as cited by Broom (2007) further stated that creating good citizens was premised on patriotism and support of government structures. Sadly, the highlighted phenomena affect teachers' delivery of expected profile dimensions to recipients at large. However, Johnson (2010) posits that Social Studies has the potential to become a vehicle for improved community, national and global citizenship because it uses knowledge and skills to enable greater understanding of self, others, societies, institutions, nations, and environments.

2.8 Conceptualisation of Civic Education and Citizenship Education

These two (2) terms have been used interchangeably in this study to mean the same thing despite having different meanings. This is because some countries use the term Civic Education in their school curricula, some use Citizenship Education while others use both terms interchangeably.

Defining Civic Education is not easy as it is dependent upon one's perspective (Muleya, 2017; 2015) and there are broad-ranging definitions. This is due to the background of the

scholars as well as their life experiences, which are in the field of Civic Education (Muleya, 2018b). Despite being the case, there are commonalities in their definitions (Muleya, 2018a). But these numerous conceptions of Civic Education tend to influence classroom practice and might actually be similar to what Barr et al. (1977) as cited by Muleya (2018b) regarding the general field of Social Studies in the USA who viewed them as a “seamless web of confusion” suffering from an “identity crisis”. This view is in line with Muleya (2017) who stated that the conceptual difficulties facing Civic Education could have some historical background especially when viewed and argued from the different periods of the subject’s evolution. In other words, the evolutionary background of the concept has brought some divergent descriptions and usage of the term among the people across the globe.

According to Muleya (2019), Civic Education is a subject, which helps learners acquire relevant knowledge and skills required of them to participate accordingly in society and get involved in addressing the challenges of the day in their local communities. Mainde et al. (2021: 271) citing “Branson and Quigley (1998) define Civic Education as education in self government; Vasiljevic (2009) as a way of learning for effective participation in a democratic and development processes; and Piñguls (2015) as a basis for the formation of civic knowledge, skills, and dispositions for effective democratic participation”. The researcher has opted to use these descriptions of Civic Education because they sit well with the purpose of the study. In other words, Civic Education is a subject, which enables learners to acquire profile dimensions required for their holistic development so that they are able to actively participate in community activities and respond to their dynamic needs and challenges and that of the contemporary society.

The term ‘Citizenship Education’ is not new as it originated from the Ancient Greece (Broom, 2007). This concept is not easy to define because there are several meanings as the concept itself (Muleya, 2015). The meaning of the concept also depends on how a given country expresses its values (Kerr, 2009) and conceptualisation of Citizenship Education is bound to differ from country to country (Boikhutso et al., 2013). In this

regard, citizenship education is “any formally proposed or enacted program sanctioned by some recognised governmental or professional organisation aimed toward the expressed purpose of “good,” “effective,” or “democratic” citizenship” (Ross, 2006: 60). In a broader perspective, Citizenship Education is defined as “the attempt to teach students knowledge, values and attitudes about the nation in which they live and encourage certain behaviours deemed necessary for democratic living (Crick, 2000; Sear and Hughes, 1996) as cited by Broom (2007).

According to Muleya (2018a), Citizenship Education is the subject, which teaches citizens on how they ought to act as members of the community. In other words, it is a subject, which teaches members of the society on how they should behave amongst themselves and towards their leaders. Therefore, Citizenship Education was introduced because countries saw the need for developing and nurturing patriotic citizen identity through a common education system (Karabulut, 2009). Citizenship Education aims at “developing students’ capability for thoughtful and responsible participation as democratic citizens in political, economic, social and cultural life” (Naval, Print and Veldhuis, 2002; Birzea, 2000) as cited by Muleya (2015: 29).

Some scholars argued that Citizenship Education was mainly dominated by historical content (Karabulut, 2009). It can be deduced that this controversy by some scholars could have led to the birth of Social Studies, which had clear and distinctive subjects. Nevertheless, between 1875 and 1916 Social Studies still had more content of history Dougan (1988) a situation that brought more controversy over the subject.

2.9 Role of Civic Education

This section reviews literature related to the current study regarding the pivotal role Civic Education plays among learners in schools. The review firstly looks at different studies conducted on a global scale, then narrow down to regional and local levels respectively.

Pasandaran, Lonto, Pangalila and Barahama (2018) conducted a study in Indonesia, Asia at the state secondary school 1 Lobbo Regency of Sangile Island to establish the efforts Civic Education teachers were doing in developing and strengthening civic disposition of

the students. Their study established that the teaching and learning of Civic Education enhanced learner devotion to God as they prayed before and after classes. In addition, it was discovered that teachers of Civic Education supported students' friendly attitude and behaviour by encouraging them to use polite language, speak in a good manner to parents, teachers, older people and friends and not to use rude language. Further, the study revealed that teachers also built students' discipline by asking them to come to class on time, finish all school assignment, maintain a peaceful atmosphere inside and outside the class, and obey school regulations. In addition, their study established that a sense of responsibility was improved among learners. Therefore, it can be deduced that the aforementioned civic dispositions if well imparted and acquired by learners through teaching and learning of Civic Education, peace and harmony among the citizenry could be enhanced.

Hong Kong has been experiencing public demonstrations over the years. One may assume that enlightened citizenry due to the role the teaching and learning of Civic Education plays might have triggered these demonstrations. This is because Civic Education is premised on imparting learners with profile dimensions. However, the study by Yuen (2016) in Hong Kong established that Civic Education was stuck in a quagmire because the ruling elite manipulated the subject to make it a tool of governance in order to consolidate their political positions. In addition, the study discovered that preparing young people to face the socio-political challenges became difficult. Arising from the above revelation, there is no doubt that Civic Education was tailored to champion the agenda of politicians not necessary to impart the citizenry with relevant competences.

The study from Pakistan revealed that the curricula, syllabi and textbooks did little to create awareness about gender imbalances among learners (Kousar and Brett, 2020). This was because there were no discussions about gender imbalances/balances in the Pakistan curriculum or textbooks (Kousar and Brett, 2020). This was so despite the Pakistan Ministry of Education national education policy envisioning to develop a self-reliant

individual, capable of analytical and original thinking, a responsible member of society and a global citizen (Ministry of Education, 2018 in Kousar and Brett, 2020). The study further established that Civic Education was still transmissive and did not focus on students' active participation but overly fixated on examination preparation.

Yoldas (2015) conducted a study in Turkey to address the question of how knowledge about politics was effectively provided through Civic Education. The study found that Civic Education was not enough to convey information about rights and duties of citizens in a democratic society and did not motivate young people to actively participate in politics. This was because of the noted growing disinterest in politics by young people forcing policy makers to question the central role of the subject in a democracy (Yoldas, 2015). This phenomenon was against three dimensions of Civic Education as espoused by Filzmaier (2007 in Yoldas, 2015) namely: (i) Civic education involves imparting of knowledge or transfer of factual knowledge; (ii) Civic Education enhances freedom of expression and promotion for participation because it supports the development of political attitudes, opinions and values; and (iii) Civic education enhances social competence for effective interaction of theoretical knowledge which include the readiness to accept responsibility, to develop a judgment and to select predefined or developed policy options.

A study was conducted in four Nordic countries (Denmark, Finland, Norway and Sweden) in Europe on the aims of Civic and Citizenship Education (Civic Education) (Seland, Huang, Arensmeier, Bruun and Lofstrom, 2021). It was revealed that at junior secondary school level (grades 8 and 9), the main subject for teaching Civic Education was Social Studies. Seland et al. (2021) also stated that the purpose of the subject was to provide learners with knowledge and skills that enable them to take a considered approach to society and its development. In the same vein, Seland et al. (2021) citing Isin and Turner (2007) posited that Civic Education was devoted to cultivating and maintaining the knowledge, attitude and dispositions among learners and the citizenry as a whole. This meant that the subject enable learners to acquire relevant knowledge on how to participate

in civic matters. In addition, it enhances critical thinking skills among learners such as skills on how to make rational decisions and be able to solve both personal and societal challenges for the common good of the society. Additionally, the study found that Civic Education at junior secondary school enabled learners to have skills in conflict resolution, it promoted knowledge on citizens' rights and responsibilities as well as critical and independent thinking among others. In other words, the subject imparted learners with knowledge about their rights and responsibilities and were able to acquire skills on how to resolve disputes in school and the society.

The research that was conducted in Belgium on Flemish students' tolerance towards immigrants had shown significant improvement (Claes and Stals, 2021). In the past, there was intolerance towards immigrants and other ethnic minorities in Flanders. However, it was also discovered that attention to active participatory aspect of Civic Education in school remained very limited in Flemish schools because teachers thought that political participation and engagement was less important. Hence, Civic and Citizenship Education (Civic Education) was seen as a panacea to ameliorate the situation.

A number of studies carried out in the United States discovered that there was lack of civic engagement, political involvement and civic knowledge among young people (Albert Shanker Institute, 2003; CIRCLE, 2003; Galston, 2003; Walling, 2007) as cited by Stuteville and Johnson (2016). Therefore, the status quo was worrisome to many people especially political leaders in the United States and beyond. In this regard, Stuteville and Johnson (2016) conducted a research in K-12 schools in (Kindergarten to grade 12) in five States (California, Massachusetts, Michigan, Missouri and Texas). This was to determine if the concerns about Civic Education were about the sufficiency of academic content related to Civic Education or if the concerns reflected a lack of consensus regarding the question of "what makes a good citizen?" After examining a sample of K-12 public school state Social Studies content standards documents, the study revealed that two pedagogical perspectives namely; legalism and critical thinking were most emphasised in each State with the exception of Massachusetts. Other pedagogical

perspectives, which were less emphasised, were communitarianism, cultural pluralism, liberalism, assimilation and civic republicanism. It is important to define these pedagogical perspectives for easy understanding. According to Stuteville and Johnson (2016), liberalism refers to individual rights; communitarianism is common good and obligation of the society while civic republicanism means deliberation and participation in activities. They further define assimilation as inculcating dominant U.S. values among learners while cultural pluralism refers to multiculturalism and diversity. They added that, critical thinking means analysing, synthesising, and/or evaluating information while legalism means knowledge of facts and how the government works.

Similarly, the study by Shapiro and Brown (2018) in different States of United States revealed that civic knowledge and public engagement were low among learners and the citizenry as a whole. The study further posited that without an understanding of the structure of government, rights and responsibilities and methods of public engagement, civic literacy and voter apathy would continue to ravage American democracy. Suffice to opine that the civic knowledge and skills of the citizenry were insufficient due to inadequacy in the teaching and learning of Civic Education in schools.

Osorio and Valdivieso (2021) did a research in Latin America, Chile where it was discovered that there was no measurable improvement in the general level of civic knowledge of grade 8 students. It was also found that students had shown lower political participation in terms of national elections. This means that despite pupils learning about Civic Education, their knowledge on civic issues was not enhanced as expected due to some reasons. In this regard, teachers' insufficient pedagogical skills, content knowledge and curriculum issues could have triggered the status-quo since Civic Education was not a standalone subject at junior secondary school but embedded in other study areas. However, the study also revealed that there was a positive support of equal rights for everyone. In other words, Civic education enabled learners to acquire knowledge regarding their rights, liberties and freedoms.

A study in Nigeria was carried out by Nkechinyere (2019) to find out the relevance of Civic Education in actualising self-reliance and the challenges of Civic Education. The study indicated that Civic Education was a means through which citizens were liberated from ignorance and equipped them with needed skills, political, economical, social and administrative consciousness which were necessary to facilitate and maintain national consciousness. Thus, Civic Education “develops in the citizens good values, patriotism, and provokes in them the determination to become good citizens and it enlightens, educates, and helps in individual intellectual development” (Nkechinyere, 2019: 159). The study recommended that the Federal Ministry of Education (FME), State Ministries of Education (SMOE), and Federal Capital Territory (FCT) should include Civic Education course in all disciplines and FCT to collaborate with Nigeria Education and Research Development Council (NERDC) to build the capacity of teachers in Civic Education. Therefore, the information from the study shows that Civic Education enabled recipients to acquire civic values and civic knowledge among learners.

Similarly, Abdu-Raheem (2018) did a study in Nigeria, which focused on how Civic Education and Social Studies promote acquisition of moral values among secondary school students in Ekiti State. It was established that Civic Education and Social Studies had greatly enhanced acquisition of moral values such as honesty, patriotism, civility, obedience, respect to elders, self-confidence, self-reliance, self-discipline and kindness. In other words, teaching and learning of Civic Education enhanced civic dispositions and civic values among learner, which are very important tools for survival in the contemporary society. In agreement with this position, Ibekwe and Onyemegbulem (2020) posited that, Civic Education has the sole intention to help create a perfect society where peace and justice would reign and its benefits are great for it helps people to understand what being a citizen is like and ought to be and how to build a nation of their dream. Through Civic Education, the people acquire good values, and attitude of good citizenship and thereby paving way for patriotism as well as enabling every strata of society to get educated on their rights, duties and the obligations of the government to the

people (Alozie, 2019). Lack of civic dispositions and civic values by any person may lead to ostracisation, which in turn may affect the life of the loner. Consequently, the study recommended that Civic Education and Social Studies should be taught at all levels of education for better acquisition of moral values to rekindle dwindling national consciousness.

On the contrary, the study by Odusanya and Oni (2019) on the examination of Civic Education and pupils' civic disposition at junior secondary school in Ghana and Nigeria revealed that civic disposition of female and male pupils had not changed much since inception in the delivery of Civic Education due to impediment of some cultural practices. It is important to also capture dissenting views of other researchers because they matter and there are reasons attached to such contrary views.

In Kenya, Omundi and Okendo (2021) did a study to establish the effect of Civic Education on social cohesion in secondary schools in Uasin Gishu County. The study revealed that majority of the students scored below average on the items that measured the knowledge of the students on the core tenets of Civic Education. They found that majority of the students were generally likely to treat others well, were likely to do wrong to their colleagues. In addition, the ethnocentric scale indicated that majority of the students believed that their culture was superior to others. Therefore, the findings of the study clearly indicated low-levels of learner acquisition of the tenets of Civic Education during teaching and learning process. This could have been attribute to political, social, economic and cultural factors.

Bayeh (2016) conducted a research in Ethiopia to examine the role of Civics and Ethical Education (Civic Education) in building the good behaviour of citizens and making them active participants in the development of democratic governance. The study showed that Civic Education enabled learners to be aware of the values of democracy and their human rights, which had never existed in the country's modern history. In other words, teaching

and learning of Civic Education was of paramount importance because it equipped learners with relevant civic knowledge required in a democratic dispensation. In addition, the study indicated that the subject contributed to building ethical behaviour and created active citizens aware of their duties, responsibilities, and the duties of the government, and the overall political life of their country.

In 2015, a study was conducted in Zimbabwe to explore the relevance of Citizenship Education to the prevailing Zimbabwean situation. The study revealed that voter apathy characterised the electoral process in Zimbabwe. This was a manifestation of lack of genuine Citizenship Education in the country's school system (Sibanda, 2015). In other words, the voter apathy experienced in the country might have been attributed to the way the subject was taught to learners by teachers in schools. Supporting this assertion, the study by Sibanda (2015) found that Civic Education was not a standalone subject in schools but incorporated in few topics in History, Social Studies and Geography among other subjects. In line with the study findings, the teaching and learning of Civic Education inadequately enhanced learner acquisition of civic knowledge and skills, which are some of the core profile dimensions of the subject.

In Zambia, Muntengwa, Namadula, Hamainza, Simwatachela, Kakana, Simui and Muleya (2020) conducted a research whose objective was to unearth disablers in the cultivation of civic skills among learners in selected secondary schools in Lusaka. The study indicated that the teaching of Civic Education in schools mainly relied on lecture approaches which did not facilitate acquisition of civic skills among learners. Unarguably, learner acquisition of Civic Education profile dimensions is dependent upon the learner's commitment, teacher's level of content knowledge. In addition, it is anchored on careful selection of relevant pedagogical approaches as well as rightful interweaving of pedagogical strategies and techniques together with content knowledge during lesson delivery. In other words, effective teaching depends on the teacher's pedagogical content knowledge. It should also be noted that you cannot give what you do not have. This means that for teachers to effectively deliver and enhance learner acquisition of civic

skills, civic knowledge, civic dispositions and civic values, there is need for them to have both subject knowledge and pedagogical knowledge. Therefore, relevant training in the subject and consistent Continuous Professional Development meetings (CPDs) in schools enhances teacher's content knowledge as well as pedagogical skills.

Further, Kaunda and Mbewe (2018) conducted a study to determine the impact of Civic Education on parental involvement in local governance in Kawambwa district, Zambia. The study revealed that 90% of teachers who answered a questionnaire and 75% of teachers interviewed said that Civic Education had a positive impact on citizen involvement in local governance. This was an indication that the subject enhanced learner acquisition relevant civic knowledge and civic skill necessary for them to participate actively in governance matters.

Similarly, Mainde and Chola (2020) conducted a study to investigate the teaching of Civic Education in Zambian secondary schools and how it serves as a strategy for effective political participation in the communities. The study found that teaching of Civic Education in schools was positively serving a role of training learners for effective political participation as it provided them with knowledge on governance issues. In addition, it was discovered that the subject enabled learners to know their human rights. Further, it was found that the subject enhanced critical thinking among learners where they were able to argue out and make informed decisions during election campaigns whenever different candidates approached them to sale out their political manifestos. This discovery is consistent with that of Mainde et al. (2021) who found Civic Education prepared learners for political participation, as they got involved in selecting their representatives during school council elections while others contested for positions. Additionally, it was discovered that the subject enhanced civic dispositions among learners because they were encouraged to be tolerant during classroom interactions and towards community members with different political affiliations. In short, the subject enhanced learners' civic knowledge, civic skills and civic disposition not only for their own advantage but also for the common good.

2.9 Pedagogical Approaches in the delivery of Civic Education

There are many actors involved in the teaching and learning of Civic Education. These include schools, parents, the media and civil society organisations and they play a pivotal role in making sure that civic knowledge, civic competence and civic values are imparted into the citizenry (Kaumba et al., 2020). In other words, Civic Education is not only limited to the formal structures of the school system but also goes beyond (Muleya, 2018a). However, this review of literature related to the study is confined only to how Civic Education is taught in secondary schools across the globe.

In Asia, a study was conducted in three (3) Israeli secondary schools (Nir, Dror and Zohar secondary schools) where it was found that out of the three (3) sampled teachers, one teacher used lecture method while the other 2 teachers used learner-centred method during Civic Education lessons (Cohen, 2013). The use of teacher-centred method during Civic Education lessons should be discouraged because it encourages rote learning. Rote learning encourages learners to memorise the content taught which they may recite later on like parrots without understanding it. This inhibits the development of creative skills and critical thinking skills among learners. Cohen (2013) further observed that there were disparities in the teaching of the concept 'good citizenship' among the three Israeli secondary schools. These variations in citizenship conceptions could have been attributed to insufficient content knowledge among teachers. Therefore, it is imperative for teachers to have sufficient Civic Education content knowledge because, this enables students to learn properly than when it is poor (Mufalo et al., 2021) citing Kind and Chan (2019).

Pakistan is another country in the Asian continent where Citizenship Education is enshrined in the school curricular at different levels of education. The study by Kousar and Brett (2020) revealed that Citizenship Education was integrated into Social Studies (History, Geography and Civics) and Pakistan Studies from years 1-10 while at senior secondary school and university levels, Civics was being taught as an optional subject. Further, the study found that Citizenship Education in Pakistan was being taught using

didactic transmission methods due to overloaded classrooms. A didactic method is a method of teaching where the teacher is perceived to be the container of knowledge and learners are simply recipients of the subject matter knowledge. Learners may not even question the teacher on the subject matter since it is teacher-centred method of teaching, which makes them to be passive learners.

Mohit (2018) conducted a study at Colonel Ganj Intermediate School of Allahabad in India aiming to observe teaching of Civic Education and how students interacted in a civic classroom. The study revealed that one teacher who was observed used debate during teaching. Nevertheless, other teachers used traditional method of teaching which encouraged rote memory. This narrative was supported by a question from one pupil who asked the teacher, “Are we still going to continue with rote learning? See in the southern and other states of India the education system is fast modernising!” (Mohit, 2018: 28). The study further revealed that teacher-centred mode of delivery was also observed from a different teacher who felt bad and alleged that pupils disturbed her by asking questions during teaching. This complaint meant that the teacher was using teacher-centred method during her lesson delivery a scenario, which led to one pupil sleeping in class as noticed by both the teacher and the researcher. Additionally, the study pointed out that the educational system at the Colonel Ganj Intermediate School did not have a fundamentally rigid rule towards its approach to pedagogy. The status-quo might have contributed to the observed variations in the application of teaching methods. However, it should be stressed that during lesson delivery, teachers should use a variety of teaching methods, strategies and techniques, which stimulate creativity and critical thinking among learners.

The recent study that was conducted in Europe by Cekse (2021) on ‘Improving Civic and Citizenship Education in Latvia’ revealed that teachers with degrees in social science taught the subject at lower-school level (grade 1 to 9). Cekse also, stated that Civic and Citizenship Education (Civic Education) in schools was taught using three approaches namely; direct teaching and learning in class, out-of-class activities like engagement in school council and civic projects and through common civic school culture.

According to the study done by USAID (2018) in Poland, it was established that the introduction of Civic Education contributed to the rapid transition of the country from a communist society that relied on martial law to a democratic society. Therefore, the study revealed that students were exposed to open classroom environments. This meant that the subject was taught using learner-centred approaches, which enabled students and teachers to have open class discussions. On the contrary, the study that was conducted in Ukraine found that didactic teaching styles were prevalent during the teaching and learning of Civic Education. A recommendation was done for a departure from such methods of instruction to student-centred teaching methodology (USAID, 2018). Similarly, USAID indicated that Romania had the biggest issue of teaching methodologies used in schools as they largely used dictatorial teaching styles, which prevented learners from debating ideas in the classroom.

The study by Borhaug (2010) in Norway indicated that Civic Education was taught using untraditional teaching methods such as drama, role-play and classroom discussions. Borhaug further stated that these untraditional teaching methods were quite becoming common in Civic Education. However, in Italy, the study by Bombardelli and Codato (2017) revealed that the teaching methods used during the delivery of Civic Education were dependent upon schools and teachers because they had the responsibility to decide on the choice of teaching methods. It was also found that group work was not common because most teachers held the view that working in groups was not effective. The study further discovered that only a few teachers used innovative teaching methods. This was despite Circular letter 86/2010, which encouraged methods fostering the active role and participation of students especially in schools in which strong traditional teaching methods were the norm (Bombardelli and Codato, 2017). However, Zabun and Bektas (2019) did a study in Turkey and France aimed to compare Turkey Human Rights, Citizenship and Democracy Lesson Education Programme with France Moral and Civic Education programme. The results were that Civic Education in Turkish secondary schools was taught using question-and-answer, brainstorm, discussion, visual reading,

inference, observation, comparison and reminder techniques while France organised revealing values methods and role-play technique during subject delivery. These research findings indicate that learners were in the centre stage in terms of learning because varieties of learner-engagement techniques were employed during lessons.

The study by Bickmore (2014) in North America, Canada revealed that despite the curriculum policy emphasising on student-centred pedagogy, Citizenship Education was taught using teacher-centred mode of delivery and student memorisation of content information without much attention to thinking or skills development. Furthermore, Bickmore added that Civic Education was embedding in day-to-day school related activities and relationships namely; patterns of discipline and conflict management, community service activities, and student voice and leadership roles. This embodiment affected Canadian students especially those from less privileged backgrounds because they had few opportunities to practice democratically relevant citizenship learning in school (Bickmore, 2014).

Similarly, Zuniga, Cardenas, Martínez and Valledor (2020) conducted a study among teachers in Chile, Latin American who were rated outstanding in the Chilean Teacher Evaluation System. It was discovered that those teachers applied multiple teaching and learning activities such as individualistic, pair, small group and whole class activities during Citizenship Education lessons. Therefore, the exhibited outstanding performance was because of conducive open classroom environments that were created where learners and teachers could openly discuss issues during class activities. Thus, such teaching and learning activities emphasised the development of higher skills over memorisation (Zuniga et al., 2020). It is important to state that the use of 21st century teaching approaches is beneficial to both teachers and learners. This is because a mixture in terms of pedagogical approaches is of paramount importance for effective delivery and fortifying learner acquisition of profile dimensions.

In Nigeria, it was revealed that Civic Education was compulsory and taught in all primary and secondary schools (Kayode-Olawoyin, 2017). The study further discovered that the subject was confronted with the problem of rote learning methods of teaching. Falade and Adeyemi (2015 in Kayode-Olawoyin, 2017) reinforces the above statement by stating that teaching method of rote learning with memorisation in Civic Education was the most prominent method of delivery. This implied that teachers delivered the subject with teaching strategies, which merely encouraged memorising the subject matter thus impeding critical thinking among learners. In other words, rote learning can be termed as a '6 tonne bull elephant' occupying Civic Education lessons in many countries across the globe more especially in Africa which is an inhibitor regarding learner acquisition of relevant knowledge and competences. Therefore, their study recommended that workshops and seminars should be organised for Civic Education teachers in order to equip them with training and teaching expertise necessary in the subject delivery.

Alemnge and Andongaba (2021) in Cameroon investigated the impact of methods and materials on the teaching of Citizenship Education in Secondary Schools in the Buea Municipality. The findings revealed that Citizenship Education teachers were using mostly teacher-centred methods in teaching which contradicted learner-centred methods prescribed in the syllabus. The study also found that teachers did not have Citizenship Education syllabi and their sources of information for the teaching process were textbooks. Further, it was observed that some teachers were not using instructional materials during teaching and the majority heavily relied on the use of textbooks.

It is important to state that when teachers prepare their work without following the syllabus, it may not only affect subject delivery but also learner acquisition of relevant competences and performance. This is because teachers may not be aware of the specific outcomes and objectives outlined in the syllabus, which the subject intends to achieve at the end of the topic or course.

The research conducted by Bayeh (2016) in Ethiopia found that Civics and Ethical Education (Civic Education) was taught using plasma as a method of delivery to learners. Plasma method of delivery is where teaching is done through the television and learners follow the teacher's presentation or broadcast. Tesfaye et al. (2013) in Bayeh (2016) argued that this mode of delivery affected learners in terms of acquisition of relevant knowledge and skills from the subject. This is because the subject was delivered on a remote control type of learning where learners sit and follow the teacher's presentation on television without face-to-face interaction. The demerit of this type of teaching is that learners have no time to ask the teacher questions on the topic which they feel was not adequately taught. In addition, when there is an interruption in terms of power supply, learners miss out completely because the lesson may not be rewound. Therefore, participatory and interactive methods of teaching such as role playing, problem-solving activities are best received and appear to deliver better and long-term results (Browne, 2013; EU, 2011) as cited by Bayeh (2016). Consequently, eclectic approaches should be employed by all Civic Education teachers in order to enhance their delivery.

In Botswana, it was revealed that Citizenship Education at junior secondary school was taught using inquiry methods and group work (Adeyemi, Boikhutso and Moffat, 2003). These researchers further explained that the strategies of inquiry and use of group work during the teaching and learning process enhanced the achievement of producing good citizens. On the contrary, the study done by Boikhutso et al. (2013) in Botswana revealed that Social Studies (an integration of Citizenship Education) was found to be delivered through the use of old method of telling their students instead of engaging them to harness information for themselves. This meant that teachers were delivering the subject using teacher-centred mode of delivery. It can be deduced that as time elapses, teachers tend to relax and drift away from recommended learner-centred techniques due to a number of factors namely; large class sizes, demotivation and lack of teaching and learning material among others.

The study done by Magasu et al. (2020a) in Zambia discovered that lecture method was the common method of teaching which teachers used during Civic Education lessons. Further, their study revealed that only a few teachers used debate, group discussions and brainstorming. This revelation by the researchers was against the Zambia Education Curriculum Framework of 2013, which encouraged teachers of Civic Education to use learner-centred approaches in the teaching and learning process because they encourage learners to reflect, think and do rather than reproduce from rote learning (MoE, 2013). Besides, the teaching and learning methods that encourage learners to reflect upon their situation and circumstances in their lives stimulates critical thinking (Muleya, 2019). On the contrary, the study done by Mainde et al. (2021) in Lusaka district, Zambia revealed that teachers of Civic Education used both lecture and learner-centred methods. Their study recommended that schools should strengthen Continuous Professional Development activities such as Lesson Study Cycles, Cluster Meetings among others so that they promote Civic Education pedagogies for effective teaching and learning. This is because sufficient acquisition of pedagogical knowledge by the teacher is key to student achievement (Mufalo et al., 2021). However, teachers with insufficient Civic Education pedagogy may lead to the arch of excellence in schools to collapse (Akinyemi Olufunminiyi and Abiodun Adekunle, 2019).

2.10 Challenges Associated with the teaching of Civic Education

The following paragraphs looks at the challenges associated with the teaching of Civic Education in secondary school on a global perspective.

In Asia, Gurkan and Doganay (2020) conducted their research in three secondary schools in the Sahinbey district of Gaziantep, Turkey. This was to examine factors affecting Citizenship Education according to perceptions and experiences of secondary school teachers. The study established that both teachers and learners were affected because the curriculum was constantly updated. This posed a challenge to teachers in terms of preparations and teaching while creating a sense of competition among learners as well as encouraging egocentric thinking and test anxiety (Gurkan and Doganay, 2020). Additionally, the study revealed that Civic Education had limited time, which negatively

affected effective subject delivery. This was because teachers were not able to complete the syllabus on time. Further, it was discovered that the content of the subject was bulky which also contributed to teachers not to finish the syllabus on time. One may conclude that constant curriculum reforms coupled with limited time and bulkiness of the subject not only affect subject delivery but also learner acquisition of expected Civic Education profile dimensions and academic performance. Therefore, it is important to bear in mind that when the education curriculum is constantly reviewed, it may affect the specific learning outcomes and long term goals of the subject because people always tend to resist abrupt change.

In Hong Kong, a study was conducted where it was found that teachers of Citizenship Education faced some challenges in schools (Shan, 2011). One of the challenges the study indicated was lack of agency that served to represent teachers professionally. This was despite having two important bodies that represented teachers' interests namely; Professional Teachers' Union (PTU) and the Federation of Education Workers. The study revealed that named teacher unions were not representing teachers well due to alleged political inclination. This meant that teachers' welfare and grievances were not handled as expected because the school system was highly politicised. Thus, politicised government-teacher relationship did not motivate the government to raise the status of the occupation of teachers nor to promote the characteristics associated with a strong degree of professionalisation (Shan, 2011). Debatably, one may assert that such school environments polluted and diluted with politics negatively affected teachers' subject delivery and academic performance of learners at large. Further, lack of awareness on political values was another challenge teachers in practice faced. This was because not every teacher had the knowledge and skills to be sensitive to political values and political function of government (Shan, 2011). Undoubtedly, the prevailing status quo could have been so due to teachers' insufficiency in content knowledge and curriculum knowledge, which could have emanated from inadequate training. Consistent with this assertion, Yuen (2016) stated that most teachers of Civic Education were not well trained, others untrained hence, not having much political awareness.

Similarly, the study by Yuen (2016) revealed that Civic Education in Hong Kong was a weak discipline with low status and little ability to compete for resources with other subjects in schools. It was also found that schools did not set up slots for the subject on the timetable as it was often integrated with moral education being the main subject. This implied that the priority was given to the major subjects hence, its low status among teachers and pupils in schools. The other revelation was that the subject had no assessment results and did not contribute to the overall portfolio of the students. Besides, some schools were not timetabling the subject completely. Therefore, the situation could have affected those pupils and teachers who had the passion for the subject.

In India, the study by Mohit (2018) revealed that teachers had challenges in terms of bulkiness of Civic Education in terms of content in the curriculum. This phenomenon contributed to learners losing interest in studying the subject on their own. Therefore, large subject content affect the teaching and learning process because teachers may not complete the syllabus on time, which puts them in a panic mode.

Further, the teaching of Civic Education in many European countries is also associated with a number of challenges that impede effective delivery of the subject. In line with this statement, the study by Kenner (2020) in Germany revealed that teachers not trained in Civic Education taught the subject. In addition, it was found that the subject was marginalised in various federal states and threatened by its alleged neutrality. Furthermore, it was discovered that the subject was being reduced on student timetables throughout the course of secondary level one (1) in different schools in Germany.

In Italy, Civic Education was introduced as a curricular subject in 1958 by Aldo Moro who was the Prime Minister by then and it was a standalone subject which was allocated only two hours per month (Palmerio, Damiani and Caponera, 2021). At the moment the Civic Education is not taught as a separate subject but integrated with History and Geography and at primary and lower secondary school, the subject is taught by Italian language, Geography and History teachers or teachers with a degree in humanities

(Palmerio et al., 2021). Further, the study revealed that there was a limitation that characterised the educational policies in Italy as educational authorities were not committed to developing a coherent curriculum and assessments feasible in practice. Since Civic Education was not taught as a separate subject, Bombardelli and Codato (2017: 77) submitted that, the actual implementation largely depended on the interest, willingness of teachers inside each school and nobody knows exactly how many lessons Civic and Citizenship Education was taught during a school year in Italy. Basing on these highlighted revelations, there is no doubt that teachers handling Civic Education have limited content knowledge, curriculum knowledge and pedagogical knowledge. This is due to the fact that those who teach the subject are not trained specifically in Civic Education but other study areas. Since the study has also indicated that there was a limitation that characterised educational policies, this also affect teachers' effective delivery because it has a repo effect too. Further, the teaching and learning of Civic Education without time allocated to the subject hinders successfull delivery of the subject and completion of the syllabus by the teacher.

In Azerbaijan, teachers also faced challenges during subject delivery. One of the challenges they faced was that they were paradoxically limited to carefully culled and state-approved teaching materials (USAID, 2018). This meant that teachers were forced to be glued to the use of only state provided teaching and learning material, which could render the teaching of Civic Education redundant. This is because the nature of the subject requires teachers to consult a wide range of literature for successful delivery. The study further revealed that Civic education courses were often infused with specific citizenship goals that had little to do with true democratic participation and were instead focused on patriotism.

The study done by Zuluaga and Chaguendo (2021) in Latin America Colombia to be precise found that there were challenges that Civic and Citizenship Education teachers encountered which negatively affected subject delivery. The study established that it was often difficult to teach the subject in the way the constitution and the educational law

required and to promote the competences as enshrined in the Standards of Citizenship Competences. In addition, the study established that the political, economic and social contexts of the country had influenced the topics covered in the subject (Herrera, 2008 in Zuluaga and Chaguendo, 2021). This meant that teachers were teaching topics, which favoured the elite and those who held the instruments of power on the expense of the gist of the subject and the larger population. In such a situation, teachers may not freely tackle contraventional issues and topics for fear of censorship. Further, the study found that Colombia's national education policy was based on schools' autonomy. It meant that that schools and teachers' beliefs shaped the way Civic Education competences were taught. Since the constitution gave local authorities the mandate to be responsible for education in their jurisdiction, some of them had challenges of financial resources to inspect fully how the teaching and learning process was taking place in schools (Zuluaga and Chaguendo, 2021). In other words, local authorities had inadequate financial resources to monitor the implementation of Civic Education in schools. One can insinuate that some of the content taught to learners might have been outside the school curriculum as long as it pleased the appointing authorities.

The study by Alemnge and Andongaba (2021) in Cameroon showed that there was lack of needed teaching and learning materials in schools. This was evident from the responses of most participants who said that they had never seen or used the Civic Education syllabus. In addition, it was established that teachers failed to conduct field trips or have movements with learners from one learning environment to another due to lack of financial and school support. In line with the findings, one can speculate that learner acquisition of specific learning outcomes as outlined in the syllabus was compromised.

Similarly, the study by Nkechinyere (2019) in Nigeria revealed that Civic Education teachers faced a number of challenges one of which was paucity of funds to implement Civic Education programmes in schools due to limited financial support from the government. In addition, it was found that schools had insufficient instructional resources such as classrooms leading to overcrowding, limited desks and inadequate teaching and learning materials. Odusanya and Oni (2019) agree with this revelation because their

study also discovered that there was a dearth of relevant resources for teaching Civic Education in Nigeria. Further, Nkechinyere found that teachers working conditions were poor which led to the shortage of manpower because they migrated for greener pastures. Consistent with this establishment, Kayode-Olawoyin (2017) also revealed that Civic Education in Nigerian secondary schools was confronted with inadequate manpower. In addition, Civic Education teachers faced another challenge of inadequate motivation where salaries were not paid on time and many states in Nigeria owed their teachers salaries (Nkechinyere, 2019). Alozie (2019) reinforces this revelation by positing that, due to reduced financial receipts and other resources, the Nigerian government failed to meet up with the provision of essential services and prompt payment of salaries to public servants. There is no doubt that the highlighted deficiencies could have had a negative effect on teacher delivery, learner performance and acquisition of required competences.

In Tunisia, Saidi (2019) did conduct a research to explore the status of Civic Education in public schools. It was discovered that teachers faced challenges in terms of the subject having the lowest coefficient among all other subjects taught in secondary schools. There was also the challenge of limited delivery time, which was one-hour session per week compared to other subjects, which had three to five hours per week. Limited contact time affect teaching and learning because teachers may fail to complete the syllabus on time in turn affect the academic performance of learners. On the aspect of low coefficient of the subject, one can conclude that passionate teachers faced challenges regarding material, financial and administrative support. This negatively affects learner acquisition of Civic Education profile dimensions at large.

Similarly, in Ethiopia, Tafese (2018) assessed challenges to Civics and Ethical Education (Civic Education) in secondary schools. The study findings indicated that there was inadequate contact time allocated to the subject, lack of classroom instructional materials and authoritarian kind of secondary school administration. Suffice to allude to the fact that the highlighted challenges affect the delivery process because Civic Education require enough time and adequate teaching/learning materials as well as administrative support because of the nature of the subject.

Additionally, the study conducted by Mufalo et al. (2021) in Masaiti district, Zambia revealed that teachers faced a number of challenges during their delivery. Some of these challenges were; inadequate teaching/learning materials, limited school infrastructure, poor reading culture among learners and lack of enough and qualified teachers. Due to limited teaching and learning materials such as textbooks, the study revealed that teachers faced challenges during lesson preparations and conducting of class activities because some schools had one textbook while others did not have any Civic Education or Social Studies textbooks. This revelation agrees with the finding of Magasu et al. (2020b) who established that teaching and learning materials were not adequate in schools which posed a challenge in the transmission of right knowledge, skill and values which were vital and required for democratic citizenship. Further, it was discovered that teachers faced challenges with regard to conducting lessons because of poor reading and communication skills where some pupils hardly read due to their primary school background (Mufalo et al., 2021). This revelation corresponds with that of (Musonda, 2019) who established that the challenge which teachers faced during teaching was the language barrier emanating from failure by learners to use the official language (English) to participate in the lesson activities as well as inadequate teaching and learning materials.

Further, Mufalo et al. (2021) discovered that all schools samples during the study had limited school infrastructure such as staff offices, classroom blocks and desks among others. The status quo resulted into pupil congestion in classes hence, putting pressure on the existing school infrastructure ending up damaging desks, chairs and tables (Mufalo, et al., 2021). In the same vein, Akinyemi Olufunminiyi and Abiodun Adekunle (2019) citing Tobin (1990) contend that, too much pressure on the use of tools, equipment, infrastructure and materials may result to over utilisation, which may lead to breakdown of such. On the aspect of inadequate qualified teachers, it was found that some teachers who were teaching Civic Education or Social Studies were seconded and the few qualified teachers were found teaching subjects, which were not their specialisation, which posed a huge challenge at large. Therefore, it is very important to state that effective teaching and

learning of any school subject depends on availability and utilisation of human and material resources (Nwaubani, Otoh-Offong, Usulor and Okeke, 2016).

2.11 Research Gap

A number of literature related to the study have been reviewed above on a global scale both in Social Studies and in Civic Education. Therefore, two categories of research gap summaries have been highlighted hereunder. The first section covers knowledge gaps identified from Social Studies literature followed by Civic Education respectively.

In South Korea, Hollstein (2018) did a study to examine the teacher and teacher educator's views on Social Studies. However, the study sample was very small where only two (2) teachers were sampled. Due to this limited sample, the study findings might not be a representation of a larger population. Hence, there was need to conduct a study with a substantial number of participants.

The knowledge gap in the study done by Tarman and Acun (2010) is that it was a theoretical analysis, which did not consider lived experienced of teachers and school administrators among others regarding Social Studies. It only concentrated on the evaluation of Social Studies Education in Turkey as well as the contributions and goals of the New Social Studies Movement of 1960s to the field of Social Studies. Therefore, there was need to conduct an interactive and comprehensive study.

The exposed deficiency in the study carried out by Al-Maamari et al. (2014) in Oman is that their study was purely descriptive in nature. This approach did not allow the researcher to think outside the box or infer beyond the submissions of participants. Hence, a study with an interpretive phenomenological approach was ideal.

The study by Bordoh et al. (2015) in Ghana was conducted to find out how Social Studies teachers at the Senior High School (SHS) understood the content of what they were teaching to be able to achieve the objectives of the subject. Their study had a knowledge gap in terms of the study approach used (descriptive survey). Hermeneutic

phenomenological approach would have been the best in order to elicit the lived experiences of participants. This would have enabled researchers to construct and interpret the phenomenon based on their perspective and that of participants. Unlike only relying on the participants as the soul expert drivers in data generation while researchers are considered passengers. This is because in interpretive phenomenology, the researcher is the major tool during data generation process. The study of Sawyer (2015) only concentrated on teachers' competence in assessing teaching of affective domain instead of holistic scrutiny of how teachers were incorporating all the three domains (cognitive, affective and psychomotor) during subject delivery. In other words, his study needed to concentrate on reflective practice and this was the knowledge gap, which provided an opportunity for further probing. Disu (2017) as cited by Likando (2019: 46) posited that "when teachers are engaged in reflective practice they are taken through the process of critical thinking which enable them to examine their teaching practice, assess the performance of students, and factor the strategies that would bring in best results".

Bekoe et al. (2014) did a study at three Colleges of Education on final year teacher-trainees' sense of efficacy in implementing the Basic School Social Studies curriculum. Similarly, Quashigah et al. (2014) conducted a comparative analysis meant to evaluate Colleges Social Studies curriculum vis-à-vis the JHS syllabus. All these studies were conducted in Colleges of Education specifically on curriculum analysis. Hence, the need to conduct a study specifically at junior secondary school level which incorporated curriculum issues among others. Consequently, the study has contributed more knowledge to the existing literature. Further, the study by Mensah (2019) has some shortcomings in the sense that teachers were the only participants in the study. Therefore, there was need to include other participants like school administrators in the sample in order to have at least comprehensive results. In addition, the study only used questionnaires as research instrument during data gathering process. This aspect also might have compromised the trustworthiness of the study at large. Further, the study conducted by Boikhutso et al. (2013) had also a shortcoming in the sense that the study did not look at Civic Education

profile dimensions but focussed on teachers' perceptions on the role of Social Studies hence, creating a knowledge gap.

Additionally, the study that was conducted by Moobola and Mulenga (2020) in Chingola has gaps. It did not look at profile dimensions and their study used descriptive phenomenological approach, which was not conclusive. This is because in descriptive approach, participants are regarded as experts and the researcher is an instrument that simply describes, compare and distinguishes the information provided by participants (Simui, 2018). Hermeneutic phenomenological approach would have been ideal which the current study employed because the approach is both interpretive and descriptive in nature. Further, the approach allows the researcher to infer beyond the descriptions of the informants.

Since the identified knowledge gaps are in two categories as earlier indicated, the following paragraphs highlight identified knowledge gaps from Civic Education literature reviewed related to the study.

The study by Kousar and Brett (2020) on gender imbalances/balances in the Pakistani curriculum had a knowledge gap in that their study was conducted to analyse the Pakistani curriculum in terms of gender imbalances/balances not on Civic Education pedagogy. In addition, the study did not sample any Pakistan Ministry of Education higher officials in order to get expert views on the topic. Therefore, it was imperative to conduct a study that would incorporate the Ministry of Education district officials in order to get expert information on policy matters pertaining to the relevance of Civic Education in the Zambian school curriculum.

In Indonesia, Pasandaran et al. (2018) conducted a study to establish the efforts Civic Education teachers were doing in developing and strengthening civic disposition of the students. The study has some deficiencies in that only one school was sampled which may not be a true picture of the status quo. In addition, the sample size was not indicated in the study and teachers were the only participants interviewed.

Yuen (2016) did a research in Hong Kong where it was established that Civic Education was stuck in a quagmire because the ruling elite manipulated the subject to make it a tool of governance in order to consolidate their political positions. The study used mixed methods design but did not specify the approach used for example, concurrent triangulation, sequential approach or transformative approach. Further, it did not look at alternative strategies for the identified challenges. Hence, it was important to conduct this study through interpretive phenomenological approach to bridge the identified knowledge gap.

Yoldas (2015) conducted a study in Turkey to address the questions of how knowledge about politics was effectively provided through Civic Education and to show the impact political commitment had on young people by discussing the concepts of Civic Education, democracy and political participation. However, the study only looked at civic knowledge leaving a gap on other relevant competences, which the current study dealt with comprehensively.

In Europe, a research was conducted by Seland et al. (2021) in four Nordic countries (Denmark, Finland, Norway and Sweden) on aims of Civic and Citizenship Education. However, only school principals were sampled leaving out views of other important participants such as teachers and other officials from the Ministry of Education who should have been the key participants to give out their lived experiences on the phenomenon and comment on policy matters too. Furthermore, Claes and Stals (2021) conducted a study in Belgium on Flemish students' tolerance towards immigrants. Nonetheless, their study did not indicate the sampling procedure that was employed. This was the same scenario in the study done by Cekse (2021) in Latvia, USAID (2018) in Poland and Borhaug (2010) in Norway.

Further, Palmerio et al. (2021) looked among others limitations in educational policies in Italy and the delivery of Civic Education which was conducted in the auspice of Social Studies. Their study did not explore the pedagogy of Civic Education and how Civic

Education profile dimensions come out at junior secondary level. In addition, the study of Bombardelli and Codato (2017) in Italy had also some shortcomings. Their study was just a document analysis. In addition, some of the information provided came from the informal observation on the daily teaching at school and the personal experience of authors. This might have compromised the results in terms of biasness.

In the same vein, the study by Stuteville and Johnson (2016) in USA was also a document analysis, which was conducted to examine Social Studies content standards. It would have been ideal if the researchers had conducted a qualitative hermeneutic phenomenological study to get the actual lived experiences of participants through face-to-face interviews. Additionally, studies by Shapiro and Brown (2018) in different states in United States and Bickmore (2014) in Canada had gaps in that no methodology was indicated in their studies. This aspect might have compromised the trustworthiness of the study.

Zuniga et al. (2020) conducted a study in Chile among teachers who were rated outstanding in the Chilean Teacher Evaluation System. However, their study concentrated only on learner performance. Similarly, the study by Osorio and Valdivieso (2021) in Chile discovered that there was no measurable improvement in the general level of civic knowledge of grade 8 students. However, the study by Osorio and Valdivieso concentrated on the dimension of civic knowledge. Therefore, both studies did not look at profile dimensions in a holistic manner and this gap prompted further research.

Further, Nkechinyere (2019) carried out a study to find out the relevance of Civic Education in actualising self-reliance and the challenges of Civic Education in Nigeria. However, the study lacked adequate data generation tools. This is because questionnaires were the only research instruments used and that might have compromised the credibility of the study findings. Therefore, a mixture in research instruments helps to mitigate shortcomings that arise from other data generation instruments. Simui (2018) reinforces the above statement by stating that the use of different data generation approaches helps to complement the strengths and shortfalls inherent in each of the various data generation tools applied. Abdu-Raheem (2018) did a study, which focused on how Civic Education

and Social Studies promote acquisition of moral values among secondary school students in Ekiti state of Nigeria. The study left a gap that needed to be interrogated further because it concentrated largely on moral values despite the subject's core business of imparting relevant civic skills, civic dispositions and civic knowledge among learners and the citizenry at large. In the same vein, Odusanya and Oni (2019) did a research on the examination of Civic Education and pupils' civic disposition at junior secondary school in Ghana and Nigeria. These studies only examined pupils' civic dispositions leaving out other Civic Education competences.

Alemnge and Andongaba (2021) conducted a study in Cameroon to investigate the impact of methods and materials on the teaching of Citizenship Education in Secondary Schools in the Buea Municipality. Nonetheless, their study did not look at alternative strategies for the status quo, a situation that allowed further research.

In Kenya, Omundi and Okendo (2021) did a study to establish the effect of Civic Education on social cohesion in secondary schools in Uasin Gishu County. However, questionnaires were the only research instrument used during data generation process, which could have affected the research in terms of trustworthiness. This was also similar in the study of Boikhutso et al. (2013) in Botswana.

Bayeh (2016) did conduct a study in Ethiopia to examine the role of Civics and Ethical Education in building the good behaviour of citizens and making them active participants in the development of democratic governance. However, the sampled participants were only university lecturers leaving out other important participants like teachers, schools administrators and ministry officials. In addition, the sampling procedure used to come up with participants was not indicated too. Furthermore, Tafese (2018) assessed challenges to Civics and Ethical Education in secondary school in Ethiopia. It was revealed that there was inadequate contact time allocated to the subject, lack of classroom instructional materials and authoritarian kind of secondary school administration. Nonetheless, the study did not look at mitigation measures to the challenges associated with the delivery of

the subject at junior level as well as the significance of Civic Education profile dimensions to learners.

The study that was conducted in Tunisia to explore the status of Civic Education in public schools discovered that teachers faced challenges in terms of the subject having the lowest coefficient among all other subjects taught in secondary schools as well as limited time allocated for the subject (Saidi, 2019). Similarly, Sibanda (2015) conducted a study to explore the relevance of Citizenship Education to the prevailing Zimbabwean situation. Nevertheless, both studies did not indicate how the information was gathered.

Kaunda and Mbewe (2018) conducted a study to determine the impact of Civic Education on parental involvement in local governance in Kawambwa district, Zambia. This study applied descriptive case study. This study design was similar with the study of Magasu et al. (2020a) and Mainde et al. (2021). However, all the three studies merely described the phenomena. The approach might have limited the creativity of the researcher. Therefore, hermeneutic phenomenological approach would have been ideal for these studies because it incorporates descriptions and interpretations of the phenomenon.

Consequently, a variety of literature from both Social Studies and Civic Education related to the current study has been reviewed and research gaps have been identified as well. However, what is not known is how the pedagogy of Civic Education plays out in Social Studies at junior secondary school in Masaiti district. Hence, this study sought to appreciate the significance of the subject in Social Studies.

2.12 Chapter Summary

The chapter is very important because it helps the researcher to review literature related to the study in order not to repeat what other scholars have already done. It also enables the researcher to identify knowledge gaps in previous studies so that another study is built from there. In line with this, chapter two (2) has conceptualised Social Studies and Civic

Education. In addition, the chapter has discussed among other things the emergence of Social Studies, challenges associated with the teaching of Social Studies and the performance of learners in Social Studies on a global scale. The role of Civic Education has been highlighted as well. Furthermore, research gaps identified from the reviewed literature related to both Social Studies and Civic Education have been discussed in this chapter.

Suffice to state that the literature reviewed related to the study has established that the terms Social Studies and Civic Education have no universal descriptions. Descriptions of these concepts are dependent upon the perspective of the researcher. In addition, it has been revealed that the poor performance in Social Studies at junior secondary school is global in nature due to a number of reasons among others shortage of qualified Social Studies teachers, marginalisation of the subject in preference to STEM subjects and a dearth of teaching and learning materials. In addition, literature has pointed out that if Civic Education is well harnessed, it is a vehicle that would propel social, cultural and economic development. The next chapter focuses on the methodology that guided the entire study.

CHAPTER THREE

METHODOLOGY

3.1 Overview

Chapter 3 describes the methodology of the study. In this regard therefore, the chapter looks at philosophical assumptions, research design and sites. It further looks at target population, sample size, sampling techniques, research instruments, data generation procedure, data analysis, trustworthiness as well as ethical consideration issues.

3.2 Philosophical Assumptions

Since the study was purely qualitative in nature, the ontological perspective of the researcher is that there is no single reality because he believes in relativism. Basing on this perspective, the epistemological assumption of the researcher is that reality is socially constructed. This is because the truth or reality of a phenomenon is within people or socially constructed. Different contexts have different realities and knowledge is in many forms. Hence, reality can be obtained from explanations of the participants. On the axiological assumption, the researcher is deep rooted in the value system. However, his belief in values did not interfere with those of the participants in any way hence, the success of the study. On the paradigm aspect, reality was explored using constructivist and interpretivist paradigms. Therefore, two (2) worldviews were combined in a single study. In line with these paradigms, all key informants during the study constructed (explained) and interpreted (gave meaning to) their lived experiences which were captured and documented in form of verbatims. At the same time, the researcher also interpreted the gathered data (Creswell, 2014) or gave further hermeneutics to those experiences, or obtained data.

3.3 Research Design

This research was purely qualitative. A qualitative research is a phenomenological inquiry that uses a naturalistic approach that seeks to understand phenomena in specific settings (Shava and Nkengbeza, 2020). Qualitative research can also be described as an approach

to explore and understand the meaning individuals or groups ascribe to a social or human problem (Creswell, 2014). In light of this, the study employed hermeneutic phenomenological design. This approach situated subjectivity at the heart of knowledge production (Guimond-Plourden, 2009).

There are seven (7) different approaches to phenomenology and these are; descriptive (transcendental) phenomenology, naturalistic phenomenology, existential phenomenology, generative historicist phenomenology, genetic phenomenology, hermeneutic (interpretive) phenomenology, and realistic phenomenology (Embree, 1997). Only two (2) approaches namely: transcendental (descriptive) and interpretive (hermeneutic) phenomenologies are used to get the insightful information and in-depth understanding of the lived experiences of the participants for research purposes (Dangal, 2020). Between these two recommended phenomenology approaches as indicated by Dangal, the current study was confined only to hermeneutic phenomenological approach. This is because hermeneutic phenomenologists take the freedom to interpret the unspoken, unconscious, and hidden meaning they perceive to exist in the phenomenon under study, rather than simply to provide a full description of the data (Cohen and Omery 1994 in Simui 2018). This method allows the researcher to make inferences about informants' experiences beyond that which is conveyed (Simui, 2018). In other words, hermeneutic phenomenological approach permits the researcher to give meaning to the phenomena than just describing lived experiences from informants. On the contrary, in descriptive phenomenology, participants are regarded as experts, and the researcher is an instrument that simply describes, compare and distinguish the information provided by participants and then constructs the information into a structured description (Simui, 2018). Furthermore, this study was guided by a theoretical framework as well as reviewed literature related to the current study. This is an ideal situation under the interpretive approach because it increases the knowledge base of the researcher and helps in eliciting the knowledge gap of the study to avoid reinventing the wheel hence, its proponents support it. However, this is against the tenets of transcendental phenomenologists who posit that this culture increases the biasness on the side of the researcher.

It is very important to understand the meaning of each of these terminologies used above such as phenomenology, hermeneutics and hermeneutic phenomenology. The term phenomenology has no universal definition. It is also the same with terms like Civic Education and Citizenship education. The roots of phenomenology can be traced in the epoch of Plato, Socrates and Aristotle (Fochtman, 2008) cited in (Outoshi, 2018) as a philosophy of human being. Outoshi (2018) defines the term phenomenology as studying human phenomena at a deeper level of conscious to understand lived experiences. According to Thompson (1990) as cited by Dangal (2020) the term “hermeneutics” is derived from the Greek verb, “hermeneueuein” meaning to “interpret” and from the noun, “hermeneia” which means “interpretation”. In other words, hermeneutic is the interpretation of textual data. Additionally, van Manen (2014 in Dangal 2020: 1) defines hermeneutics as, “the theory and practice of interpretation”. Therefore, hermeneutic phenomenology is an inquiry, which describes and interprets lived experiences concerning the explored phenomena. This description is also espoused by Simui, Kasonde-Ngandu and Nyaruwata (2017b: 6) who stated that, “hermeneutic phenomenology is concerned with human experience as it is lived” whose main aim is to elucidate lived meanings (Dangal, 2020). In addition, “it is assumed that meaning is embedded in people’s experiences” (Simui, Chibale and Namangala, 2017a: 304). The design is best used in examining lived experiences (Donalek, 2004) as cited by Mathatha and Ndhlovu (2019).

Furthermore, phenomenology attempts to understand people’s perceptions and perspectives of a particular phenomenon, which occurs in a natural setting thus schools, were the natural setting where curriculum implementation occurs (Moobola and Mulenga, 2020). In addition, this design was used because it enables the researcher to discover new ideas or more information, which can also be probed further (Kothari, 2004). Suffice to state that data from qualitative research is generated through the *emic* perspective [‘insiders or participants’ viewpoints] and *etic* perspective [outsider’s or researcher’s viewpoints] (Shava and Nkengbeza, 2020). Therefore, hermeneutic phenomenological approach enabled the researcher to focus beyond the eye of the participants in order to have a deeper understanding of the phenomenon. This enabled the researcher to elicit the

data that helped him to answer the research questions. Supporting this position, Simui et al (2017a) argued that it is not possible to shadow the researcher's experience and understanding. However, during the production of data through interviews and lesson observations, there was an aspect of *epoche* (suspension). In other words, I made sure that the data gathered from the participants was their experience rather than imposing my own perceptions. Therefore, the researcher "bracketed" his own experiences in order to understand those of the participants in the study to avoid biasness (Nieswiadomy 1993 in Creswell 2003).

The interpretation of the study findings were in line with the four (4) existential dimensions as espoused by Van Manen (1990/1997 in Guimond-Plourden, 2009) namely lived body (corporeality), lived space (spatiality), lived time (temporality) and lived relation (relationality). The researcher integrated these existential dimensions because they are all embedded in the life of a participant or any human being. Similarly, Van Manen, (1990/1997) as cited by Guimond-Plourden (2009) posits that the lifeworlds or lived world of all human beings regardless of their cultural, historical or social situatedness is pervaded by temporality, corporeality, spatiality and relationality. Further, he points out that these dimensions can be differentiated but cannot be separated because they form an intricate unity known as our lived world.

3.4 Study Sites

The study was conducted in Masaiti district one of the rural districts on the Copperbelt province of Zambia. The study was conducted in selected primary and secondary schools specifically at junior secondary school. These research sites were purposively sampled in order to come out up with schools that had junior secondary school (8 and 9) classes in order to explore the pedagogy of Civic Education in Social Studies at junior level. The reason why the study sites were chosen is that, it was where the research questions could be answered. In other words, they were avenues endowed with required data, which was being explored.

3.5 Target Population

Mugenda and Mugenda (1999) defined population as a complete set of individuals, cases or objects with some observable characteristics. A target population has all members of any well-defined class of people, events, or objects, which have been designated as being the focus of an investigation (Bless and Achola, 1988). In other words, a target population is a group of people where the researcher is interested in gathering data and makes deductions. The study targeted all teachers of Civic Education, heads of department and heads of section Civic Education as key insiders since they had the required information. Other targeted participants were all school administrators and Ministry of Education district officials in Masaiti district on the Copperbelt province of Zambia. The population was homogenous. A homogeneous sample population allows the researcher to sample participants with similar characteristics to represent the rest of the group (Kombo and Tromp, 2006) as cited by Muntengwa et al. (2020). In this regard therefore, the Ministry of Education personnel constituted the sample population because they had similar traits and were easily accessible.

3.6 Sample Size

Schulz (2002: 13) defined a sample as, “an element that is, a smaller group of a target population that is selected for the inclusion in the study”. The sample size according to Kothari (2011) refers to the number of items to be selected from the target population. Therefore, it is important to state that in the recent years, there has been a controversy among scholars on sample size in qualitative research. This is also the position of Sim, Saunders, Waterfield and Kingstone (2018), Morse (2000), Morse (1995) and Sandelowski (1995). Further, there has been an argument whether the sample size should be determined *a priori* or *a posteriori* in a qualitative study. In this study, I determined the sample size *a posteriori*. This is because determining the sample size *a priori* would have been a challenge since the study employed interpretive phenomenological approach where themes could not be determined or identified in advance. Corroborating this view, Sim et al. (2018) stated that determining qualitative sample size *a priori* is an inherently

problematic approach more especially in interpretive models of qualitative research because we cannot identify the key themes in advance. Similarly, Neuman (2003) cited by Simui et al. (2017b) stated that qualitative research works focus on non-probability which entails that they seldom determine the sample size in advance. In light of this scenario, the sample size for the current study was 12 comprising 2 females and 10 males. Ray (1994) in Sim et al. (2018) supports this sample size and posits that phenomenological studies usually focus on a group of between 8 and 12 people. Further, Sandelowski (1995) adds that samples in an interpretive study should be larger enough in order to allow generation of enough data of the phenomenon but at the same time small enough not to obviate data analysis.

Additionally, the sample size of the study was determined by data saturation during data production. This was arrived at because of *informational redundancy* emanating from the emergency of same or repeated information from key actors or key insiders during the process of data generation. Lincoln and Guba (1985) agree with this idea and posited that sample size should be guided by the criterion of informational redundancy. Urquhart (2013 in Saunders, Sim, Kingstone, Baker, Waterfield, Bartlam, Burroughs and Jinks, 2017) define saturation as the point in coding when no new codes occur in the data. Therefore, data saturation is the degree to which new data repeat what was expressed in previous data during data gathering (Saunders et al., 2017). Suffice to state that the term 'saturation' emanated from grounded theory (Vasileiou, Barnett, Thorpe and Young, 2018; Glaser and Strauss, 1967).

In order for me to reach data saturation, there was adequate and repeated information during data gathering, which was in line with my research questions. Therefore, saturation is the most widely used principle for determining sample size in qualitative research (Kindsiko and Poltinae, 2019; Vasileiou et al., 2018). This is an essential tool in determining qualitative samples (Fusch and Ness, 2015) as long as there is availability of information power. Consistent with this posit, the more usable data is gathered from each key insider, the smaller the number of key actors is required for the study (Morse, 2000).

Reinforcing this statement, the proponents of this term ‘information power’ Malterud, Siersma and Guassora (2016) contended that the more information power is provided by the sample, the fewer the sample size needed (Vasileiou et al., 2018; Malterud et al. (2016). Therefore, what matters is not the number of cases but what you do with them is what counts (Emmel, 2013). However, we should bear in mind that saturation should be operationalised in line with research questions or certain factors in terms of methodology and epistemology underpinning the study (Sim et al., 2018; Saunders et al., 2017; Malterud et al., 2016). In view of the above insights, no formula was used to determine the sample size for the study.

3.7 The Profile of Participants

Table 4 shows the brief profile of participants whose names were pseudonymised for the purpose of anonymity and confidentiality in line with ethical issues.

Table 4: Profile of Participants

PSEUDONYM	SEX	PROFILE
Participant 1: <i>Mba</i>	M	He is a 58-year-old Ministry of Education district official who is married with 37 years of working experience. He holds a master's degree in Education administration.
Participant 2: <i>Ngo</i>	M	He is a 50-year-old Ministry of Education district official who is married with 22 years working experience. He holds a secondary teachers' diploma in Home Economics.
Participant 3: <i>Nda</i>	M	He is a 50-year-old head teacher at a combined school who is married with 20 years working experience. He holds a bachelor's degree in Mathematics.
Participant 4: <i>Ndu</i>	F	She is a 24-year-old married woman who is a subject teacher at a primary school. She holds a secondary school teachers' diploma in English as major and Civic Education as a minor subject. She has 6 months working experience and teaches Civic Education component in Social Studies at junior secondary school.
Participant 5: <i>Lii</i>	M	He is a 41-year-old married man who is a Head of Section Civic Education at a combined school with 15 years working experience. He holds a bachelor's degree in Civic Education as major and History as a minor subject and he teaches Civic Education component in Social Studies at junior secondary school.
Participant 6: <i>Nja</i>	F	She is a 43-year-old married woman who is a deputy head teacher at a primary school with 12 years working experience. She holds a bachelor's degree in Civic Education as major and Religious Studies as a minor subject. She also teaches Civic Education component in Social Studies.
Participant 7: <i>Kuhu</i>	M	He is a 43-year-old married man who is a primary school head teacher with 9 years working experience in his current position. He holds a bachelor's degree in Biology.

Participant 8: <i>Kulu</i>	M	He is a 40-year-old man who serves as primary school teacher. He has been teaching Civic Education component in Social Studies at junior secondary school for a period of 2 years now. He holds a primary school teacher's certificate.
Participant 9: <i>Tapi</i>	M	He is a 42-year-old married man who is the head of department at a secondary school with 12 years working experiences. He holds a bachelor's degree in Civic Education as major and Religious Studies as a minor subject.
Participant 10: <i>Tau</i>	M	He is a 43-year-old married man who is a subject teacher at a combined school with 16 years working experience. He holds a bachelor's degree in Civic Education as major and Physical Education as a minor subject and he teaches Civic Education component in Social Studies.
Participant 11: <i>Tou</i>	M	He is a 38-year-old senior teacher at a primary school with one-year working experience in his current position. He holds a bachelor's degree in Psychology but he teaches Civic Education component in Social Studies at junior secondary school.
Participant 12: <i>Pebe</i>	M	<i>Pebe</i> is a 29-year-old single teacher serving at a secondary school with 3 years working experience. He holds a secondary school teachers' diploma in English language (major) and Civic Education (minor). He has been teaching Civic Education component in Social Studies for the past 3 years.

Source: Current study

3.8 Eligibility Criteria

Before gathering of data from participants through interviews and questionnaires begun, informed consent was obtained from all the participants through signing of consent forms. These forms were given to participants, which clearly explained the purpose of the study, research procedure, participants' expectation and that of the researcher, research benefits, issues of voluntary participation as well as anonymity and confidentiality. After consenting through signing the forms, interview schedules were planned and questionnaires were as well administered to eligible participants.

In order to be eligible for inclusion in the study, some participants needed to be ready to be interviewed (school administrators, heads of department, heads of section-Civic Education and Ministry of Education district officials). However, those who declined were excluded from participating in the study. Further, only teachers who taught Civic Education component in Social Studies were eligible to answer a semi-structured questionnaire. Nevertheless, teachers who taught other components in Social Studies such as Geography and History were excluded together with those who taught Civic Education component but declined to answer a questionnaire. Therefore, the reason why school administrators and MoE district officials were included in the study sample was that they were the policy implementers. In addition, heads of department, heads of Section-Civic Education and Civic Education teachers were purposefully chosen because they were key actors or key insiders. Key actors or key insiders are those people who have information about the phenomenon and are ready to assist the researcher during the study. Consistent with this description, key actors or key insiders (informants) are those people who volunteer assistance (Greig and Taylor, 1999; Holloway, 1997; Bailey, 1996). Since the phenomenon dictates the approach and the category of people to include in the study sample, I chose participants who "have had experiences relating to the phenomenon to be researched" (Kruger, 1988: 150).

3.9 Sampling Techniques

Gray, Grove and Sutherland (2016) describe the term ‘sampling’, as a process of selecting participants, events to take part in a study. In addition, sampling can be described as selecting some parts of the aggregation based on judgment or influence about the aggregate made (Salum, 2008). There are two (2) methods of sampling and these are probability sampling and non-probability of sampling. However, non-probability sampling method was chosen for this study. Further, there are four (4) different types of non-probability sampling techniques used in qualitative studies namely: convenience (accidental) sampling, snowball sampling, purposive (selective) sampling and quota sampling (Martínez-Mesa, González-Chica, Duquia, Bonamigo and Bastos, 2016). Among the four types of non-probability sampling techniques, purposive sampling technique was selected for the current study. Since the study sample was also homogeneous in nature, homogeneous purposive sampling technique was used in the selection of all the study participants. This is because qualitative samples are purposive (Vasileiou et al., 2018) in nature and the researcher was interested in participants who had the experience related to the phenomenon under investigation (Kruger, 1988). Further, under purposive sampling, the researcher decides what needs to be known and find out people who are willing to provide the information by virtue of their knowledge endowment and experience (Etikan et al., 2015) as cited by Mwase, Simuyaba, Mwewa, Muleya and Simui (2020). According to Leedey (2000), purposive sampling procedure is used when the researcher consciously decides whom to include in the sample. In addition, it enables the researcher’s judgement to select cases that best enable him to answer the research questions and meet the objectives (Saunders, 2003). Supporting the above scholars, Kruger (1999) posits that purposive sampling is of paramount importance in identifying the primary participants for the study. Therefore, under purposive sampling, what is more important is the contribution of the selected participants to the study than the number of participants selected. This position is reinforced by Stake (1995 in Simui, 2018) who said that the number of cases is less important with purposive sampling than what the selected cases contribute to the understanding of the topic.

3.10 Data Generation Methods

Data generation methods were interviews, questionnaires, observations and document analysis. Interviews enabled participants to provide their views (Mwase et al., 2020). Questionnaires were also used because of the aspect of anonymity on the part of the participant. In addition, participants were free to write their views on the topic during their own spare time. Document analysis was also used as data generation method during the study where a variety of literature related to the study were analysed such as *Educating Our Future*, Zambia Education Curriculum Framework and Focus on Learning among others. Additionally, the researcher consulted journal articles from the internet, which were peer-reviewed.

3.11 Data Generation Instruments

A research instrument is a tool or device chosen by the researcher to gather data from participants (Kothari, 1997). Therefore, semi-structured interviews guides were used to gather data from schools administrators, heads of department, heads of section as well as the Ministry of Education district officials. During face-to-face interviews, the researcher with permission from participants also used a voice recorder and a diary. Further, during interviews and lesson observations, *epoche* or *suspension* took centre stage in order to elicit in-depth lived experiences of the participants. Data from Civic Education teachers was gathered using semi-structured questionnaires. Further, the researcher did conduct class observations during Civic Education lessons with the help of observation guides. Observation data was to be used for the purposes of providing description of settings, activities, people and the meanings of what is observed from the perspective of the participants (Shava and Nkengbeza, 2020). Furthermore, data analysis checklists were also used during the process of data production. Therefore, a mixture of research instruments enabled the researcher to come up with credible results.

3.12 Data Generation Procedure

Before data gathering process begun, the researcher got permission from the Provincial Education Officer (PEO) Copperbelt province because he was a gatekeeper. A gatekeeper

is “someone with the formal or informal authority to control access to a site” (Neuman, 2000). Ten (10) research sites were purposively selected for the study, which were visited prior to commencement of data generation process to avail the subject at hand to all participants. Finally, data generation procedure was as follows:

- i) Eight (8) semi-structured interviews were conducted to elicit in-depth lifeworlds of key insiders. During this process, a voice recorder and a diary were used in the documentation of the evidence to be used by the researcher later on.
- ii) Eight (8) non-participant observations were conducted during Civic Education lessons. This was meant to observe the pedagogical approaches employed by Civic Education teachers during delivery. Therefore, each teacher had one observation from each grade (8 and 9).
- iii) Semi-structured questionnaires were also administered to teachers as key informants so that they could feel free to write their lived experience at their own time.
- iv) Document analysis was also conducted on government policy documents. This enabled the researcher to have insightful information on the government stance on education.

3.13 Data Analysis Procedure

McCaig (2010: 45) describe data analysis as, “a process that involves organising what you have seen, heard and read so that you can make sense of what you have learnt”. Therefore, gathered data was analysed thematically. During this process, four (4) essential steps were followed namely: raw data management, data reduction, data interpretation and data representation. During the process of raw data management, the researcher undertook the process of data cleaning in order to remove redundant information from the gathered data. It was at this stage where only the data, which was relevant and in line with the research questions was left and kept for use. In the second step of data reduction, the researcher undertook the process of chunking and coding. This was done by identifying similar ideas that were later grouped together in order to come up with themes (Mufalo and Kabeta, 2019). Denzin (2005) defined coding as an interpretative technique that both organises the

data and provides means to introduce the interpretations. Further, data interpretation was the third stage where there was clustering of data. Therefore, clustered data or ideas grouped together by the researcher are termed as 'units of significance' (Sadala and Adorno, 2001). Eventually, there was data representation. This was a process where the researcher had to report or tell a story on the gathered data.

Suffice to state that the four (4) existential dimensions espoused by van Manen (1990/1997 in Guimond-Plourde, 2009) namely: corporeality, spatiality, temporality and relationality guided the analysis or interpretation of the study findings. According to these dimensions, lived experiences of people happen within the body (corporeality), space (spatiality), time (temporality) and relations (relationality). For instance, whatever happens in our society (spatiality) happens within a specific period (temporality). It may affect people positively or negatively (corporeality) within families or friends (relationality). This is because all human beings regardless of their cultural and social situatedness are pervaded with these 4 dimensions hence, they cannot be separated but differentiated since they form an intricate unity known as our life world (van Manen (1990/1997 in Guimond-Plourde, 2009).

3.14 Trustworthiness

In order to ensure that the study was trustworthy, four elements were put into consideration throughout the research process namely: credibility, dependability, transferability and confirmability.

3.14.1 Dependability

In order to enhance dependability of the study, the research was qualitative in nature where hermeneutic phenomenological approach was employed. Therefore, the researcher provided adequate details about the phenomenon of interest and the social context in which it is embedded so as to allow readers to independently authenticate the researcher's interpretive inferences (Bhattacharjee, 2012).

3.14.2 Credibility

Credibility seeks to ensure that a study measures what is actually intended (Kennedy-Clark, 2012). This was done through a mixture of different data gathering tools. It was also done by maintaining analytic procedure such as verbatim transcription of interviews (Bhattacharjee, 2012) as well as crosschecking by participants through phone calls and physical interactions.

3.14.3 Confirmability

Confirmability refers to the extent to which the study findings can be independently confirmed by participants (Bhattacharjee, 2012). Therefore, the researcher endeavoured to generate data, which was a true reflection of participants' views. Consistent with this position, the study ensured that its findings reflected the ideas and experiences of the participants rather than the characteristics and preferences of the researcher (Kennedy-Clark, 2012).

3.14.4 Transferability

Transferability refers to the extent to which the findings of the study can be applied to other settings (Bhattacharjee, 2012). In other words replicability or transferability is where a study is replicated by other researchers and get the same results (Hycner, 1985). In this regard therefore, the aim of this research was to produce information, which could be shared and applied beyond the study setting (Malterud, 2001).

3.15 Ethical Considerations

Mhiliwa (2015) defined ethics as common practices that researchers adhere to pertaining principles underlying conduct of studies involving human beings. Therefore, ethical issues that concern all participants including the researcher were put into consideration. Hence, the approval of the research proposal by Humanities and Social Science Research Ethics Committee (HSSREC) and the study approval number was HSSREC-2021-OCT-010. See appendix 5. In addition, permission was obtained from the Provincial Education Officer Copperbelt province since the law mandates him to be the custodian of all public schools in the province. See appendix 4. Further, the research topic and the purpose of the study were availed to all participants before data generation process. Verbal and written

consents were obtained in advance as well. In addition, permission was sought from all the participants prior to interview recordings, which were transcribed immediately after the interviews since it was a concurrent process. In addition, pseudonyms were given to all the participants and the researcher assured them that the data gathered was strictly treated with the maximum confidentiality and anonymity it deserved and that it was to be used only for academic purposes. All the materials used during the process of data production were kept safe. In order to secure the anonymity and confidentiality of all the participants and research sites, their identities were hidden and this information was also availed to the participants in advance. In this regard therefore, a contract was made with participants because the principle of confidentiality and respect are the most important ethical issues requiring compliance on the part of the researcher (Winner and Dominick, 1994).

3.16 Chapter Summary

The chapter looked at the methodology of the study in detail and the philosophical assumption of the researcher is that there is no single reality. This is because reality is socially constructed and different contexts have different realities. In this regard therefore, the researcher embraced interpretivist and constructivist research paradigms. Since, the researcher is a subjectivist or relativist, hermeneutic phenomenological design guided the entire study. This is because the approach corresponds with the worldview of the researcher and it enabled him to infer beyond that what was conveyed to him by the participants. Data was generated using semi-structured interviews guides, semi-structure questionnaires, data analysis checklists and observation schedules. The issue of trustworthiness was also put into consideration. This led to the use of a variety of research instruments as well as crosschecking of generated data by participants physically and through phoning. Further, ethical issues were considered because of their cardinality in terms of protecting both the researcher and the participants to avoid legal redress by any aggrieved party. In this regard, the researcher ensured that ethics committee approved the research proposal. What follows next is the presentation of study findings guided by the research questions.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1 Overview

This chapter presents the study findings in line with the research questions which guided the entire study. The following were the research questions:

- i. How do Civic Education profile dimensions come out in Social Studies at junior level?
- ii. How is the teaching of Civic Education through Social Studies conducted at junior level?
- iii. What are the challenges associated with the teaching of Civic Education through Social Studies at junior level?
- iv. What strategies can be applied in the delivery of Civic Education in Social Studies at junior level?
- v. How can one suggest a framework that supports the delivery of Civic Education in Social Studies at junior level?

4.2 Emergent Themes

The study findings have been presented in themes and verbatims from the ‘lifeworlds’ or ‘lived world’ (lived experiences) of participants. Therefore, under each research question, there is a detailed presentation of these emergent themes and verbatims followed by a summary and a table depicting emergent themes from participants.

4.3 How Civic Education profile dimensions come out in Social Studies at junior level

Emerging from the lifeworld of participants were six (6) themes namely: (i) knowledge on governance; (ii) learners are becoming responsible and just; (iii) learners are tolerant, confident and respect others; (iv) learners make wise decisions; (v) knowledge on corruption; and (vi) human rights knowledge. This was how Civic Education profile

dimensions came out in Social Studies at junior level. Therefore, most participants held the view that the teaching and learning of Civic Education through Social Studies enabled learners to acquire knowledge on governance, become responsible and just, tolerant, confident and respect others, make wise decision as well as knowledge on corruption and human rights knowledge. The researcher also captured the views of the minority who opined that Civic Education at junior secondary school had less positive benefits due to its integration into Social Studies, shortage of qualified teachers, inadequate contact time and a dearth of teaching and learning materials among others.

4.3.1 Knowledge on governance

Participants reported that through the teaching and learning of Civic Education component in Social Studies at junior secondary school, learners acquired knowledge on governance. For example, *Ngo* one of the policy implementers at the district office in the Ministry of Education explained the benefit of the subject with emphasis as seen from his body gestures.

'...The benefit is there in the sense that for example, I have seen few that are taking up some civic duties. Like in my area where I stay, I have seen recently a school leaver who has ventured into civic leadership like councillor. When I asked this person was saying I got some idea of this from my Civic Education teacher who used to encourage me to say...this subject you can become a councillor, you can become an MP [Member of Parliament]. So that is one of the benefits that I saw' (Ngo.p2, 04.08.2021).

Equally, *Tapi* also explained that:

[Civic Education] It enables learners to be well informed and equips them with knowledge about democracy (Tapi.p9, 27.10.2021).

In the same vein, *Nda* expressed similar sentiments and had this to say:

Learners are being transformed into citizens who are ready to contribute and take part in civic life in the society (Nda.p3, 06.08.2021).

Furthermore, *Ndu* a female teacher of Civic Education at a certain primary school with a junior secondary school section pointed out that:

They [learners] have benefitted a lot...most of the lessons in Civic Education they are real life situations...so they have benefitted a lot whatever they learn, they see it, it happens in the society. 'So they have benefitted. I will give an example of some topics let us say elections, for the grade nines who learnt, those who have the knowledge...they even went to go and teach others at home especially their parents how to vote and other things' (Ndu.P4, 31.08.2021).

In addition to the submissions of *Ngo*, *Tapi*, *Nda* and *Ndu* above *Mba* also held the view that Civic Education was a subject of paramount importance in the livelihood of learners because it enabled them to be braced with current affairs.

Learners are able to move with current trends or affairs (Mba.P1, 04.08.2021).

As indicated by participants, the subject enables learners to be able to move with current affairs and be able to participate in civic matters among others. Therefore, all the submissions from participants fall under the umbrella of governance knowledge that is, a very cardinal profile dimension which learners need to acquire.

4.3.2 Learners are tolerant, confident and respect others

On this aspect, participants explained that teaching and learning of Civic Education in Social Studies lessons in schools was relevant as it enabled learners to acquire characteristics of a good citizen such as discipline, respect and tolerance, which were of paramount importance for the well-being of the people and that of a democratic society.

In line with other participants, *Tau* said that due to learning of Civic Education:

... 'they [learners] have developed the aspect of tolerance, understanding, self-esteem and self-confidence' (Tau.P10, 28.10.2021).

Therefore, these characteristics are very important in the livelihood of learners and the people at large because they are an integral part in the restoration of harmony and well-being in the society.

4.3.3 Learners are becoming responsible and just

Here, participants explained how learners benefitted from teaching and learning of Civic Education through Social Studies in schools. They said that the subject helped learners to be aware of their responsibilities as citizens and also enabled them to acquire information on how to cooperate with others in the school environment as well as in the community in which they live. In addition, it was established that the subject helped learners to be just or fair in their day-to-day activities in order to restore dignity, harmony and well-being for the betterment of the citizenry and the society as a whole. In line with participants' revelation, indeed values are very important in the life of learners. If well inculcated into learners, it helps them to uphold the aspect of justice in whatever they do in life.

4.3.4 Learners make wise decisions

On this theme, participants stated that learners were able to have a critical mind, apply the competences acquired, evaluate and analyse political, social and economic issues in the society. Some participants like *Nja and Tau* had this to say:

'Learners are able to make wise decisions' (Nja.P6, 03.09.2021).

'Pupils have gained skills in Civic Education which are enabling them to analyse situations in their communities' (Tau.P10, 28.10.2021).

If learners successfully acquire civic skills during teaching and learning of Civic Education, it enables them to develop a rational mind, thus becoming critical thinkers who are able to analyse and assess situations before making a final decision.

4.3.5 Knowledge on corruption

Knowledge on corruption was another theme that emerged from participants. In this regard, participants voiced out that the subject was very important to learners as it enhanced their knowledge in terms of knowing the dangers of corruption. Similarly, it enabled learners to know how the vice contribute to poverty in the society while making those involved in corrupt activities richer on the expense of the majority citizens. Further,

participants said that the subject enabled learners to acquire information on where to report corrupt practices. For example, *Peba* had this to say:

‘Civic Education has helped learners in many ways because most of them were ignorant in many areas such as corruption. Some pupils thought corruption is okay, its normal to bribe for you to have something you need to pay something in return for a favour. But from the time they started learning Civic Education they are able to know their rights, they are able to know dos and don’ts...’ (Peba.P12, 15.09.2021).

Consequently, it was evident from the expressions of participants as observed by the researcher that indeed Civic Education was a vital tool for learners. In their submissions, it was indicated that the subject equipped learners with relevant information on how to avoid corruption, its negative effects on both the masses and the economy as well as information on the institutions that fight against graft.

4.3.6 Human rights knowledge

Participants interviewed revealed that the teaching and learning of Civic Education in Social Studies enabled learners to know their rights and institutions where to report human rights violations. In the words of *Lii*:

‘This [learning of Civic Education] has helped them to know issues to do with their rights and institutions to go to when their rights are abused. ‘Generally, it [learning of Civic Education] has actually helped them’ (Lii.P5, 01.09.2021).

The views of *Lii* corresponded with that of *Kulu* who said the following:

‘It [learning of Civic Education] makes learners know their rights which they had no idea about...Learners know when their rights are violated’ (Kulu.P8, 27.10.2021).

In addition, Civic Education helps learners to be aware of the importance of human rights. Some of these claims, entitlements and freedoms of every human being are inalienable, indispensable, universal, interrelated and inherent.

4.3.7 Summary

The emergent themes for research question one were knowledge on governance, learners are becoming responsible and just, learners are tolerant, confident and respected others, learners make wise decisions, knowledge on corruption and human rights knowledge. Therefore, participants held the view that the subject enabled learners to acquire these relevant competences and knowledge, which were of great paramount importance in their livelihood. Table 5 below shows the emergent themes and near themes which were generated from the key words respectively.

Table 5: Emergent themes from Participants

Key words	Near themes	Emergent themes
<ul style="list-style-type: none"> ▪ Learners are well informed with knowledge about democracy and civic matters. 	<ul style="list-style-type: none"> ▪ Governance matters. 	<ul style="list-style-type: none"> ▪ Knowledge on governance.
<ul style="list-style-type: none"> ▪ Responsibility, patriotism, honest, obedience, respect, citizens, cooperation. 	<ul style="list-style-type: none"> ▪ Values 	<ul style="list-style-type: none"> ▪ Learners are becoming responsible and just.
<ul style="list-style-type: none"> ▪ Tolerance, respectful, self-confidence and disciplined. 	<ul style="list-style-type: none"> ▪ Characteristics of good citizens. 	<ul style="list-style-type: none"> ▪ Learners are tolerant, confident, & respect others.
<ul style="list-style-type: none"> ▪ Critical mind & evaluate issues. 	<ul style="list-style-type: none"> ▪ Decision making. 	<ul style="list-style-type: none"> ▪ Learners make wise decisions.
<ul style="list-style-type: none"> ▪ Corruption, institutions. 	<ul style="list-style-type: none"> ▪ Learners have information about dangers of corruption and institutes that fight against the vice. 	<ul style="list-style-type: none"> ▪ Knowledge on corruption.
<ul style="list-style-type: none"> ▪ Human rights, violation, institutions 	<ul style="list-style-type: none"> ▪ Learners are aware of their rights & to do when their rights are violated. 	<ul style="list-style-type: none"> ▪ Human rights knowledge.

Source: Current study

4.4 The current Performance of Pupils in Social Studies

The study revealed that the performance of pupils in Social Studies at junior secondary school leaving examination and during school-based assessments was not good. Participants pointed out that one of the factors, which contributed to poor academic performance of learners was the integration of the three subjects (History, Geography and Civic Education) which culminated into Social Studies. Therefore, poor academic performance was the emergent theme, which became prominent among the submissions of participants during the study. For example, *Nja* said the following:

...There is poor performance [in Social Studies] because of the integration. The bulkiness of the subject has also led to this [poor performance] (Nja.p6, 03.09.2021).

The sentiments echoed by *Nja* were also re-echoed by *Tau* and *Lii* who had this to say:

'The performance of pupils is discouraging because of the integration of Civic Education into Social Studies. The subject has become bulky which leads to poor performance' (Tau.p10, 28.10.2021).

The performance is not good because of the integration. It [the integration] has brought a lot of confusion among learners that is why there is poor performance of pupils countrywide. In 2019, the pass rate in Social Studies at this school was 35%. This was because of the integration and there are no teachers who are specifically trained in Social Studies at the moment (Lii.p5, 01.09.2021).

In addition, *Kulu* a primary school teacher who holds a primary school teacher's certificate but teaches Civic Education component in Social Studies at junior secondary school observed the following on the integrated subject:

'It creates work overload to both the learners and teachers who offer this subject because all the subjects contents involve a lot of note taking and requires a learner to memorise' (Kulu.p8, 27.10.2021).

Therefore, it can be inferred from the submission of *Kulu* that he was not in support of the integration because it affected teachers' effective delivery and learners too.

Further, bulkiness of the subject was another theme that emerged during the study as highlighted in the above verbatims. Reports from participants on the bulkiness of the subject indicated that this aspect had also contributed to the poor performance the district was experiencing in the subject for a number of years now. This was because most of the teachers who taught Social Studies in general were not able to complete the Social Studies syllabus for the junior secondary school. *Tou* who is a senior teacher at a certain primary school holding a bachelor's degree in Psychology but teaches Civic Education component in Social Studies reported the following on how the bulkiness of the subject affected learner performance:

'For the learners aaah!... Civic Education is quite wide you know. So it should be trimmed to a level where a learner would be comfortable to grasp the content of this Civic Education. Its too bulky in short. Otherwise, the performance will not improve if the current situation continues' (Tou.P11, 04.11.2021).

In addition, participants revealed that shortage of qualified teachers specifically trained in Social Studies affected the provision of quality education. At the time the study was conducted, it was found that there were no teachers specifically trained in Social Studies recruited since the introduction of the subject at junior secondary school across the country in 2014. Participants also said that a dearth of teaching and learning materials such as quality textbooks and syllabi in the subject contributed to poor performance of learners as well.

When asked about their opinion on the way forward on the current integration of the subject, most of the participants held the view that the integration was not good. They suggested the disintegration of the subject so that each component is taught independently the way they were currently being taught at senior secondary school level across the

country. They added that the integration was a challenge because everyone was blamed whenever pupils failed the examinations as it was not easy to identify underperforming teachers since Social Studies in some schools was taught by three teachers with different subject specialisations.

Here is what *Ngo* said on the matter:

...For me I would say this integration is not good because it might not bring out the desired results in as far as Civic Education competences are concerned. The subject should be separated because integrating them might reduce the desired impact (Ngo.P2, 04.08.2021).

Other themes that emerged from the participants were laziness of learners, inadequate parental supervision and inadequate parental encouragement and strictness. They stated that the experienced poor performance of learners in schools was also attributed to laziness of learners because they did not have time to study coupled with inadequate parental supervision as well as inadequate parental encouragement and strictness.

On the aspect of laziness of learners, the study established that most learners were not serious with their academic work as some of them wasted most of their time playing and lazing around instead of dedicating their ample time studying. In the same vein, it was also observed that some parents did not have time to supervise their children in terms of academic work as well as encouraging them to work hard and the vitality of education.

Overall, the study finding indicated that there was poor academic performance of pupils in Social Studies in the district. The experienced poor academic performance was attributed to a number of challenges which emerged as themes such as integration of the subject, inadequate contact time, lack of qualified teachers specifically trained in Social Studies, paucity of teaching and learning materials, bulkiness of the content, laziness of learners, inadequate parental encouragement as well as inadequate parental supervision. In order to mitigate these highlighted challenges, participants felt that the MoE should procure

adequate teaching and learning materials of good quality and employ qualified teachers. In addition, they held a strong view that Social Studies should be separated into independent subjects. This was because the content of each integrated subject was bulky which made it difficult for most of the teachers to complete the syllabus within the specified period hence, affecting the performance of learners too. Further, participants opined that each component had its own philosophy, which was confusion. Additionally, they suggested that parents should monitor activities of their children, supervise and encourage them to work extra hard towards their academic work. Table 6 below clearly shows the themes that emerged from near themes and key words during the study.

Table 6: Emergent themes from Participants

Key words	Near themes	Emergent themes
<ul style="list-style-type: none"> ▪ Pupils were not doing well in the final examinations and school based assessments. 	<ul style="list-style-type: none"> ▪ Bad results. 	<ul style="list-style-type: none"> ▪ Poor academic performance.
<ul style="list-style-type: none"> ▪ Social Studies is comprised of History, Geography and History. 	<ul style="list-style-type: none"> ▪ Combining subject was not good. 	<ul style="list-style-type: none"> ▪ Integration of Civic Education into Social Studies.
<ul style="list-style-type: none"> ▪ Failure by teachers to complete the syllabus. 	<ul style="list-style-type: none"> ▪ A lot of content in the subject. 	<ul style="list-style-type: none"> ▪ Bulkiness of the subject.
<ul style="list-style-type: none"> ▪ Teachers lacked training in Social Studies. 	<ul style="list-style-type: none"> ▪ Limited teaching skills. 	<ul style="list-style-type: none"> ▪ Shortage of qualified teachers.
<ul style="list-style-type: none"> ▪ Pupils liked playing and were not serious with academic work. 	<ul style="list-style-type: none"> ▪ Inactive pupils with no time to study. 	<ul style="list-style-type: none"> ▪ Laziness of learners.
<ul style="list-style-type: none"> ▪ Parents were not making sure that their children worked hard. 	<ul style="list-style-type: none"> ▪ Limited parental control. 	<ul style="list-style-type: none"> ▪ Inadequate supervision and strictness.
<ul style="list-style-type: none"> ▪ Parents were not encouraging children to work hard. 	<ul style="list-style-type: none"> ▪ Limited motivation. 	<ul style="list-style-type: none"> ▪ Inadequate encouragement.

Source: Current study

4.5 How teaching of Civic Education through Social Studies is conducted at junior level

When participants were asked how the teaching of Civic Education through Social Studies was conducted at junior level, most participants said that teachers who taught the subject

used traditional mode of delivery. This meant that teachers had limited pedagogical knowledge. This was because most of the teachers who taught the component were not trained in Civic Education but were just seconded to teach the subject hence, the use of not recommended teaching method. *Tou* observed the following as indicated in the verbatim:

'... Most teachers teach on secondment basis' (Tou.P11,04.11.2021).

Further, teachers on secondment basis were found to be trained in subjects such as History, Geography, Religious Education, Business Studies, Special Education, Information and Communication Technology (ICT), Psychology and Civics among others. Others were primary school teachers and only a few teachers were trained in Civic Education. The secondment of these teachers to teach Civic Education component was due to shortage of qualified Civic Education teachers in schools. Participants further stated that the seconded teachers had limitations regarding the three knowledge domains namely; content knowledge, curriculum knowledge and pedagogical knowledge.

...Not qualified teachers teaching it [Civic Education]. Because of this, they may have challenges in content knowledge and pedagogical skills (Nda.P3, 06.08.2021).

Similar views were expressed by *Ngo* who had this to say:

'In the few schools which I have visited in this area I would say the teachers that are teaching are very few that have done specifically Civic Education...Hence, some are still seconded teachers those who were trained under Civics. Coming to the content I would still say few have but the majority they do not have that content per say as to the new subject Civic Education the way it is...those that have not gone further to do specifically Civic Education as it is now. Teaching methods they are trying but not up to date' (Ngo.P2, 04.08.2021).

However, few participants said that teachers who were teaching Civic Education had knowledge of the content, knowledge of the curriculum and used a variety of teaching methods.

On this one [content knowledge], for me they have the knowledge of content depending on the topic. There are some topics where they have difficulties in delivering the content. So far from the people I have known here [the school] they have the knowledge of teaching. 'This one I will talk about myself now. Depending of the lesson, I use different methods' (Ndu.P4, 31.08.2021).

'The content is okay, most teachers have the knowledge but more needs to be done to equip teachers with the current trends...' (Peba.P12, 15.09.2021).

Lii who is a head of section Civic Education also supported the above statements.

'At this school which is [...] all the teachers handling this subject are qualified and they have the content knowledge and we do follow the curriculum...Actually we do use various teaching methods. For example, we do have document study, group discussion, teacher exposition and we do advise ourselves to offer home works to the learners' (Lii.P5, 01.09.2021).

Despite few participants saying that, the subject was taught using different teaching methods, most of participants said that teacher-centred method was widely used by teachers. This was due to limited pedagogical skills among teachers, limited delivery time and large class sizes among others. Some lessons observed by the researcher indicated that most of the teachers who taught Civic Education in Social Studies lessons used traditional mode of delivery, which inhibited critical thinking among learners. Suffice to state that the only prominent teaching technique that was observed from some teachers during classroom delivery was question and answer.

Consequently, the study revealed that most of the teachers who taught Civic Education component in Social Studies were not trained in Civic Education only a few. However,

most of them had degrees and a few with diplomas in their different specialisations while others had primary teacher's certificates. The reason why teachers with different specialities were teaching Civic Education component in Social Studies on secondment basis was due to shortage of qualified Civic Education teachers in schools. It was also revealed that most teachers who were teaching Civic Education component in schools had limited pedagogical content knowledge. Traditional mode of delivery was the most prominent teaching method. Therefore, with all these revelations, one can conclude that the subject delivery was undoubtedly affected negatively. The status quo also contributed to poor academic performance of learners in Social Studies, which the district was recording at junior secondary school level. Consequently, table 7 below clearly indicates the themes that emerged during the study.

Table 7: Emergent themes from Participants

Key words	Near themes	Emergent themes
<ul style="list-style-type: none"> ▪ Teachers used the teaching method that was not advisable due to inadequate pedagogical skills. 	<ul style="list-style-type: none"> ▪ Teaching method. 	<ul style="list-style-type: none"> ▪ Traditional mode of delivery.
<ul style="list-style-type: none"> ▪ Most teachers were specialised in other subjects. 	<ul style="list-style-type: none"> ▪ Not trained in Civic Education. 	<ul style="list-style-type: none"> ▪ Secondment
<ul style="list-style-type: none"> ▪ Very few teachers were trained in Civic Education. 	<ul style="list-style-type: none"> ▪ Inadequate training. 	<ul style="list-style-type: none"> ▪ Limited content knowledge.
<ul style="list-style-type: none"> ▪ Teachers did not have Civic Education syllabi. 	<ul style="list-style-type: none"> ▪ Inadequate information. 	<ul style="list-style-type: none"> ▪ Limited curriculum knowledge.
<ul style="list-style-type: none"> ▪ Some teachers did not know how to teach Civic Education. 	<ul style="list-style-type: none"> ▪ Inadequate training. 	<ul style="list-style-type: none"> ▪ Limited pedagogical knowledge.

Source: Current study

4.6 Challenges associated with the teaching of Civic Education through Social Studies

The following eight (8) themes emerged from the lifeworld of participants as challenges associated with the teaching of Civic Education through Social Studies at junior level: (i) Shortage of qualified Civic Education teachers; (ii) Inadequate teaching/learning materials; (iii) Inadequate school infrastructure and pupil congestion; (iv) Learners failure to read, write and understand English language; (v) Paucity of financial resources; (vi)

Inadequate time allocated to the subject; (vi) Integration of Civic Education into Social Studies; and (viii) Substandard textbooks. Below is the detailed presentation of each themes.

4.6.1 Shortage of qualified Civic Education teachers

All participants said that schools had insufficient qualified teachers trained in Civic Education. As earlier indicated, most of these teachers had different specialities but were merely seconded by the school administration to teach Civic Education component in Social Studies. while others were primary school certificate holders. This trend was common in some primary schools with junior secondary school section. This was also confirmed by the researcher during data production. *Tou* echoed the following on the matter:

‘Some are primary teachers and seconded to teach Social Studies hence, inadequate knowledge’ (Tou.P11, 04.11.2021).

As mentioned earlier on, most of these teachers had degrees and others with diplomas in their respective professional qualifications. Nevertheless, key insiders complained that it was not easy for them to handle the subject which was not their specialisation.

‘Teachers who are specialised in one component are finding it difficult to teach the other components due to lack of trained teaching staff in schools. Teachers are forced to teach subjects that they do not have the required competence’ (Tou.P11, 04.11.2021).

The above sentiments were also echoed by school administrators who further stated that some of the teachers who taught the Civic Education component but specialised in either geography or history concentrated more on their specialisation neglecting other components and vice versa. It was also revealed that the shortage of Civic Education teachers in schools led to the few teachers available being overloaded with periods. Corresponding with this establishment, *Peba* also had this to add:

'...there is also a shortage of teachers. So you would find that maybe two teachers the whole school and these teachers should teach the whole school. So that becomes a challenge you go in class you are already tired. At some point you might even fail to deliver the content according to the expectation' (Peba.P12, 15.09.2021).

Therefore, participants held the view that the status-quo compromised subject delivery in terms of pedagogical content knowledge and the performance of learners. As for Tapi,

'Making those teachers who are not trained to teach Civic Education all in the name of Social Studies contribute to poor performance of learners' (Tapi.P9, 27.10.2021).

4.6.2 Inadequate teaching and learning materials

Inadequate teaching and learning materials such as textbooks, computers, projectors, syllabi, charts and many more were some of the challenges pupils and teachers of Civic Education were facing. The study discovered that schools had no junior secondary school Civic Education textbooks. The only textbooks which were available at junior secondary school were Social Studies pupils' books despite their limited in supply. Participants said that some schools had very few copies, others had only one copy which was shared among teachers who handled the subject while others had none. They added that the same few available textbooks were of low quality or substandard with shallow information. Teachers complained that the situation was not good as it affected delivery and learner acquisition of Civic Education profile dimensions. Additionally, it was revealed that some teachers were using outdated Civics books to teach Civic Education because some of the teachers who were teaching the subject were trained in Civics. Some teachers also said that learners were facing challenges of inadequate reference books and lack of exposure to electronic materials which were vital for learning. Furthermore, both school administrators and teachers pointed out that schools had shortages of syllabi hence, held the view that learner acquisition of relevant Civic Education competences was compromised.

4.6.3 Inadequate school infrastructure and pupil Congestion

Participants brought to the attention of the researcher that schools had limited infrastructure such as classes, furniture and departmental offices. They also pointed out that classes at junior secondary were congested with pupils but limited number of desks to accommodate them. In most schools, it was also observed that three (3) to four (4) pupils sat on a single desk a situation, which affected pupils' concentration during lessons. This phenomenon affected both learners and smooth delivery of the subject because it was discovered that teachers faced challenges in employing teaching strategies and techniques which stimulates critical thinking among learners' despite being recommended in the 21st century. Hence, teacher-centred mode of delivery was most prevalent. Limited departmental offices was also another challenge which teachers faced as echoed by the participants and observed by the researcher during data gathering process. It was found that some of the schools had only one office which housed all other departments a scenario which inconvenienced teachers in terms of lesson preparations and storage of dearth teaching and learning materials that were available.

4.6.4 Learners failure to read, write and understand English language

It was found that most of the learners at junior secondary school had very low literacy levels. In other words, they had difficulties in reading, writing and understanding English. Failure to understand English language among learners affected teachers because they took time to translate most of the content in local languages (Icibemba and Lamba) a situation, which consumed much of the teaching and learning time. In line with this revelation, *Ndu* reported that:

...It is very difficult for them to understand English and it is advisable for a teacher to use English all the time when delivering content. So it is very difficult for a teacher to deliver unless there is a combination of vernacular and English. But there are some terms which are difficult to translate into Icibemba or any local language. There is a certain teacher here who just

teach in English and pupils are complaining that they don't get anything...
(Ndu.p4, 31.08.2021).

In the words of *Tapi*,

'Most learners can't read and write properly which is a challenge' (*Tapi.p9*, 27.10.2021).

Kuhu further added that:

'...in our rural schools you will find that most of the pupils the literacy levels are very low. So reading and comprehending what is being taught not just in Social Studies is very difficult because of low literacy' (*Kuhu.p7*, 27.10.2021).

Equally, *Kulu* supported the position of *Kuhu* as follows:

'In rural areas mostly literacy levels are low' (*Kulu.p8*, 27.10.2021).

According to the above submissions, low literacy levels among learners in schools also contributed to poor results. This was because all subjects apart from *Zambian Languages* were written in *English Language*. This aspect posed a challenge among learners during school assessments and the final examinations. One would really sympathise with teachers in that on the middle of the lesson, they suddenly become interpreters and at the same time expected to teach effectively within the allocated 2 periods per week. The prevailing situation is appalling and needs urgent intervention from relevant stakeholders.

4.6.5 Paucity of financial resources

Paucity of financial resources was also one of the challenges which came out during the study. Participants said that schools had limited financial resources to procure most of their teaching and learning materials as well as facilitate activities such as field trips or study tours. They added that *Civic Education* was a subject where learners needed to embark on a variety of educational tours which was not the case at all. For example, *Tapi* reported that:

Low funding in schools hinders the procurement of needed materials. We are forced to write tests on the board and most of the required information is left

out due to the limitation of the chalk board. So funding in schools should be increased (Tapi.p9, 27.10.2021).

4.6.6 Inadequate time allocated to the subject

The study revealed that Civic Education was taught once a week (2 periods of 40 minutes each). Participants said that 2 periods per week was not enough because Civic Education was an interactive and information subject with a lot of content. Hence, the need for the component to be allocated with more contact time. An attestation in the example below reinforces what most of the participants submitted.

...Civic Education does not have a lot of periods on the time table... You would find that civics [Civic Education] component has been given two periods per week, just two periods. So now it becomes difficult for the teachers to deliver, to finish the syllabus on time. Within the same two periods in a week, the teachers give notes as well as teaching. So it becomes so difficult its better they add more periods to the subject so that teachers are able to teach and are able to finish the syllabus on time. So in a situation where we are given two periods, it is difficult to swicth on to the next syllabus [topic] (Peba.P12, 15.09.2021).

4.6.7 Integration of Civic Education into Social Studies

Participants posited that the integration of the subject was not good because it affected both learners and teachers. The veiws of *Mba* were as follows:

...In my view [the integration] is not okay. It has deprived learner more time. When Civics stood on its own, History on its own, each subject had ample space but this time you have to rush the syllabus because time is not there...The integration has deprived these subjects. History has a lot of content; Civic Education also has a lot of content...In the past I was a Civics teacher myself it had a lot of content. Even the three periods per week was not enough that time. Now if it is two periods each subject per week, teachers and

learners have restricted time to share...Because of restricted time, teachers are bound to the books. They just bring out the data without discussion. Learners have no ample time to discuss (Mba.P1, 04.08.2021).

Further, some participants held the view that the implementation of the programme was supposed to begin first from colleges and universities before being rolled out in schools. For example, *Tau* indicated that:

[The integration] It is not okay; the changes were effected at the school level before doing it at tertiary level. The change would have begun at tertiary level (Tau.P10, 28.10.2021).

The study also discovered that due to shortage of qualified teachers, in schools one teacher taught all the three components (Civic Education, Geography and History).

The subject is taught as a whole with only one teacher teaching the three combination (Tau.P10, 28.10.2021).

Additionally, *Tou* had this to say:

'No teachers so far ... have been trained to teach all the three subjects as one hence, they face challenges in going about the study area' (Tou. P11, 04.11.2021).

Further, it was also found that in most schools, the three components of Social Studies were taught and time-tabled as independent subjects despite the official integration of the subject as indicated in the Zambia Education Curriculum Framework (ZECF) of 2013. Participants further held the view that the integration of the subjects not only compromised learners' acquisition of the relevant competences as they transitioned from junior secondary school to senior secondary school respectively. Below is *Nda's* view on the integration of Civic Education into Social Studies:

'The combination of the three subjects History, Civic Education and Geography has brought skeleton teaching where the learners go to upper secondary with very little knowledge about the subject matter' (Nda.P3, 06.08.2021).

Additionally, it was revealed that the amalgamation of the subject confused learners in the sense that they mixed up the components.

'...The problem that we face is that you would find a pupil learning maybe civics [Civic Education] is using one book because he is confused he doesn't know what to do. Sometimes they are not taught by other teachers to say geography should have its own book, history as well as civics [Civic Education]. So you would find that they are just mixing the whole subject at some point. So they even get confused studying civics [Civic Education] again they switch to geography yaaah!, so that's one of the challenges yaaah!... (Peba.P12, 15.09.2021).

Some of the participants also said that the combination of the three components led to the subject being hated by learners. In the actual words of *Nda*, 'some learners even hate the subject'.

In addition to the submission of *Nda*, *Tou* also observed the following:

'It [The integration] has resulted in learners hating the subject since one or two components may not be their preference' (Tou.P11, 04.11.2021).

Also, the integration confused learners more especially during school based assessments and the final examinations because they had difficulties in differentiating them. The position of *Nda* and *Tapi* on the phenomenon was as follows:

[The integration of the subject] It's not a good thing. Pupils get confused during the exam because they fail to differentiate them (Nda.P3, 06.08.2021).

'Social Studies confuse learners more especially when it comes to writing of the exam, the paper is just bulky' (Tapi.P9, 27.10.2021).

4.6.8 Substandard textbooks

It was revealed that some of the Social Studies textbooks where Civic Education is embedded were of poor quality. Participants complained that the information on certain topics in some books were conflicting a situation which also confused teachers.

‘...some books are shallow they don’t have enough content’ (Tau.P10, 28.10.2021).

Tau’s statement above was re-echoed by various participants of which one of them was Tou who had this to say:

‘Aaah!!! for the teachers i would say it’s a common thing. You would find that aaah!!! most of the common challenges it’s about the materials to use. You would find now there is competition for people who are dealing in the production of these learning materials the books. So you would find some books they may not have the required content that the learners would use to understand or to use during examination. So if teachers can be well guided on which books specifically which are needed in the syllabus to use it would be better’ (Tou.P11, 04.11.2021).

Consequently, participants submitted that companies that publish textbooks should do a good job and the Curriculum Development Centre as an institution given the responsibility to approve teaching and learning materials should not approve any substandard textbooks or compromise on issues of quality.

The study revealed that there were a number of challenges associated with the teaching of Civic Education through Social Studies at junior level. These were among others; shortage of qualified Civic Education teachers, a dearth of teaching and learning materials such as textbooks and computers. Also, substandard textbooks, shortage of desks, limited departmental offices, inadequate contact time, pupil congestion and the challenge of low literacy levels among learners. Therefore, the above highlighted challenges emerged as themes which negatively affected both subject delivery and the academic performance of learners in schools. Therefore, table 8 below clearly indicates the themes that emerged during the study together with near themes and key words.

Table 8: Emergent themes from Participants

Key words	Near themes	Emergent themes
▪ Teachers lacked training in	▪ Limited	▪ Shortage of qualified Civic

Social Studies.	teaching skills.	Education teachers.
▪ Most schools had shortages of textbooks and computers etc.	▪ Materials	▪ Inadequate teaching and learning materials.
▪ Most schools had inadequate classroom blocks, offices and desks.	▪ Infrastructure	▪ Inadequate school infrastructure and pupil congestion.
▪ Majority of pupils in schools had challenges of reading, writing and understanding English Language.	▪ Low literacy levels.	▪ Learners failure to read, write and understand English language.
▪ Schools experienced financial challenges.	▪ Resources	▪ Paucity of financial resources.
▪ Civic Education has 2 periods per week.	▪ Contact time.	▪ Inadequate time allocated to the subject
▪ Social Studies is comprised of History, Geography and History.	▪ Combining subjects was not good.	▪ Integration of Civic Education into Social Studies.
▪ Most textbooks were not good to use during teaching.	▪ Poor quality	▪ Substandard textbooks.

Source: Current study

4.7 Enablers to the Teaching of Civic Education at Junior Secondary School

Responses from some of the participants indicated that despite challenges associated with the teaching of Civic Education through Social Studies in schools, there were also some enablers which enhanced the delivery of the subject. Participants explained that on the aspect of pupils failing to understand English language, teachers combined English language with local languages during teaching. Therefore, the emergent theme was combining English Language with local languages. For example, *Ndu* indicated that, ‘*I usually combine English Language and Ibibemba for pupils to understand what I am teaching*’. Therefore, without this initiative, teaching becomes a challenge as learners may not get anything throughout the lesson which is a drawback on the part of the teacher.

Despite a dearth of teaching and learning materials in schools, teachers said that they sourced information from the internet resources and personal books as well as from other colleagues in different schools. In this regard, internet resources, personal books and colleagues was the emergent them.

Another theme that emerged from participants was responsibility allowances. School administrators stated that some teachers were given responsibility allowances in order to motivate them which enhanced their delivery. This was because most of them were not confirmed or upgraded to their rightful salary scales (salary scale ‘G’ for diploma holders and ‘I’ for degree holders) despite obtaining higher qualifications. This revelation was confirmed by *Mba* who is one of the Ministry of Education district officials who told the researcher that some of the teachers who taught the subject on secondment basis were given responsibility allowances as an incentive in order to motivate them. Therefore, the above highlighted enablers to the delivery of Civic Education in schools should be encourage so that the smooth delivery of the subject continues amid a number of challenges. Consequently, table 9 below clearly indicates all the themes that emerged during the study.

Table 9: Emergent themes from Participants

Key words	Near themes	Emergent themes
<ul style="list-style-type: none"> ▪ Teachers use English Language, Icibemba and Lamba during teaching. 	<ul style="list-style-type: none"> ▪ Integration. 	<ul style="list-style-type: none"> ▪ Combining English with local languages.
<ul style="list-style-type: none"> ▪ Teachers get information from different sources. 	<ul style="list-style-type: none"> ▪ Resources. 	<ul style="list-style-type: none"> ▪ Internet resource, personal books and colleagues.
<ul style="list-style-type: none"> ▪ Teachers get allowances. 	<ul style="list-style-type: none"> ▪ Motivational incentives. 	<ul style="list-style-type: none"> ▪ Responsibility allowances.

Source: Current study

4.8 Strategies applied in the delivery of Civic Education in Social Studies at junior level

Despite many challenges associated with the teaching of Civic Education through Social Studies lessons, participants suggested some alternative strategies that could be applied to

improve not only the subject delivery but also academic performance of learners in schools. The following were the thematic suggestions that emerged from participants during the study: (i) Employment of more qualified Civic Education teachers; (ii) Adequate funding to schools and procurement of teaching and learning materials; (iii) Building and procurement of more school infrastructure; (iv) Allocation of adequate contact time (v) Disintegration of Social Studies; (vi) Enhancement of teacher monitoring and Continuous Professional Development (CPD) programmes; and (vii) Networking, training and re-training of teachers. Below is a detailed presentation of these themes.

4.8.1 Employment of more qualified Civic Education teachers

In order to mitigate the shortage of qualified personnel in schools, all the participants suggested that the Ministry of Education should employ enough qualified Civic Education teachers. They said that the current status-quo was not good because most schools had shortage of qualified Civic Education teachers. This affected subject delivery, pupils' acquisition of Civic Education profile dimensions and learner performance. This is because those unqualified Civic Education teachers who taught the component had limited pedagogical knowledge, content knowledge and curriculum knowledge. The researcher confirmed this narrative as some of the teachers whose Civic Education lessons were observed had delivery challenges. Therefore, the three highlighted hypothetical domains are very important in teaching and must be acquired by any Civic Education teacher for the enhancement of effective delivery.

4.8.2 Adequate funding to schools and procurement of teaching and learning materials

Participants told the researcher that the Ministry of Education should be allocated with enough funds to enable it procure enough textbooks, syllabi and other instructional materials to enhance subject delivery. In addition, they said that if schools were allocated with enough funds, they could channel such resources to relevant school programmes such as education tours and other various activities in schools. In this regard, *Kulu* opined that,

In an event that you want to have an education tour, transportation is expensive due to distant places in rural areas. 'The subject should be heavily funded by the government since it requires a lot of researching' (Kulu.P8, 27.10.2021).

4.8.3 Building and procurement of more school infrastructure

Participants were of the view that the Ministry of Education should build more classroom blocks in schools in order to decongest classes. Teachers and school administrators also said that more offices should be built because in some schools, head of departments, senior teachers and deputy head teachers were sharing one or two offices. In certain circumstances, school administrators were even sharing same offices with teachers hence, the need to put up more school infrastructure. In addition, it was discovered that none of the sampled primary schools with junior secondary school section and combined schools had library facilities. Further, most of these schools had inadequate staffrooms where teachers could do their lesson preparations. Also, the study revealed that in most schools, school furniture such as desks, chairs and tables were in short supply. This situation affected both learners and members of staff. The researcher also noted this during Civic Education lesson observations where classes in sampled schools were congested with fewer desks.

4.8.4 Allocation of adequate contact time

According to the Zambia Education Curriculum Framework of 2013, Social Studies is allocated 6 periods per week. Since the subject has three (3) components (Civic Education, Geography and History). Teachers and school administrators said that 2 periods per week for each component was inadequate for teachers to cover the syllabus within a specified period. Therefore, they opined that the Ministry of Education and the Curriculum Development Centre should collaborate so that they increase the contact periods for effective delivery and coverage of the syllabus.

4.8.5 Disintegration of Social Studies

Participants pointed out that the integration of the subject was not done in a good faith because most teachers were failing to teach effectively. In this regard therefore, participants held the view that Social Studies needed to be separated into standalone subjects. One of the proponents of the disintegration of the subject was *Peba* who posited as follows:

'My opinion is that it is better they just separate the subjects the way it used to be. Some time back pupils, used to learn civics, geography and history separately. Now this time they have combined them. So if maybe a teacher is failing to reach a target in geography or history, the teacher of Civic Education is able to reach the target, that teacher is going to be affected because they are going to combine and call it Social Studies. So if pupils fail in geography and history but pass in Civic Education, still more they have done nothing. So my appeal or opinion is that it is better they just separate Civic Education on its own, geography and history own its own so that we are able to know where the problem is because some pupils may have a challenge in geography, others may have a challenge in history but Civic Education they are okay but will not be able to tell where the problem is. All in all, we are going to say that they have problem in Social Studies' (Peba.P12, 15.09.2021).

In the same vein, *Tapi* had this suggestion:

'I would suggest that Civic [Civic Education] should be taught as a separate subject at junior level' (Tapi.P9, 27.10.2021).

It can be inferred from the submissions of *Peba* and *Tapi* that they were so passionate about the separation of the subject because they affected by the integration since they were Social Studies teachers.

Further, participants opined that disintegrating the subject would enhance learner performance in schools. In the words of *Kuhu*:

'...Social Studies as it is taught in schools it should be unbundles [separated] because these are specialised subjects... and children should be allowed to

choose what they would want to learn...in senior it is separated so even at junior level let there be that separation. It can even improve learner performance when the separation is done' (Kuhu.p7, 27.10.2021).

Consequently, relevant stakeholders should implement the suggestion of disintegrating Social Studies into separate subjects. This would enhance subject delivery, acquisition of relevant competences by learners and results. If the situation remains unchecked, challenges faced by teachers and poor results in this study area may continue.

4.8.6 Enhancement of Teacher monitoring and CPD programmes

Enhancement of Teacher monitoring and Continuous Professional Development programmes was another theme that emerged from the participants during data generation process. Participants were convinced that if the Ministry of Education through Debs office and school administrators enhance both teacher monitoring and CPDs in schools, it would stimulate pedagogical skills among Civic Education teachers. Further, it was pointed out that CPDs were very important in schools because they enabled teachers to improve their teaching skills. Verbatims below clearly depicts some of the views of other participants. For example, *Kuhu* had this to say on CPDs:

[CPD programmes] *They are very important because it is through such programmes that the difficulties that are experienced by teachers teaching or delivering lessons are discussed. Difficult topics can always be discussed on how they should be handled so that even those that are not fully qualified they are just seconded to teach should be able to manage to teach this subject (Kuhu.p7, 27.10.2021).*

Corroborating the above view, *Tau* added that:

'CPDs are very relevant in sharpening the skills and teaching methodology of teachers' (Tau.p10, 28.10.2021).

As evident from the above verbatims, teacher monitoring is very important because it enables the teacher and the monitor to share notes after the monitoring process. Hence, it helps the teacher to make amends where he/she may lag behind.

4.8.7 Networking, Training and Re-training of Teachers

On this theme, participants suggested that the subject delivery and academic performance of learners could be enhanced through networking. This is where teachers of Civic Education from different schools meet and share ideas on how to effectively teach the subject and come up with mitigation measures on some of the challenges that teachers could be facing. They further submitted that more teachers should be encouraged to train in Civic Education in various colleges and universities to beef up on the shortage of Civic Education teachers in schools. Since it was discovered that some of the teachers teaching Civic Education were trained in Civics while others had different specialities, participants voiced out the need for such teachers to upgrade their qualifications and be re-trained in Civic Education due to the nature of the subject in order to achieve its rationale.

‘There is need to provide refresher training for in-service teachers to make them have more information on how to go about the subject’ (Tau.P10, 28.10.2021).

Participants suggested that Ministry of Education should employ qualified Civic Education teachers. They also said that there was need to allocate adequate funds to schools for the procurement of teaching and learning materials as well as enhancing field studies in order for learners to supplement on theories learnt in the classroom environment. In addition, participants indicated the need for the MoE to build and procure more school infrastructure, allocate adequate contact time to the subject and disintegrate Social Studies into independent subjects. Furthermore, it was suggested that the MoE through Debs office and school administration should enhance Continuous Professional Development programmes for reinvigoration of teachers’ pedagogy. Further, participants proposed that those teachers who were trained in Civics in the past should be re-trained in Civic Education. In addition, primary school teachers teaching the subject should upgrade

their qualifications. Once such measures are put in place, subject delivery, learner performance and acquisition of relevant competence would be enhanced. Consequently, table 10 below clearly indicates the themes that emerged during the study from the research question: What strategies can be applied in the delivery of Civic Education in Social Studies at junior level?

Table 10: Emergent themes from Participants

Key words	Near themes	Emergent themes
▪ Qualified personnel in schools.	▪ Employment.	▪ Employment of more qualified Civic Education teachers.
▪ Schools to procure quality textbooks and syllabi.	▪ Funding.	▪ Adequate funding to schools and procurement of teaching and learning materials.
▪ Inadequate offices, classrooms, desks, chairs and table affecting teaching.	▪ Infrastructure	▪ Building and procurement of more school infrastructure.
▪ Civic Education has 2 periods per week.	▪ Contact time.	▪ Allocation of adequate contact time.
▪ Social Studies to be taught as separate subjects.	▪ Separation	▪ Disintegration of Social Studies.
▪ Teachers share knowledge and stimulate their pedagogical skills.	▪ Relevant meetings.	▪ Enhancement of teacher monitoring and Continuous Professional Development programmes.
▪ Upgrading of teachers' qualifications.	▪ Teacher training.	▪ Networking, training and re-training of teachers.

Source: Current study

4.9 Suggested Framework to support delivery of Civic Education in Social Studies

Civic Education Pedagogical Content Knowledge (CEPCK) framework has been suggested. The creation of the framework was as a result of the study findings. This was also done by improving the framework of Shulman (1986). This was in the quest to enhance the pedagogy of Civic Education and learner performance. Consequently, more details on the suggested CEPCK framework are in the discussion chapter.

4.10. Chapter Summary

The chapter has indicated that the teaching and learning of Civic Education enabled learners to acquire relevant competences as well as knowledge of corruption and human rights knowledge. Further, it was pointed out that Civic Education was mostly taught using traditional mode of delivery not ideal in the 21st century. It was also established that most teachers who taught Civic Education component through Social Studies at junior level were specialised in other subjects. In addition, it was revealed that Civic Education in schools was marred with many challenges. These were shortage of teachers, paucity of financial and a dearth of instructional materials among others. Therefore, a number of mitigation measure such as employment of qualified teachers, procurement of enough and quality teaching/learning materials, enhancement of CPDs and re-training of Civics teachers were among other alternative strategies proposed by participants in order to ameliorate the status quo. The chapter has also presented the suggested framework. What comes next is chapter five, which discusses the study findings in line with the research questions. The discussion is also done in line with four (4) existential dimensions of corporeality, spatiality, temporality and relationality of Van Manen (1990/1997).

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Overview

This chapter discusses the study findings in relation to the reviewed literature in chapter two. The discussion is also in line with the themes that emerged in chapter four (4) which are guided by the research questions. In addition, the discussion encompasses the current suggested Civic Education Pedagogical Content Knowledge (CEPCK) framework that emerged from the study findings after improving the framework of Shulman (1986). As stated earlier on in chapter three, the discussion of the study findings is guided by 4 existential dimensions (spaciality, temporality, corporeality and relationality) espoused by van Manen (1990/1997 in Guimod-Pluorde, 2009).

5.2 How Civic Education profile dimensions come out in Social Studies at junior level

As earlier indicated in chapter four, at junior secondary school level, Civic Education profile dimensions came out in Social Studies as knowledge on governance, learners are becoming responsible and just, learners are tolerant, confident and respect others, learners make wise decisions as well as knowledge on corruption and human rights knowledge.

5.2.1 Knowledge on governance

The study revealed that teaching of Civic Education in Social Studies at junior secondary school was an enabler in learner acquisition of governance knowledge. Reinforcing the sentiments of *Ngo* above, the study by Kaunda and Mbewe (2018) in Kawambwa revealed that Civic Education had a positive benefit on citizen involvement in local governance. Similarly, two separate studies which were carried out in Lusaka district also agrees with the position of *Ngo* where it was found that teaching and learning of Civic Education in schools [*spatiality*] positively served a role of training learners for effective political participation because it provided them with knowledge on governance issues (Mainde et

al., 2021; Mainde and Chola, 2020). Additionally, Civic Education creates active citizens who are aware of their duties and responsibilities and the duties of the government as well as the overall political life of their country (Bayeh, 2016). In line with these revelations, Nkechinyere (2019) aptly said that Civic Education was a means through which citizens got liberated from ignorance. Since ‘ignorant people are tiresome’, meaning that it is not easy to pump sense into an ignorant person because they do not easily comprehend issues. Thus, Civic Education was a vital tool for knowledge acquisition among learners and the citizenry at large.

On the contrary, some studies conducted in the United States of America indicated that young people lacked civic engagement, political involvement and civic knowledge despite the presence of Civic Education (Walling, 2007; Albert Shanker Institute, 2003; CIRCLE, 2003; Galston, 2003) as cited by Stuteville and Johnson (2016). Equally, the study by Shapiro and Brown (2018) from different areas in the United States of America found that civic knowledge and public engagement were low among learners. This entails that learners were not adequately equipped with relevant information. This resulted into low civic knowledge and civic engagement among the citizenry. Therefore, Shapiro and Brown pointed out that without an understanding of the structure of government, methods of public engagement, civic literacy and voter apathy would continue to ravage American democracy. Corresponding with the findings of Shapiro and Brown (2018), the study by Osorio and Valdivieso (2021) found that despite the teaching of Civic Education, there was no measurable improvement in the general level of civic knowledge of grade 8 students in Chile. In addition, the study indicated that students had shown lower political participation in terms of national elections. It meant that there was inadequate knowledge acquisition among students at junior secondary school in Chile owing to the fact that learners exhibited low levels in terms of civic knowledge and political indulgence. Similarly, the study that was conducted in Zimbabwe established that voter apathy characterised the electoral process in Zimbabwe, which was a manifestation of the lack of genuine Citizenship Education in the country’s school system (Sibanda, 2015). Thus, Civic Education was still transmissive and did not adequately enhance active participation

of learners (Kousar and Brett, 2020). The reasons for the prevailing situation could have been attributed to the subject not conveying necessary information about the rights and duties of citizens in a democratic society and to motivate young people to actively participate in politics as well as growing disinterest in politics by young people (Yoldas, 2015).

5.2.2 Learners are tolerant, confident and respect others

The general views of key actors during the study were that teaching and learning of Civic Education through Social Studies in schools was relevant. This was because it enabled learners to acquire characteristics of a good citizen such as discipline, respect and tolerance.

In line with the current revelation, the study of Pasandaran et al. (2018) also found that Civic Education enhanced students' friendly attitude and behaviour where they used polite language and spoke in a good manner to parents, teachers, older people and friends [*relationality*]. Further, the study revealed that the subject built students' discipline [*corporeality*] since they came to class on time [*temporality*] and they maintained a peaceful atmosphere inside and outside the class, and obeyed school regulations [*spatiality*]. In addition, their study established that a sense of responsibility and honest improved among learners [*corporeality*].

Consistent with the above findings, the study by Claes and Stals (2021) in Belgium found that there was significant improvement in terms of Flemish students' tolerance towards immigrants due to Civic Education. However, this was not the case in the past because Flanders was intolerant towards other ethnic minorities and immigrants. Strengthening the above findings, the study that was conducted in Lusaka by Mainde et al. (2021) discovered that teaching and learning of Civic Education enhanced civic dispositions among learners because they were encouraged to be tolerant during classroom interactions and towards community members with different political affiliations [*relationality*]. Therefore, to sum it all, Civic Education is really a conduit for learner transformation as it enhances civic dispositions, which enables learners to actively participate in civic matters, which take place in their various communities. As acknowledged by *Tau* and observed by

the researcher, civic dispositions are critical determinants of sound relationships [*relationality*] among learners within the school system [*spatiality*] and the outside world [*relationality*] due to the cultivated features of respect, tolerance, understanding, self-esteem and discipline among others.

However, other scholars such as Odusanya and Oni (2019) revealed that female and male pupils at junior secondary school in Ghana and Nigeria did not change as expected on the aspect of civic disposition (tolerance) among each other. This was so despite the delivery of Civic Education because of impediment of some cultural practices. Supporting this revelation, the study by Omundi and Okendo (2021) established that the majority of the students in Kenya scored below average. This was on the items that measured the knowledge of the students on the core tenets of Civic Education as the ethnocentric scale indicated that majority of the students believed [*corporeality*] that their culture was superior to others [*relationality*]. These revelations indicate that culture has a major influence on peoples' lives. In order to help people to have a paradigm shift or relegate detrimental cultural stereotyping, which they have been indoctrinated with for a long period [*temporality*], Civic Education is an antidote, which can neutralise and negate backward cultural beliefs that undermine other cultures. In line with this statement, Isin and Turner (2007 in Seland et al., 2021) posited that Civic Education is devoted to cultivating and maintaining civic dispositions such as tolerance, respect and self-esteem among learners and the citizenry as a whole.

5.2.3 Learners are becoming responsible and just

The study revealed that the subject enabled learners to be responsible, cooperative and just citizens for the betterment of the society as a whole. This establishment agrees with the discovery of Nkechinyere (2019) in Nigeria who submitted that Civic Education developed good values, patriotism and provoked in them the determination to become good citizens. Further, Abdu-Raheem (2018) contended that Civic Education enabled learners to acquire moral values such as honesty, patriotism, civility, obedience, and respect to elders as well as self-confidence, self-reliance, self-discipline and kindness [*corporeality*]. Agreeing with this position, Alozie (2019) pointed out that Civic

Education helped people to acquire good values, and attitude of good citizenship and thereby paving way for patriotism.

All these highlighted attributes are of great paramount importance not only for the common good but also for the country at large. This is because they are the core values necessary for social, cultural and economic development of any country. In this regard, Bayeh (2016) adds that teaching and learning of the Civic Education through Social Studies contribute to building ethical behaviour. Additionally, the subject equips citizens with needed political, economic, social and administrative consciousness necessary to facilitate and maintain national consciousness (Nkechinyere, 2019). Summing it all, Civic Education has the sole intention to help create a perfect society where peace and justice would reign and its benefits are great for it helps people to understand what being a citizen is like and ought to be and how to build a nation of their dream (Ibekwe and Onyemegbulem, 2020).

5.2.4 Learners make wise decision

Participants observed that through Civic Education in Social Studies, learners were able to have a critical mind, apply the competences acquired, evaluate and analyse political, social and economic issues in the society.

According to the submission of *Nja*, it means that Civic Education enabled learners to become critical minded and be able to make wise decisions due to gained skills, which are embedded in their mind [*corporeality*] and embodied in their daily activities [*temporality*] as they interact with peers and others [*relationality*] in society [*spatiality*].

This finding sits well with that of Seland et al. (2021) who posited that teaching and learning of Civic Education at junior secondary school in Europe enabled learners to acquire skills and competences in conflict resolution and promoted critical and independent thinking. Similarly, a study that was conducted in United States of America by Stuteville and Johnson (2016) established that during Civic Education lessons, critical thinking was mostly emphasised in K-12. This means that the subject is very important because it helps learners to acquire competences that are necessary for them to make rational decisions.

5.2.5 Knowledge on corruption

Participants held the view [*corporeality*] that through Civic Education lessons, learners acquired knowledge on corruption.

Therefore, the most common voices from key insiders indicated that the subject was very important as it enabled learners to be equipped with knowledge on corruption and its negative effects as well as institutions [*spatiality*] where to report corrupt activities. The acquired knowledge was vital because it helped learners to be cognisant of the negative effect of corruption not only on the local populace in communities [*spatiality*] but also on the national economy at large.

5.2.6 Human rights knowledge

Most key insiders revealed that Civic Education through Social Studies enabled learners to know their rights and that of others as well as where to report human right violations.

The above revelations as observed by *Lii* and *Kulu* correspond with studies that were conducted by Seland et al. (2021) in Denmark, Finland, Norway and Sweden where it was established that teaching and learning of Civic Education at junior secondary school enhanced knowledge acquisition in terms of promoting knowledge of citizens' rights. The revelation of Seland et al. (2021) agrees with that of Osorio and Valdivieso (2021) in Chile who found that teaching of Civic Education positively supported the aspect of equal rights for everyone. This meant that the subject supported respect of human rights, which enabled learners to promote the aspect of equal rights. In the same vein, Bayeh (2016) posited that Civic Education in Ethiopia enabled learners to be aware of their human rights.

Against the above findings, the study by Yoldas (2015) in Turkey discovered that Civic Education was not enough to convey information about human rights among the young

people [*relationality*] in a democratic society [*spatiality*]. In other words, Civic Education was inadequate to impart human rights knowledge among the citizenry. The status quo could have been attributed to many factors. Therefore, it is imperative to posit that successful implementation of Civic Education depends on a number of factors such as positive attitude of learners, school administration [*spatiality*], adequate school infrastructure [*spatiality*] and availability of rightful human and financial resources as well as teaching/learning materials.

5.3 The current Performance of Pupils in Social Studies

As presented in chapter four, the study revealed that there was poor academic performance of pupils in Social Studies at junior secondary school leaving examination and during school-based assessments in Masaiti district. This revelation is in agreement with the finding of Mensah (2019) who established that the academic performance of students in Accra Metropolitan Assembly in the Greater Accra Region of Ghana was not good. In the same vein, Moobola and Mulenga (2020) revealed that the performance of pupils in Social Studies at junior secondary school in Chingola district on the Copperbelt province of Zambia was poor. Consistent with the above findings, the Examinations Council of Zambia established that pupils performed very poor in Social Studies at junior secondary school level across the country with the pass rate of 39.65% which was even below the standardised pass mark of 40% (ECZ, 2017). Further, the 2019 grade 9 external examination results revealed that Social Studies had the second largest proportion of candidates who failed (74.46%) in the national examinations (ECZ, 2019). Similarly, the study done by Mufalo et al. (2021) found that there was poor performance of pupils in Social Studies at junior secondary school in Masaiti district on the Copperbelt province of Zambia.

Participants pointed out some factors, which led to poor performance in Social Studies among learners, which schools in the district were experiencing. As indicated by *Nja*, one of them was the integration of the subject, which negatively affected teachers' subject

delivery because each component had a lot of content hence, bulkiness of the subject, which was planned to be covered within the period of two years [*temporality*].

Further, the submission of *Nja* corresponds with that of *Lii* who indicated that the integration of the subject brought confusion among learners [*corporeality*]. This was because some of the learners could not differentiate various components during teaching and learning and the examination period [*temporality*] hence, failing the subject during examinations. Supporting the submission of *Nja* and *Lii*, *Kulu* held the view [*corporeality*] that the integration created work overload among teachers and learners. In addition, *Tau* pointed out that the performance of learners was also affected by the bulkiness of the subject after the integration.

This meant that even the parents of pupils [*relationality*] in the community of Masaiti and beyond [*spatiality*] were also affected by the high failure rate of their children. This was so in the sense that it hindered the progression of their children from junior secondary school to senior secondary school [*spatiality*] within the expected period [*temporality*].

Despite the bulkiness and integration of the subject, participants also narrated that the time [*temporality*] allotted to it was not adequate for effective delivery because most teachers were unable to complete the syllabus within the specified period [*temporality*]. Hence, the status quo affected the academic performance of learners. This establishment agrees with that of Cobbold (1999) who reported that insufficient contact time [*temporality*] allotted to teaching the subject hindered the smooth delivery of the subject in Ghana [*spatiality*].

Additionally, the current study found that the poor performance in Social Studies among learners was also attributed to non-availability of qualified and trained Social Studies teachers because teachers with different specialities handled the subject. Intandem with this discovery, Kanda and Kankam (2015) noted that most teachers who taught Social

Studies in basics schools in Ghana were not trained in Social studies. This phenomenon contributed to ineffective teaching of the subject resulting in poor academic performance of learners (Eshun et al., 2019).

The study further discovered that teacher had inadequate content knowledge and pedagogical knowledge and that affected learner performance. Agreeing with this position, the study done by Bordoh et al. (2015) found that lack of content knowledge in Social Studies by teachers affected pupils' performance. In addition, the performance in Social Studies was affected by teachers who taught the subject on secondment basis because some of them were forced to teach the subject while others volunteered to do so despite their limitations in content knowledge, curriculum knowledge and pedagogical knowledge among others. Consistent with this posit, Okobia (2013) pointed out that in Nigeria, Social Studies was taught by teachers who were specialised in other subjects as long as they volunteered that they could teach the subject. Since teachers taught the subject which was not their specialisation, their content knowledge in terms of profile dimensions was limited. Supporting this assertion, the study by Eshun et al. (2019) found that most teachers who taught Social Studies did not have in-depth knowledge about profile dimensions. Therefore, Aksu et al. (2014) hold the view [*corporeality*] that teachers must possess more knowledge in the subject they teach and understand all what is encompassed in that subject in order to deliver effectively.

According to Kulu, there was *lack of teaching and learning materials in most schools [spatiality]*. Other participants also supported the submission of Kulu. They felt that [*corporeality*] the continuous [*temporality*] poor performance of learners in schools [*spatiality*] was attributed of a dearth of teaching and learning materials. This revelation is similar with the discoveries of Mufalo et al. (2021) and Mensah (2020; 2019) who found that inadequate teaching/learning materials in Social Studies contributed to poor performance of pupils in schools. Therefore, incompetent teachers, paucity of teaching/learning materials, inadequate delivery time [*temporality*], integration and bulkiness of the subject contributed to poor academic performance of learners in Social Studies, which schools were recording in Masaiti district [*spatiality*].

5.4 How teaching of Civic Education through Social Studies is conducted at junior level

The revelation from the study was that traditional mode of delivery was the most prominent teaching method used by teachers in schools [*spatiality*]. This was due to among others large class sizes and limited time [*temporality*] allocated to the Civic Education component. This information relates to the study that was conducted in Asia where it was discovered that Citizenship Education in Pakistan was being taught using didactic transmission methods due to overloaded classrooms (Kousar and Brett, 2020). Similarly, Bickmore (2014) reported that Civic Education in Canada was taught using teacher-centred mode of delivery. This encouraged student memorisation of content information without much attention to thinking or skills development. This situation was also discovered in Romania by USAID (2018) where it was established that the biggest issue in schools was in terms of teaching methodologies used. This was because they largely used dictatorial teaching styles, which prevented learners from debating ideas in the classroom. This meant that rote learning was at the centre stage, which did not promote critical thinking skills among learners. Supporting this narrative, Kayode-Olawoyin (2017) established that Civic Education in Nigeria was confronted with the problem of rote learning methods of teaching.

Additionally, the study by Alemnge and Andongaba (2021) established that Citizenship Education teachers in Cameroon mostly used teacher-centred methods in teaching which contradicted with the learner-centred methods as prescribed in the syllabus. Further, the study by Boikhutso et al. (2013) discovered that Citizenship Education in Social Studies in Botswana was taught using old methods of telling students instead of engaging them. In line with the establishment, other scholars such as Magasu et al. (2020a) also discovered that lecture method was the common method of teaching which teachers used in selected schools in Lusaka province during Civic Education lessons. Consistent with the above findings, Civic Education in Ethiopia was taught through ‘plasma’ where teaching was done through the television and learners followed the broadcast (Bayeh, 2016).

As observed by the researcher, teacher-centred mode of delivery makes learners to be passive followers. Figuratively, teacher-centred method can be likened to chicks in the nest, which always receive insects as food from their mother's mouth without choosing what to eat because of not getting involved in the hunting expedition. Therefore, the use of not recommended teaching methods is detrimental in terms of effective delivery because it compromises the acquisition of expected Civic Education profile dimensions by learners.

Despite the current study, revealing that teacher-centred mode of delivery was most prevalent in schools in Masaiti district, it is important to state that other countries across the globe have embraced the 21st century teaching techniques, which stimulates the thinking capacity of learners during the learning process. According to USAID (2018), students in Poland were exposed to open classroom environments. This meant that lessons were conducted using learner-centred teaching approaches. This revelation corresponds with the findings of Zuniga et al. (2020) in Chile, Zabun and Bektas (2019) in Turkey and France and Borhaug (2010) in Norway. Therefore, schools [*spatiality*] should be encouraged to use learners centred teaching activities, which trigger student engagements. Thus, developing critical thinking skill in learners so that they are able to make wise decisions that are beneficial not only to themselves, their families and peers [*relationality*] but also to the society [*spatiality*] as a whole. In line with this thought, Zuniga et al. (2020) posited that learner-centred teaching approaches are beneficial in the development of higher skills over memorisation.

However, during the current study, very few participants said that teachers of Civic Education taught the subject using different teaching methods. It is important to state that these participants said what they said because they just wanted to impress the researcher. Otherwise, traditional mode of delivered was common as noted by the researcher during Civic Education lessons observations.

Similarly, *Ndu* also claimed that she used of a variety of teaching methods depending on the prevailing situation. Consistent with this establishment, the study by Bombardelli and Codato (2017) revealed that in Italy, teaching methods to use during Civic Education lessons were dependent upon schools [*spatiality*] and teachers. This was because they had the responsibility to decide on the choice of teaching methods. However, group work was not common because most teachers held the view that [*corporeality*] working in groups was not effective (Bombardelli and Codato, 2017). Consequently, teachers should minimise over-reliance on didactic techniques which prevents learners from making sound and intelligent decisions (Odusanya and Oni, 2019) but rather employ teaching techniques that appeal to learners (Nwaubani et al., 2016).

5.5 Challenges associated with teaching of Civic Education through Social Studies

The study revealed the following challenges: shortage of qualified Civic Education teachers, inadequate teaching/learning materials, inadequate school infrastructure, learners' failure to read, write and understand English language, paucity of financial resources, inadequate time allocated to the component, the integration of Civic Education into Social Studies and substandard textbooks used during delivery.

5.5.1 Shortage of qualified Civic Education teachers

The study established that schools had inadequate qualified Civic Education teachers. Consistent with this revelation, studies conducted by Nkechinyere (2019) and Kayode-Olawoyin (2017) established that Civic Education in Nigerian secondary schools was confronted with inadequate manpower. Further, the study revealed that most of the teachers who taught Civic Education component through Social Studies had different specialisations while others were primary school teachers. Similar results were also discovered from a study that was conducted in Germany by Kenner (2020) who found that teachers who taught Civic Education were not trained in the subject. Supporting the current study finding, a study that was done in Italy by Palmerio et al. (2021) found that Civic Education was taught by teachers who had different specialisation such as Italian language, history, geography or any teacher with a degree in humanities. Reinforcing the

finding, the study by Cekse (2021) in Latvia revealed that teachers with degrees in social sciences taught Civic Education at grade 1 to 9.

Further, teachers with different specialities taught the subject on secondment to beef-up on the shortage of qualified Civic Education teachers. Similarly, the study by Mufalo et al. (2021) revealed that some teachers taught Civic Education component in Social Studies on seconded basis due to shortage of qualified teachers. As a reinforcement, the study by Yuen (2016) revealed that most teachers who taught Civic Education in Hong Kong were untrained. On the other hand, few qualified teachers of Civic Education also taught other subjects that were not their specialisation (Mufalo et al., 2021). These revelations entails that the teaching of Civic Education was associated with challenges due to handling of the subject by teachers not trained in Civic Education. This scenario negatively affected both teachers and the performance of learners. When teachers are forced or volunteer to teach a subject, which is not their specialisation, they may encounter some challenges due to lack of content knowledge and pedagogical skills.

Therefore, the status quo may affect subject delivery and pupil performance. Corresponding with the observation of *Tapi*, one may infer that those teachers in schools [*spatiality*] who are forced to handle Civic Education, which is not their specialisation may teach learners hurriedly for the sake of examination purposes instead of imparting them with profile dimensions necessary for their survival in life [*temporality*]. This assertion sits well with the revelation of Kousar and Brett (2020) who established that Civic Education was still transmissive but overly fixated on examination preparation. Therefore, it is very important to state that effective teaching and learning of any school subject depends on availability and utilisation of human and material resources (Nwaubani, Otoh-Offong, Usulor and Okeke, 2016).

5.5.2 Inadequate teaching/learning materials

Paucity of teaching/learning materials in Civic Education components was another theme, which came out strongly from all the participants during data gathering process. In line

with this establishment, the study by Alemnge and Andongaba (2021) in Cameroon showed that there was lack of needed teaching/learning materials in schools. Odusanya and Oni (2019) agree with this revelation because their study also discovered that there was a dearth of relevant resources for teaching Civic Education in Nigeria. Corresponding with the above findings, Tafese (2018) also reported that there was paucity of teaching/learning materials in schools. Mufalo et al. (2021) and Magasu et al (2020b) corroborate the above findings as well. Suffice to state that availability of the teaching /learning materials is key to effective teaching.

5.5.3 Inadequate school infrastructure and pupil congestion

The current findings indicate that all the sampled schools in Masaiti district had inadequate school infrastructure that encompassed classroom blocks and school furniture such as desks, chairs and tables. This limitation in terms of school infrastructure led to pupil congestion in classes. Supporting these findings, the study done in Nigeria by Nkechinyere (2019) discovered that schools had insufficient instructional resources such as classrooms leading to overcrowding on limited desks. Similarly, the study by Mufalo et al. (2021) in Masaiti district established that all sampled schools had limited infrastructure such as classroom blocks and desks. The status quo resulted into pupil congestion in classes hence, putting pressure on the existing school infrastructure ending up damaging desks, chairs and tables (Mufalo, et al., 2021). Corresponding with these findings, Akinyemi Olufunminiyi and Abiodun Adekunle (2019) citing Tobin (1990) contend that, too much pressure on the use of tools, equipment, infrastructure and materials may result into over utilisation, which may lead to breakdown of such.

5.5.4 Learners failure to read, write and understand English language

During the study *Ndu, Tapi, Kuhu* and other participants reported that most learners at junior secondary school level [*spatiality*] had challenges with reading, writing and understanding English language. In other words, participants' complained of low literacy levels among learners in schools [*spatiality*].

Intandem with the current revelation, the study conducted by Mufalo et al. (2021) indicated that teachers at junior secondary school faced challenges during lessons delivery because of poor reading and communication skills among learners where some of them hardly read due to their primary school background. These revelations correspond with that of (Musonda, 2019) who established that teachers faced challenges during teaching and learning in selected schools in Kasama and Luwingu districts where learners could not participate during lesson activities because of failure to use English. Suffice to allude to the fact that teachers input at an early stage of pupils' learning journey is very important because it may affect their output at a later stage. In other words, pre-school and primary school teachers should ensure that they put more effort during their delivery at the inception of the academic journey of toddlers. This is because that is the foundation and once disturbed, the future of a learner may also be affected.

In line with the report of *Ndu, Tapi and Kuhu*, low literacy levels among learners in schools [*spatiality*] was a big challenge for both Civic Education teachers and school authorities [*relationality*]. This was so in that teachers could not complete the syllabus on time [*temporality*] due to learners failing to read, write and understand English, which is an official language for our country [*spatiality*]. In the same vein, administrators in schools [*spatiality*] also lifted the huge blame on their shoulders because parents and other stakeholders [*relationality*] insinuated that the poor results recorded in schools were due to poor supervisory skills, which could have culminated into the status quo. However, when one puts a lens of an eagle's eye into the scenario, the blame encompasses many stakeholders beginning from pupils themselves up to curriculum and policy makers. Therefore, no one person should shoulder the blame of such magnitude because there are more stakeholders involved.

5.5.5 Paucity of financial resources

A dearth of financial resources was found to be one of the challenges, which affected Civic Education teachers in terms of effective subject delivery. This was so in the sense that schools were unable to procure enough teaching and learning materials.

The prevailing situation also led to schools failing to implement relevant programmes such as study tours and resource personnel programmes. In line with this revelation, the study by Alemnge and Andongaba (2021) established that Civic Education teachers in Cameroon failed to conduct field trips due to lack of financial support. Supporting the revelation, Nkechinyere (2019) reported that Civic Education teachers in Nigeria were failing to implement Civic Education programmes in schools due to limited financial support from the government. In the same vein, limited financial resources led to the Nigerian government failing to meet up with the provision of essential services and prompt payment of salaries to public servants (Alozie, 2019). Similarly, Yuen (2016) revealed that Civic Education in Hong Kong had little ability to compete for resources with other subjects in schools. Further, local authorities in Colombia responsible for education in their jurisdiction also had challenges of financial resources to inspect fully how the teaching and learning process of Civic Education was taking place in schools (Zuluaga and Chaguendo, 2021). Therefore, one can insinuate that the status quo might have been necessitated by the marginalisation of the subject by those in authority due to lack of educational will.

5.5.6 Inadequate time allocated to the subject

Inadequate time allotted to the component was one of the challenges voiced out by *Peba* and other key insiders during data gathering.

Consistent with the current establishment, the study by Cekse (2021) revealed that Civic Education at junior secondary school was taught for 40 minutes (one lesson period) twice a week which affected the performance of learners in the subject. Similarly, Gurkan and Doganay (2020) also reported that Civic Education in secondary schools had limited time,

which negatively affected effective subject delivery because teachers were not able to complete the syllabus on time. Further, Kenner (2020) agrees with the current study finding where he discovered that in Germany, Civic Education was reduced on student timetables throughout the course of secondary level. Since Civic Education in Italy was not taught as a separate subject, the actual implementation largely depended on the interest and willingness of teachers inside each school hence; nobody knew exactly how many lessons of Citizenship Education were taught during a school year (Bombardelli and Codato, 2017). Additionally, inadequate contact time was also discovered by Saidi (2019) in Tunisia who found that Civic Education in public schools was given one-hour session per week compared to other subjects, which had three to five hours per week. This was also the prevailing situation in Ethiopia as reported by Tafese (2018).

Therefore, it is important to state that inadequate time [*temporality*] allocated to Civic Education component at junior secondary school level [*spatiality*] has a negative effect on both teachers and learners. This is because there is always limited time [*temporality*] for meaningful engagements between learners and teachers [*relationality*] during the teaching and learning process. Some topics in Civic Education such as corruption, drug abuse and gender-based violence among others require ample time for discussion. Therefore, such topics may require resource personnel from institutions like Anti-Corruption Commission (ACC), Drug Enforcement Commission (DEC) and the Zambia Police (ZP) [*spatiality*] so that they can have a one on one rapport/engagement with learners [*relationality*] for easy content assimilation.

5.5.7 Integration of Civic Education into Social Studies

The study found that Civic Education at junior secondary school was integration into Social Studies. This finding agrees with that of Palmerio et al. (2021) in Italy who found that Civic Education was not taught as a separate subject but integrated with History and Geography. Further, in China, it was found that schools integrated Civic Education with moral education being the main subject (Yuen, 2016).

According to the current study, this situation posed a challenges to teachers of Civic Education as well as learners. Participants held the veiw [*corporeality*] that the integration was not good because Civic Education on its own was bulky in terms of its content. This situation raised complaints among participants who said that time [*temporality*] was not enough for teachers to teach effectively.

Similarly, the study by Gurkan and Doganay (2020) discovered that the content of Civic Education was bulky which also contributed to teachers not to finish the syllabus on time. This revelation is also in line with that of Mohit (2018) in India. Additionally, learners complained that the integration was confusing them thus affecting their academic performance. This revelation corresponds with the finding of Femandez, Massey and Dombush (1976 in Mensah, 2019) who posited that Social Studies was regarded as confusing. Additionally, *Tau* and other participants held the view [*corporeality*] that the implementation of the programme needed to begin from colleges and universities before implementing it in schools [*spatiality*].

Further, *Tau* reported that in some schools [*spatiality*], one teacher taught all the three components (History, Geography and Civic Education). However, other participants reported that in some schools, [*spatiality*] these components were taught by individual teachers. Additionally, *Tau* posited that no any teacher in schools [*spatiality*] was trained specifically in Social Studies.

It is worth noting that teachers who teach subjects which are not their specialities have challenges in terms of subject delivery due to inadequacy in content knowledge and pedagogical skills. Corroborating this notion, Bordoh et al. (2015) aptly put it, majority of such teachers lack content knowledge and they do not teach to develop attitude, skills, values and knowledge. Therefore, it is important to echo that untimely curriculum reviews

affect both curriculum implementers (Debs officials, school authorities and teachers) and curriculum recipients (learners). This assertion is consistent with the position of Andrietti and Su (2019) who contended in their theory that a change in the curriculum has distributional effects across recipients.

5.5.8 Substandard textbooks

Poor quality of Social Studies textbooks where Civic Education is embedded was another thematic concern among participants. For instance, *Tau* lamented that some books had shallow content. Others said that the information on certain topics in some books were conflicting a situation which also confused teachers.

Consistent with the study finding, Mensah (2020) reported that people with superficial knowledge of the subject wrote most Social Studies textbooks in Ghana thus sub-standard a situation, which seriously undermined the effective teaching and learning of Social Studies concepts. In the same vein, Moobola and Mulenga (2020) observed that Social Studies textbooks that teachers were using to teach the subject were of poor quality. This was because they were hurriedly published and later distributed in schools for subject implementation. Therefore, the feeling of participants [*corporeality*] was that companies [*spatiality*] that publish textbooks should do a good job. In addition, they opined that Curriculum Development Centre as an institution [*spatiality*] given the mandate to approve teaching/learning materials should not approve any substandard textbooks.

5.6 Strategies applied in the teaching of Civic Education in Social Studies

The following section discusses strategies that could be applied in order to improve the delivery of Civic Education in Social Studies in schools.

5.6.1 Employment of more qualified Civic Education teachers

Participants held the view that [*corporeality*] Ministry of Education should employ enough qualified Civic Education teachers in schools [*spatiality*]. Consistent with this establishment, Nkechinyere (2019) pointed out that qualified teachers in Civic Education

should be employed to handle the subject at various levels. Her study also revealed that most teachers who taught the component were unqualified teachers. This meant that they had limitation in terms of pedagogy. Teachers' insufficiency in pedagogy can affected both subject delivery and learner performance (Mufalo et al. (2021) because such teachers tend to use didactic teaching techniques. Further, such undemocratic teaching techniques do not allow open discussion and dialogue hence, inhibiting the development of critical thinking skills among learners. Therefore, the learning environment should be conducive in order to encourage dialogue, which creates critical skill among learners so that they are able to make wise decisions amicably to avoid irrationality. Corresponding with the revelations, teachers should endeavour to organise classrooms, which support democratic learning and open communication (Balogun and Yusuf, 2019). Consequently, the effectiveness of teaching is highly enhanced by the technique and content knowledge hence, integrating teachers' content knowledge and pedagogical knowledge produces a multifaceted and dynamic classroom context (Bordoh et al., 2015).

5.6.2 Adequate funding to schools and procurement of teaching/learning materials

Participants held the view [*corporeality*] that the government through the Ministry of Education should allocate more funds to schools [*spatiality*]. This is to enable them procure enough teaching/learning materials and fund other relevant school programmes in order to improve subject delivery. In the words of *Kulu*: '*The subject should be heavily funded by the government...*' This is because effective teaching and learning of any school [*spatiality*] depends on availability and utilisation of material resources (Nwaubani et al., 2016). In the same vein, the study by Odusanya and Oni (2019) in Ghana and Nigeria suggested the need for the government to invest more in education in order to enhance the quality of education. In addition, participants emphasised the need for MoE to procure textbooks of good quality unlike the few available textbooks in schools that were of poor quality. Similarly, the study by Moobola and Mulenga (2020) suggested the need for Curriculum Development Centre to revise Social Studies learners' textbooks in order to improve on quality.

5.6.3 Building and procurement of more school infrastructure

Participants said that the Ministry of Education should build more classroom blocks to decongest classes and procure enough desks in schools [*spatiality*]. Overloaded classrooms were a challenge because they inhibit open discussion in classrooms hence, teaches are driven to use didactic transmission methods so as to handle such large number of learners (Kousar and Brett, 2020). In addition, it was discovered that none of the sampled primary schools with junior secondary school section and combined schools [*spatiality*] had library facilities. Therefore, if physical facilities are unavailable, the rationale of teaching and learning might not be achieved (Nwaubani et al., 2016). Reinforcing the current study findings, Mufalo et al. (2021) suggested that the government through MoE should construct classroom blocks and library facilities in schools.

5.6.4 Disintegration of Social Studies

According to *Peba, Kuhu, Tapi* and other participants, they felt [*corporeality*] that Social Studies should be disintegrated into standalone subjects in order for teachers to teach effectively.

Similarly, the study by Cekse (2021) revealed that Civic Education was planned to be taught as a separate subject in Latvia. Further, the study revealed that the integration led to the poor academic performance of learners in schools in Latvia. Therefore, participants felt [*corporeality*] that disintegrating the subject would enhance subject delivery, acquisition of relevant competences and improve the academic performance of learners in schools [*spatiality*]. In turn, the relationship between school authorities, parents and other stakeholders [*relationality*] would be enhance as it was on the cliff due to pupil failure rate that was being recorded in schools [*spatiality*] in the recent past [*temporality*].

5.6.5 Enhancement of Teacher monitoring and CPD programmes

Participants held the view [*corporeality*] that the Ministry of Education through DEBS office and school administrators [*spatiality*] should enhance both teacher monitoring and Continuous Professional Development programmes in schools [*spatiality*] in order to stimulate Civic Education teachers' pedagogical skills.

Corroborating the current findings, the study by Magasu et al. (2020a) recommended that the MoE should strengthen CPDs in secondary schools so that teachers are oriented to the content of the Zambia Education Curriculum Framework since the use of old traditional approaches was prominent. In the same vein, CDPs are an integral part of the teaching and learning process. This is because it is through such programmes where members of staff meet and share pedagogical skills and other relevant issues pertaining to the teaching fraternity. Therefore, the MoE through the DEBS office and school authorities [*spatiality*] should up their game and ensure that such programmes get adequate supported.

5.6.6 Networking, Training and Re-training of Teachers

Most participants suggested that the subject delivery and academic performance of learners could be enhanced through networking where teachers of Civic Education from different schools [*spatiality*] meet and share ideas on how to effectively teach the subject. They further posited that more teachers should be encouraged to train in Civic Education in various colleges and universities [*spatiality*] to beef up on the shortage of qualified Civic Education teachers in schools [*spatiality*]. Since it was discovered that some of the teachers teaching Civic Education were trained in Civics while others had different specialities, participants felt [*corporeality*] the need for such teachers to upgrade their qualifications and be re-trained in Civic Education due to the nature of the subject.

Overall, networking is very important because it enables teachers from different school [*spatiality*] to share many things such as teaching/learning materials and pedagogical skills among others. Training and re-training of teachers in Civic Education helps novice teachers to acquire relevant subject matter content and other pedagogical skills for effective delivery.

5.7 Suggested Framework to support delivery of Civic Education in Social Studies

As indicated in the previous chapter, the creation of the framework was as a result of the study findings which necessitated the improvement of Shulman's Pedagogical Content Knowledge framework of 1986. Below is a detailed discussion of both frameworks.

5.7.1 Pedagogical Content Knowledge Framework (Shulman, 1986)

In order for teachers to understand the subject matter and teach it effectively, they need to acquire relevant knowledge and competences. In line with this posit, Shulman argued that teachers' cognitive understanding of subject matter knowledge and the relationships between such understanding and the instruction teachers provided for students was the missing programme in education research (Gess-Newsome, 2002). Hence, in 1986, Shulman offered a new framework and set of teacher knowledge namely; subject matter knowledge, pedagogical knowledge and curriculum knowledge and later on refinements were made hence, renamed the constructs as subject matter knowledge, curriculum knowledge and pedagogical content knowledge (Shulman, 1986b) as cited by Gess-Newsome (2002). Therefore, these knowledge domains as espoused by Shulman (1986) have been explained in detail below in relation to Civic Education.

Curriculum knowledge implies that the Civic Education teacher must be aware of the objectives and aims of the Civic Education curriculum or syllabus. This knowledge base enables the teacher to teach the subject matter or topics as prescribed in the syllabus. On the second knowledge domain that is, pedagogical knowledge, the Civic Education teacher should be conversant with a variety of teaching methods, strategies and techniques to use during lesson delivery. Acquisition of pedagogical knowledge helps the teacher to deliver the content with less difficulty in turn enable pupils to learn. On the aspect of

content knowledge, the teacher must possess knowledge on the subject that he/she teaches for effective delivery. If these three (3) categories of knowledge domains among others are well integrated by the Civic Education teacher, it may enable him/her to teach the subject effectively.

Therefore, the current study was guided by Shulman's pedagogical content knowledge framework, which is a two set Venn diagram. This is a blend of pedagogical knowledge and content knowledge leading to a formation of an intersection that is, pedagogical content knowledge as shown in figure 1 below.

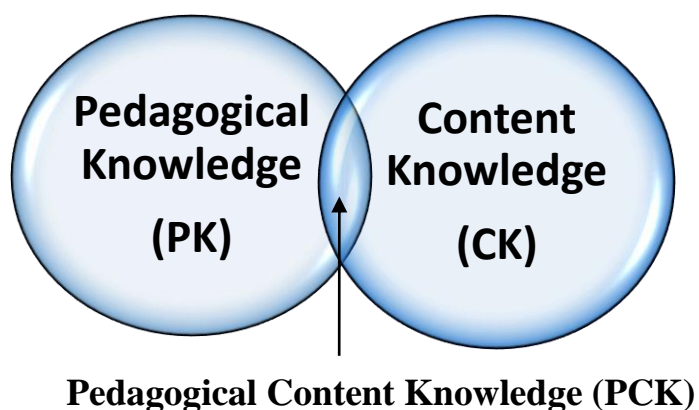


Figure 1: Pedagogical Content Knowledge Framework

Source: Shulman (1986)

During the current study, it was discovered that most teachers who taught the subject were not trained in Civic Education. In order to improve their pedagogy, a model was created where Civic Education as a variable was infused into Shulman's 1986 Pedagogical Content Knowledge framework. Hence, the formation of a three (3) set Venn diagram with seven (7) categories of teacher knowledge with an intersection that is, Civic Education Pedagogical Content Knowledge (CEPCK). Therefore, the framework's name (CEPCK) emanated from this intersection. Below is the detailed explanation of the suggested framework.

5.7.2 Civic Education Pedagogical Content Knowledge (CEPCK) Framework

As stated earlier on, the infusion of the variable (Civic Education) resulted into the formation of a three set Venn diagram with seven (7) categories of teacher knowledge. The produced knowledge domains are content knowledge (CK), pedagogical knowledge (PK), Civic Education content knowledge (CECK), pedagogical content knowledge (PCK), Civic Education knowledge (CEK), Civic Education pedagogical knowledge (CEPK) and Civic Education pedagogical content knowledge (CEPCK). Figure five (2) shows the suggested Civic Education pedagogical content knowledge framework. It is an ideal tool for the enhancement of teacher delivery, learner performance and acquisition of Civic Education profile dimensions in schools. Additionally, it can be used to measure the teacher's competence or effectiveness.

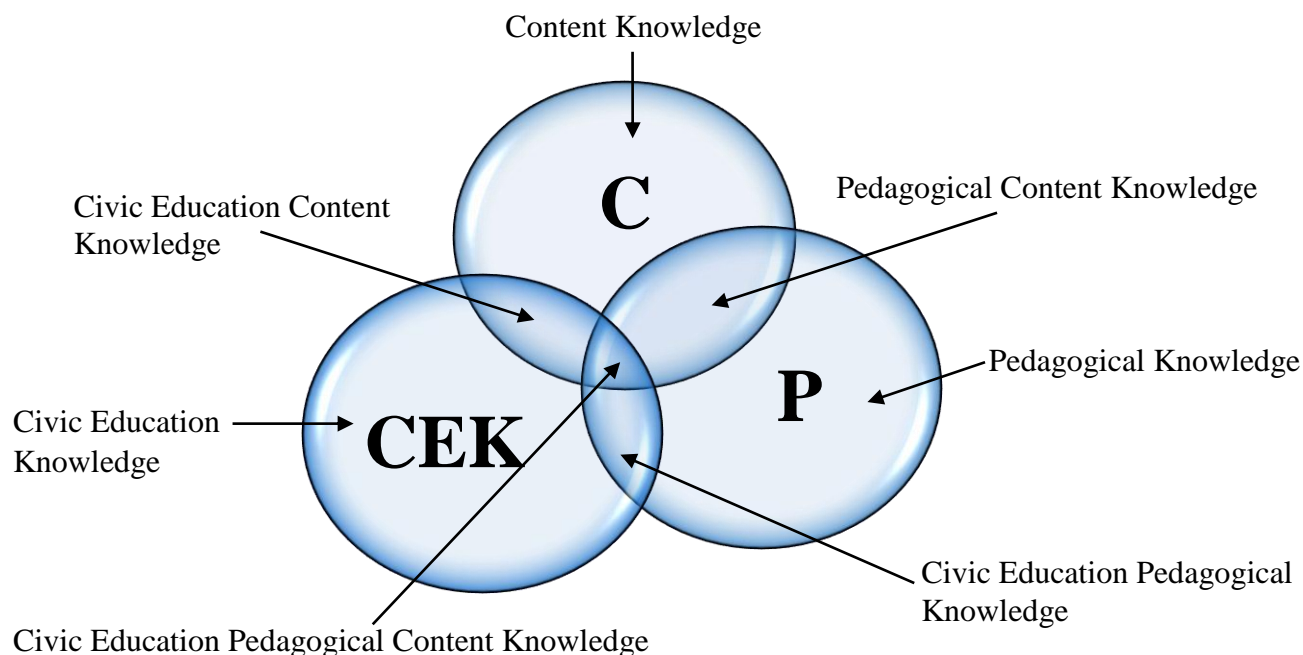


Figure 2: Suggested Civic Education Pedagogical Content Knowledge Framework

Source: Current study

In order to enhance effective delivery, Civic Education teachers must be well equipped with a variety of hypothetical domains as highlighted above. Therefore, effective teaching is the teaching that successfully achieves the learning objectives or outcomes by the pupils

as identified by the teacher (Bhowmik, Roy and Banerjee, 2013). The paragraphs below have given a detailed explanation on each of the seven (7) knowledge domains as highlighted in the suggested Civic Education pedagogical content knowledge framework.

5.7.2.1 Pedagogical Knowledge

Pedagogical knowledge is the methodological knowledge on how the teacher should present the subject matter to learners in the classroom. It includes strategies, techniques and methods used in the teaching and learning process. It is important also to understand the meaning of these concepts (methods, strategies and techniques) in teaching. Methods are ways of instruction in which data is conveyed to learners for example, learner centred method or teacher centred method. A strategy is a general plan of action, which the teacher follows in order to achieve the learning outcomes of a lesson. This may include methods to use, teaching and learning aids and evaluation devices. A technique is a specific action selected by a teacher, which is deemed necessary for the implementation of the teaching process such as question and answer, class discussions, teacher exposition and brainstorming among others. Sadly, a number of teachers still have challenges in selecting a method, technique or an appropriate strategy, which suits the concept to be taught (Kestiani, Riandi and Rochintaniawati, 2018). This aspect can lead to failure by pupils to acquire relevant Civic Education profile dimensions hence, affecting their academic performance.

Furthermore, pedagogical knowledge includes the knowledge of class management, developing a lesson plan and evaluations in order to enable student to learn (Aksu, Metin and Konyalioglu, 2014; Bachy, 2014). Since knowledge of evaluation devices is part of pedagogical knowledge, it is very important for Civic Education teachers to know various types of assessment/evaluation devices among others written or oral tests, class exercises, assignments and paused lesson questions. It enables both the Civic Education teacher and learners to know their teaching and learning deficiencies so that remedial measures can be instituted. This position agrees with the opinion of Bhowmik et al. (2013) who stated that assessment devices are very important because they provide appropriate feedback to the

teacher for bringing desirable modification in his or her methods and materials of teaching. This includes justifying the need of bringing alteration in setting of instructional objectives. Therefore, utilisation of a variety of assessment devices by the teacher enhances content assimilation by learners.

Additionally, pedagogical knowledge encompasses knowledge of classroom management which is also a vital skill required to be acquired by Civic Education teachers. Classroom management refers to “the creation of a regular and safe classroom environment that helps students learn, and it focuses on the development and implementation of effective teaching and learning strategies” (Calik, 2012) as cited by (Topal, 2020: 225). Class management includes the strategies and materials that teachers use to have a calm, pleasant, and propitious class environment for students’ learning; the introduction of appropriate materials, standards, and procedures for the class; the teachers’ ability to guide a class and give instructions; and the creation of a motivating and organised learning environment (Cevallos and Soto, 2020). It is important to point out that student achievement is influenced also by the teacher’s strategies of classroom management (Gess-Newsome, 2002). These strategies may include silence of the teacher and continuing looking at troublesome learners, memorising student names, keeping learners busy with class activities and with-it-ness. With-it-ness refers to “a teacher’s awareness of what is going on in the classroom behaviours before they get out of line” (Chandra, 2015: 14). Chandra further posits that Theorist Jacob Kounin stressed the importance of “with-it-ness,” which is the idea that the teacher should know what happens in their classroom at all times. In addition, teachers and learners need to set up class rules and traffic patterns that allow students to move around the classroom, enter and leave it to save time and minimise disruption (Popescu, 2014). However, most teachers fail to manage their learners’ behaviour due to cohesive techniques and limited class management skills or strategies. According to B. F. Skinner’s Behaviour Modification Theory, behaviour is shaped through systematic reinforcement and punishment has limited effects (Chandra, 2015). Therefore, misbehaviour occurs when needs of learners are not met and democratic classrooms support effective learning (Chandra, 2015).

It is also important to state that a teaching strategy, which may enable some learners to understand a certain lesson topic, may not do so to other learners. Hence, a mixture in terms of teaching strategies and techniques within a single lesson should be encouraged. This may mitigate possible shortcomings, which may arise during lesson delivery. Additionally, utilisation of a variety of relevant strategies and techniques during the teaching and learning process may trigger enthusiasm among learners due to the conducive interpersonal relationship created. Therefore, acquisition of a variety and relevant pedagogical skills by teachers enable them to deliver their lessons effectively and in a logical manner for the benefit of learners. Consistent with this view, Kathirveloo, Puteh and Matematik (2014) posited that acquisition of relevant pedagogical knowledge by the teacher helps him/her to have the capacity to transform the knowledge taught to the students in a way that it can be easily understood. In this regard, every Civic Education teacher must be equipped with appropriate pedagogical knowledge in the implementation of the teaching and learning process (Rahmi, 2018). Suffice to state that the teacher's pedagogical knowledge can be enhanced through continuous professional development activities. These activities are very important because teachers share knowledge on different pedagogical skills necessary for effective delivery. This is the reason why the study done by Mainde et al. (2021) recommended that schools should strengthen Continuous Professional Development (CPD) activities such as Lesson Study Cycles and Cluster Meetings among others so that they promote Civic Education pedagogies for effective teaching and learning. This is because sufficient acquisition of pedagogical knowledge by the teacher is key to student achievement (Mufalo et al., 2021).

5.7.2.2 Content Knowledge

Content Knowledge refers to the amount and organisation of knowledge in the mind of the teacher (Shulman, 1986). In other words, content knowledge is the subject knowledge that every Civic Education teacher must possess and understand as outlined in the teaching syllabus. This view is in line with the statement of Aksu et al. (2014) who said that teachers must understand all the knowledge in their subject. In this regard, the subject

knowledge to be taught and studied by learners must be that which is outlined in the school syllabus drawn from the education curriculum. Hence, the content knowledge is what every Civic Education teacher must be knowledgeable with for effective delivery. It should be put on record that it is not only learners having challenges and misconceptions about the subject matter knowledge even teachers too (Kathirveloo et al., 2014). In line with this assertion, Civic Education teachers should assimilate the subject knowledge to avoid delivery challenges, which may result into classroom distracters emanating from learners. The fact that some teachers do not have enough content knowledge impedes students to learn the subject well (Aksu et al., 2014). In the same vein, teachers who are conversant with the subject matter knowledge help learners to learn well than when the subject content knowledge is poor (Kind and Chan, 2019). Therefore, Civic Education teachers must understand the concepts and topics they teach very well for easy delivery and comprehension by learners (Department for Education, 2015). In light of this, it is very important for Civic Education teachers to know that only a desirable amount of content material is supposed to be covered within a specified period as outlined in the syllabus (Bhowmik et al., 2013).

5.7.2.3 Pedagogical Content Knowledge

Shulman introduced this concept of pedagogical content knowledge in 1986 (Rahmi, 2018). Pedagogical content knowledge is an amalgam of content and pedagogy (Kind and Chan, 2019). It refers to teacher's interpretations and transformations of subject-matter knowledge in the context of helping student learning (Rahmi, 2018; Kathirveloo et al., 2014). In other words, it is the interpretation and transformation of relevant subject content by the teacher as outlined in the syllabus using a variety of instructional strategies in order to enable pupils learn. Further, Geddis (1993) as cited by De Miranda (2008) described pedagogical content knowledge as a set of attributes that helps teachers or someone to transfer the knowledge of content to learners or others. According to Marks (1990: 9) pedagogical content knowledge "represents a class of knowledge that is central to teachers' work and that would not typically be held by non-teaching subject matter experts or by teachers who know little of that subject". This knowledge helps the teacher

with regard to the transformation of his or her subject-matter knowledge of the academic discipline in order to cater for the varied interests, backgrounds, and capacities of learners (Wilson, Shulman and Richert, 1987) in Deng (2007). Consistent with this position, pedagogical content knowledge represents the blending of content and pedagogy into an understanding of how particular topics, problems are organised and represented to the diverse interests and abilities of learners and presented for instruction (Shulman, 1987).

Pedagogical content knowledge plays an important role in the teaching and learning process because it involves teacher's competences in delivering the conceptual approach, relational understanding and adaptive reasoning of the subject matter (Kathirveloo et al., 2014). Therefore, teacher quality depends on the teacher's pedagogical content knowledge acquisition (Mufalo et al., 2021). Acquiring pedagogical content knowledge (PCK) of sufficient depth and quality in order to influence students positively lies at the heart of the teacher's education and professional development (Kind and Chan, 2019). It is worth noting that PCK can be also developed by teacher's overtime and through experience on how to teach certain content in a certain way to improve learners' understanding (Sagir, ucukaydin, Berry and Mulhall, 2012) as cited by Kestiani et al. (2018). In addition, most successful teachers who are effective in teaching are those who have flexible PCK that adapts quickly in classroom settings as they see learners' varied responses to planned instruction (Kind and Chan, 2019). Lack of PCK negatively influences effective teaching and learning process in the classroom (Kathirveloo et al., 2014).

5.7.2.4 Civic Education Knowledge

This is the knowledge from a variety of literature or materials, which is not prescribed in the Civic Education syllabus but relevant for the subject. In other words, this is the type of resources that may not be structured or prescribed in the syllabus but relevant in the teaching of Civic Education. Civic Education resource or literature is useful to Civic Education teachers for effective delivery as well as enabling learners to acquire profile dimensions. Examples of such resources are the parents, learners themselves, families, traditional authorities, religious institutions, civil society organisations, the media that is,

print and electronic media such as televisions, newspapers, the internet and radios among others. These resources play a pivotal role in imparting learners and other members of the society with civic knowledge, civic competences and civic values (Kaumba et al., 2020). This is because Civic Education is not limited to formal structures of the school system alone but goes beyond (Muleya, 2018a). The information in these structures outside the school environment can either be on issues such as respect for the rule of law, good governance, upholding family values, respect for human rights, unity in diversity or tolerance as long as it is relevant for learners and the general citizenry. Ultimately, these “activities outside classroom environment makes learning real as learners incorporate theories learnt during classroom lessons into practice” (Mainde et al., 2021).

5.7.2.5 Civic Education Content Knowledge

The combination of Civic Education knowledge and the content knowledge forms Civic Education content knowledge. In other words, this is the amalgamation of Civic Education content outlined in the school syllabus and other relevant resources or literatures. Further, it can be said to be an amalgam of knowledge from formal structures of the school system and the knowledge from informal structures outside the school system. Both categories of knowledge bases are necessary in the acquisition of civic knowledge, civic skills, civic values and civic dispositions among learners. Thus, Civic Education cuts across different spheres of life, hence multi-dimensional and praxis in nature.

5.7.2.6 Civic Education Pedagogical Knowledge

This is the product of Civic Education knowledge and Civic Education pedagogical knowledge. In other words, Civic Education pedagogical knowledge is the product of the mixture of teaching methods, strategies, techniques, evaluations, class management and other teaching resources. Therefore, teachers of Civic Education should be encouraged to be eclectic and resourceful in order to help pupils learn.

5.7.2.7 Civic Education Pedagogical Content Knowledge

This is an amalgam of the three (3) major knowledge domains namely: Civic Education knowledge (CEK), content knowledge (CK) and pedagogical knowledge (PK). Civic Education Pedagogical Content Knowledge (CEPCK) is a unique class of knowledge endowed only by teachers who teach the subject. In line with the position of Marks (1990), this class of knowledge is not even held by teachers with inadequate subject content knowledge or those trained but not teaching the subject (non-teaching subject matter experts). Therefore, all Civic Education teachers should be knowledgeable with the information highlighted in the amalgam to enable them interpret and transform the subject matter knowledge prescribed in the syllabus through the integration of other literature and pedagogical skills in order to support learning.

It is important to note that no matter how a teacher is conversant with the subject matter if he/she has limited pedagogical knowledge, specific learning outcomes may not be achieved. This is because students have different learning abilities for instance; some pupils are slow learners while others are fast learners. Hence, teachers should be equipped with a variety of pedagogical approach and endeavour to meet the demand of every learner. Therefore, Civic Education teachers have the responsibility to make sure that all pupils are given an equal opportunity to learn because they have the right to education despite their diverse interests and learning abilities. This assertion is in line with the government policy document of 1996, 'Educating Our Future' where it is clearly espoused that education is for all learners (MoE, 1996). It is for this reason why the Disability Act of 1996 was enacted to cater and provide for the learning needs of slow learners, fast learners and differently abled persons among others in the light of discrimination practices against such in different environments school inclusive (MoE, 2013).

Consequently, when Civic Education teachers effectively interweave the content knowledge, knowledge from various sources and methods of teaching in the classroom, it helps learners to grasp, understand, reason, and reflect on the body of knowledge presented to them (Shulman, 1986). This is because the subject as a whole equip learners with integrated knowledge, skills, values, dispositions and attitudes which enable them not only to understand the contemporary society in which they live but also the world as a

whole. Therefore, Civic Education helps learners to become good citizens who can develop and demonstrate good reasoning skills and have the capacity for excellent performance both academic and in practical life. Hence, they may apply the acquired competences for survival, value others and have good attitudes towards people in different communities so that harmony and well-being can be restored. Therefore, without teacher acquisition of the knowledge as outlined in the Civic Education pedagogical content knowledge framework, teaching and learning as well as acquisition of Civic Education profile dimension by students can be affected. In turn this can affect the realisation of the major pedagogical strands of Civic Education namely; education about citizenship, education through citizenship and education for citizenship. This as well may trigger a negative repo effect on the cultural, environmental, social, political and economic development of the country.

5.8 Relating Study Findings with the Theoretical Framework

As earlier indicated in the horizontal differentiation theory (Andrietti and Su, 2019), a change in the curriculum has distributional effects across students. This means that:

- Reforms can benefit some students while hurting others.
- Fast-learners benefit more when there is a reform than slow learners.
- Learners who are ready for the reform perform better than those learners who are not ready for the reform.

In line with this theory, the current study established that from the time the reviewed curriculum was implemented in 2014, schools in Masaiti district have been recording poor academic performance in Social Studies at junior secondary school level. This entails that schools were not ready for the reform. In addition, the review brought a number of challenges in schools among others shortage of qualified teachers to teach Social Studies. This scenario resulted into handling of the subject by unqualified teachers. Further, schools experienced paucity of instructional materials, which affected effective delivery and contributed to teachers not completing the syllabus on time thus affecting the performance of learners too.

Another challenge triggered by the review was insufficient pedagogical skills among teachers. In this regard, teachers found it difficult to teach the amalgamated subject due to limited pedagogical skills arising from them not being trained in the subject. This aspect was strongly echoed by both teachers themselves and school administrators. Further, most learners hated the subject due to the integration, which resulted into its bulkiness. Therefore, learners found it difficult to identify and differentiate individual components during school based assessments and Junior Secondary School Leaving Examination. Consequently, these highlights indicate that the curriculum review of 2013 brought more harm than good. This is the reason why some people resist change. In this regard, participants held the view that before the process of curriculum review is embarked on as well as the implementation process, a feasibility study should be conducted in order to ascertain its impact on the recipients. This may help policy makers to plan for possible challenges in order to avert serious impact on both teachers and learners.

5.9 Innovations and Contribution to Knowledge

Arising from study finding, the researcher has created a framework known as Civic Education Pedagogical Content Knowledge. The framework may enhance the pedagogy of Civic Education teachers at junior secondary level. In the same vein, the framework may assist Ministry of Education official from headquarters, the province and the district to assess competence levels among teachers.

Further, the researcher has contributed to the body of knowledge through research publications, which also enhanced the study as evident below:

- [1] Mufalo, S. M., Muleya, G., & Simui, F. (2022). Exploration of the Pedagogy of Civic Education in Social Studies Lessons to Support Learner Transformation in Selected Schools in Masaiti district: A Hermeneutic Phenomenological Approach. *European Journal of Education and Pedagogy*, 3(1), 95-102. DOI: <http://dx.doi.org/10.24018/ejedu.2022.3.1.272>

- [2] Mufalo, S. M., Muleya, G., & Simui, F. (2022). Challenges associated with the Teaching of Civic Education in Social Studies Lessons in Schools in Masaiti district: A Hermeneutic Perspective. *International Journal of Research and Scientific Innovation (IJRSI)*, 9(2), 1-8.
- [3] Mufalo, S. M., Muleya, G., & Simui, F. (2022). Hermeneutic Perspective on the Performance of Pupils in Social Studies at Junior Secondary School in Masaiti district. *International Journal of Research and Innovation in Social Science (IJRISS)*, 6(2), 492-498.
- [4] Mufalo, S. M., Muleya, G., & Simui, F. (2022). Exploring Civic Education Profile Dimensions in Social Studies lessons and how it creates Learner Transformation Possibilities in Schools in Masaiti district: A Hermeneutic Phenomenological Approach. *International Journal of Research and Innovation in Social Science (IJRISS)*, 6(2), 512-519.
- [5] Mufalo, S. M., Muleya, G., & Simui, F. (2021). Exploring the Global Emergence of Social Studies at Junior Secondary School: A Glance on Literature Review. *International Journal of Research and Innovation in Social Science (IJRISS)*, 5(7), 694-703. doi: <https://dx.doi.org/10.47772/IJRISS.2021.5736>
- [6] Mufalo, S. M. (2021). Exploring Civic Education as A Catalyst to Learner Transformation in Zambian Schools: A Glance On the Developed Civic Education Pedagogical Content Knowledge (CEPCK) Model. *International Journal of Research and Scientific Innovation (IJRSI)*, 8(7), 89-95. doi: <https://dx.doi.org/10.51244/IJRSI.2021.8711>

Consequently, the above outlined articles speak to the current study/thesis. However, the articles below do not speak to the current study but studies were conducted. This is because the researcher thought of enhancing his knowledge base and competences and to contribute more knowledge to the existing body of literature since his PhD programme was purely by research. The following are the said research publications:

- [1] Mufalo, M. S. & Kabeta, M. R. (2019). Challenges of School Re-Entry among Learner-Mothers and Mitigation Strategies Instituted by Stakeholders in Schools in

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5.10 Chapter Summary

This chapter has pointed out that effective subject delivery and learner acquisition of Civic Education profile dimensions is dependent upon the teacher’s acquisition the three major teachers’ domains (content knowledge, pedagogical knowledge and Civic Education knowledge) and other sub knowledge domains and indeed the utilisation of the proposed framework. This may also improve academic performance of learners. The following chapter focuses on the conclusion and recommendations of the study as well as proposing future study areas.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 Overview

This chapter concludes the entire study by stating the purpose of the study and give highlights of the study findings. This is followed by presenting study recommended as well as some future study areas that need further probing.

6.2 Conclusion

The purpose of the study was to explore the pedagogy of Civic Education in Social Studies at junior secondary school in Masaiti district. The current study was qualitative in nature where constructivist and interpretivist paradigms were integrated and applied in the study. A hermeneutic phenomenological design also guided the study. This design was chosen because it enabled the researcher to infer beyond what was communicated to the researcher by the key insiders. In addition, it enabled the researcher to answer the research questions with less difficulty. All participants were sampled using homogenous purposive sampling technique. Therefore, data from the participants was generated using semi-structured questionnaires, semi-structured interview guides, data analysis checklists and observation schedules. The study revealed that the delivery of Civic Education in Social Studies at junior level enabled learners to acquire knowledge on governance, become responsible and just, tolerant, confident and respect others as well as knowledge on corruption and human rights knowledge. It was also established that Civic Education was mostly taught using traditional approaches. Further, most of the teachers who taught the component were not trained in Civic Education but trained in other subjects such as Business Studies, Special Education, Information and Communication Technology (ICT), Psychology, History, Geography, Religious Education and Civics among others. Others were primary school teachers who delivered it on secondment basis due to paucity of qualified teachers. At the time the study was conducted, there was no any teacher trained specifically in Social Studies. This was the reason why teachers with different specialities handled the subject. This led to handling of Social Studies by one teacher in some schools. However, in other schools, three (3) teachers taught the subject according to their

specialisation or preference where they shared the three components, one teacher Civic Education component, another one History component and the other one Geography component respectively.

Furthermore, the study revealed that the delivery of Civic Education in Social Studies at junior level was associated with many challenges. These challenges were: such as shortage of qualified Civic Education teachers; inadequate teaching and learning materials; inadequate school infrastructure; learners' failure to read, write and understand English language; paucity of financial resources; inadequate time allocated to the subject; integration of Civic Education into Social Studies; and Substandard textbooks. The highlighted challenges contributed to poor academic performance of learners in schools. This was because most of the teachers were unable to cope with these challenges hence, affecting their delivery and learner performance. The status quo also led to learners hating Social Studies. However, key informants suggested some alternative strategies that could be applied to improve the delivery of Civic Education in Social Studies and learner performance in schools. These were: (a) employment of more qualified Civic Education teachers; (b) adequate funding to schools and procurement of teaching and learning materials; (c) building and procurement of more school infrastructure; (d) allocation of adequate contact time (e) disintegration of Social Studies; (f) enhancement of teacher monitoring and Continuous Professional Development programmes; and (g) Networking, training and re-training of teachers.

On the aspect of innovations, Civic Education Pedagogical Content Knowledge framework has been created. The framework is of paramount importance because school authorities, the DEBS office and other stakeholders can use it to assess the competence levels of teachers in schools. In addition, the framework may enhance competence levels of Civic Education teachers, which in turn may improve the academic performance of learners at large. Additionally, the study has brought out challenges arising from the integration of Civic Education into Social Studies, which contributed to poor results at junior level. This is because all the three components of the subject have different

philosophies. Further, the researcher has contributed to knowledge through publication nine (9) peer-reviewed articles from different journals.

6.3 Recommendations

Based on the study findings, the following are the recommendations:

- (i) Ministry of Education should employ adequate qualified Civic Education teachers in schools in order to enhance subject delivery and learner acquisition of relevant competences. The study revealed that there were few teachers who were trained in Civic Education in schools. Because of this, teacher with different specialisation mostly taught the subject as long as they volunteered to handle it. This compromised subject delivery and learner performance.
- (ii) Teachers should teach the subject using 21st century teaching approaches (learner-centred activities). During the study, it was established that most teachers taught the subject using lecture method. This approach was not good because it hindered creativity and critical thinking among learners.
- (iii) Ministry of Education should fund schools to enable them procure enough and quality teaching and learning materials and fund educational tours. This was inevitable because at the time of study, school had limited instructional materials. In addition, most administrators lamented that schools had low and erratic funding a situation, which affected the smooth running of schools.
- (iv) Ministry of Education through DEBS office and school administrators should enhance teacher monitoring and Continuous Professional Development (CPD) programmes in schools. Participants suggested that teacher monitoring would enable teachers to be active and prepare their work accordingly. Similarly, CPDs would reinvigorate teachers' pedagogy because such programmes enabled teachers to share ideas, teaching materials, teaching approaches, strategies and techniques.
- (v) Ministry of Education should adopt the use of the proposed CEPCCK framework in schools. This may enhance teachers' competences for effective subject delivery in turn improves learner performance. In addition, the framework can be used to assess competence levels of teachers in schools by school authorities.

- (vi) Ministry of Education and Curriculum Development Centre (CDC) should collaborate and disintegrate Social Studies into standalone subjects the way they are currently at senior secondary school across the country. In line with this, participants held the view that the integration was a challenge because each component had its own philosophy. For example, Geography had its own philosophy same as Civic Education and History. Therefore, it was observed that Social Studies was not really a subject on its own but a mere combination of three different subjects hence, a clarion call for its disintegration.
- (vii) Ministry of Education should first conduct a feasibility study before any curriculum review and the implementation process. This may help policy makers to plan for possible challenges, which may affect teachers and learners.
- (viii) Ministry of Education should first implement curriculum reforms in universities and colleges of Education before doing that in schools. The study revealed that the Zambia Education Curriculum Framework of 2013 was quickly implemented in all public schools in 2014 before colleges and universities could train teachers in the new subject. At the time of study, no teacher was found to be trained specifically in Social Studies.

6.4 Future Research Areas

Future research should be conducted in the following areas:

- i. Exploring the pedagogy of Civic Education in Grant-aided and Non-grant aided secondary schools.
- ii. Exploring challenges associated with the delivery of Civic Education in colleges and universities.
- iii. Analysing the competence levels of secondary school Civic Education teachers using Civic Education Pedagogical Content Knowledge (CEPCK) framework.

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APPENDICES

Appendix 1: Letters of Consent

CIVIC EDUCATION TEACHERS QUESTIONNAIRE CONSENT LETTER

Dear Participant,

I am a Doctor of Philosophy (Civic Education) student at the University of Zambia conducting a research entitled: **Exploring the Pedagogy of Civic Education in Social Studies at Junior Secondary School in Masaiti district: A Hermeneutic Phenomenological Approach.**

Your participation in this study will be of paramount importance and highly appreciated. Participation is purely voluntary. You will not be compensated for your time for participating in this study. You may withdraw from participating at any time if you so wish without any penalty. The information, which you will provide will be strictly treated with the maximum confidentiality it deserves and anonymity and it will only be used for academic purposes.

Signing this document indicates that you have agreed to participate in the study.

Thanking you in advance.

.....
.....

Signature of Participant

Date

**HEADS OF SECTION AND HEADS OF DEPARTMENT INTERVIEW CONSENT
LETTER**

Dear Participant,

I am a Doctor of Philosophy (Civic Education) student at the University of Zambia conducting a research entitled: **Exploring the Pedagogy of Civic Education in Social Studies at Junior Secondary School in Masaiti district: A Hermeneutic Phenomenological Approach.**

Your participation in this study will be of paramount importance and highly appreciated. Participation is purely voluntary. You will not be compensated for your time for participating in this study. You may withdraw from participating in the interview at any time if you so wish without any penalty. The information, which you will provide will be strictly treated with the maximum confidentiality it deserves and anonymity and it will only be used for academic purposes.

Signing this document indicates that you have agreed to participate in the study.

Thanking you in advance.

.....
.....

Signature of Participant

Date

SCHOOL ADMINISTRATORS INTERVIEW CONSENT LETTER

Dear Participant,

I am a Doctor of Philosophy (Civic Education) student at the University of Zambia conducting a research entitled: **Exploring the Pedagogy of Civic Education in Social Studies at Junior Secondary School in Masaiti district: A Hermeneutic Phenomenological Approach.**

Your participation in this study will be of paramount importance and highly appreciated. Participation is purely voluntary. You may withdraw from the interview at any time if you so wish. The information, which you will provide will be strictly treated with the maximum confidentiality it deserves and anonymity and it will only be used for academic purposes.

Signing this document indicates that you have agreed to participate in the study.

Thanking you in advance.

.....

.....

Signature of Participant

Date

MINISTRY OF EDUCATION DISTRICT OFFICIALS
INTERVIEW CONSENT LETTER

Dear Participant,

I am a Doctor of Philosophy (Civic Education) student at the University of Zambia conducting a research entitled: **Exploring the Pedagogy of Civic Education in Social Studies at Junior Secondary School in Masaiti district: A Hermeneutic Phenomenological Approach.**

Your participation in this study will be of paramount importance and highly appreciated. Participation is purely voluntary. You may withdraw from the interview at any time if you so wish. The information, which you will provide will be strictly treated with the maximum confidentiality it deserves and anonymity and it will only be used for academic purposes.

Signing this document indicates that you have agreed to participate in the study.

Thanking you in advance.

.....
.....

Signature of Participant

Date

Appendix 2: Research Instruments

CIVIC EDUCATION TEACHERS QUESTIONNAIRE

Dear Participant,

I am a Doctor of Philosophy (Civic Education) student at the University of Zambia conducting a research entitled: **Exploring the Pedagogy of Civic Education in Social Studies at Junior Secondary School in Masaiti district: A Hermeneutic Phenomenological Approach.**

You are one of the chosen participants and your participation will be greatly appreciated. Your confidentiality is guaranteed.

Thanking you in advance.

Setwin Mutau Mufalo (19000811)

INSTRUCTIONS:

(a) Answer all questions in both sections

(b) In section A, kindly ticking (√) or write down your answer where applicable.

(c) In section B, write down all your views in the spaces provided.

SECTION A: Bio Data

1.	Gender	Male				Female	
2.	Age (years)	20-35	36-40	41-45	46-50	51 and above	
3.	Professional Qualification	Certificate	Diploma	Degree	Masters Degree	Other, specify below	
4.	Subject Specialisation	Kindly write your specialisation below					
5.	Teaching Experience in Civic Education	0-2 years	3-8 years	9-15 years	16-21 years	22 years and above	

SECTION B

Kindly write your views on each question.

1. How do Civic Education profile dimensions come out in Social Studies at junior level?

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2. How is the teaching of Civic Education in Social Studies lessons conducted at junior level?

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3. How is the performance of learners in Social Studies?

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4. What is your opinion on the current integration of Civic Education into Social Studies?

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5. What are some of the challenges associated with the teaching of Civic Education through Social Studies lessons?

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6. What strategies can be applied to mitigate the challenges you have highlighted in question (5) above?

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..... *Thank you very much for your participation.*

HEADS OF SECTION AND HEADS OF DEPARTMENT INTERVIEW GUIDE

Dear Participant,

I am a Doctor of Philosophy (Civic Education) student at the University of Zambia conducting a research entitled: **Exploring the Pedagogy of Civic Education in Social Studies at Junior Secondary School in Masaiti district: A Hermeneutic Phenomenological Approach.**

You are one of the chosen participants to be interviewed and your participation will be greatly appreciated. Your confidentiality is guaranteed.

Thanking you in advance.

Setwin Mutau Mufalo (19000811)

1: Bio Data

i.	Gender	
ii.	Age (years)	
iii.	Marital Status	
iv.	Professional Qualification (Certificate, diploma, degree, etc)	
v.	Subject Specialisation	
vii.	Years of Teaching Experience	

2. What is the relevance of Civic Education in Social Studies lessons at junior secondary school?
3. How is the performance of learners in Social Studies?
4. What are some of the challenges faced by teachers and/ or enablers in the delivery of Civic Education at junior secondary school?
5. What alternative strategies can be applied to improve the delivery of Civic Education in Social Studies lessons?
6. How can the academic performance of learners in Social Studies be improved in schools?
7. Any other observation, comments and suggestions?

Thank you very much for your participation in this interview.

SCHOOL ADMINISTRATORS INTERVIEW GUIDE

Dear Participant,

I am a Doctor of Philosophy (Civic Education) student at the University of Zambia conducting a research entitled: **Exploring the Pedagogy of Civic Education in Social Studies at Junior Secondary School in Masaiti district: A Hermeneutic Phenomenological Approach.**

You are one of the chosen participants to be interviewed in this research and your participation will be greatly appreciated. Your confidentiality is guaranteed.

Thanking you in advance.

Setwin Mutau Mufalo (19000811)

1. Bio Data

i.	Gender	
ii.	Age (years)	
iii.	Marital Status	
iv.	Professional Qualification (Certificate, diploma, degree, etc)	
v.	Subject Specialisation	
vi	Current Position Held	
vii.	Years of Experience in the current position	

2. What is your opinion on the current integration of Civic Education into Social Studies?
3. How relevant are Continuous Professional Development programmes (CPDs) in schools?
4. What are some of the challenges associated with the delivery of Civic Education in Social Studies lessons?
5. What do you think should be done to mitigate the challenges if any in order to improve the subject delivery?
6. How is the general performance of learners in Social Studies in schools?
7. Any other observations, comments and suggestions?

Thank you so much for your participation.

MINISTRY OF EDUCATION DISTRICT OFFICIALS' INTERVIEW GUIDE

Dear Participant,

I am a Doctor of Philosophy (Civic Education) student at the University of Zambia conducting a research entitled: **Exploring the Pedagogy of Civic Education in Social Studies at Junior Secondary School in Masaiti district: A Hermeneutic Phenomenological Approach.**

You are one of the chosen participants to be interviewed in this research and your participation will be greatly appreciated. Your confidentiality is guaranteed.

Thanking you in advance.

Setwin Mutau Mufalo (19000811)

1. Bio Data

i.	Gender	
ii.	Age (years)	
iii.	Marital Status	
iv.	Professional Qualification (Certificate, diploma, degree, etc)	
v.	Subject Specialisation	
Vi	Current Position Held	
vii.	Years of Experience in the current position	

2. How relevant is Civic Education in the Zambian curriculum?
3. How does Civic Education in Social Studies lessons enhance learners' cognitive skills, social emotional skills and behavioural change?
4. What are some of the challenges faced by Civic Education teachers during delivery in Social Studies lessons at junior secondary school?
5. How is your office and other stakeholders support Civic Education teachers and Civic Education programmes in schools?
6. Any other observations, comments and suggestions?

Thank you so much for your participation.

APPENDIX 3: PROCEDURE TO FOLLOW DURING INTERVIEWS

TITLE: Exploring the Pedagogy of Civic Education in Social Studies at Junior Secondary School in Masaiti district: A Hermeneutic Phenomenological Approach.

1. The researcher to introduce himself and welcome the participant.
2. Availing the research topic and rationale of the study to the participant.
3. The researcher to give out the consent form to the participant.
4. The participant to be given time to ask questions if any and then sign the consent forms.
5. The interview to begin and the researcher to ask questions as outlined in the interview guide.
6. Thanking the participant.

APPENDIX 4: PERMISSION LETTER

Mr. Setwin Mutau Mufalo
Mishikishi Secondary School
P.O. Box 41
MASAITI

14th June, 2021.

The Provincial Education Officer
Ministry of General Education
P.O. Box 71552
NDOLA

Dear Sir/Madam

RE: PERMISSION TO GATHER DATA FOR MY STUDIES FROM SELECTED SCHOOLS AND THE DEBS OFFICE

The above subject matter refers.

I am a teacher at Mishikishi Secondary School currently pursuing a Doctor of Philosophy (PhD) in Civic Education at the University of Zambia. My study seeks to explore the pedagogy of Civic Education in Social Studies at Junior Secondary School in Masaiti district: A Hermeneutic Phenomenological Approach. The target population for my proposed study are teachers of Civic Education, heads of departments, heads of section Civic Education and head teachers from selected schools as well as Ministry of Education district officials at the District Education Board Secretary (DEBS) office in Masaiti district. In this regard therefore, I am seeking permission through your office to allow me conduct the said study.

Thanking you in advance.

Yours faithfully,



Setwin Mutau Mufalo – Student No.: 19000811
TS No.: 603801
Cell No.: 0968 363 074

. All communication should be address
To the Provincial Education Officer
Telephone: 0212 61541
0212 615625

TS No.....

In reply please quote
TS: 603801



REPUBLIC OF ZAMBIA

MINISTRY OF GENERAL EDUCATION



OFFICE OF THE PROVINCIAL EDUCATION OFFICER
P.O. BOX 71552
NDOLA

27th July 2021


The District Education Board Secretary
MASAITI DISTRICT

**RE: PERMISSION TO COLLECT DATA FOR MY STUDIES FROM
SELECTED SCHOOLS AND THE DEBS OFFICE: MR. SETWIN
MUTAU MUFALO**

Reference is made to the above captioned subject.

The above named is a teacher at Mishikishi Secondary School in Masaiti District who is currently pursuing a Doctor of Philosophy (PhD) in Civic Education at the University of Zambia.

I write to inform you that permission has been granted for the above named officer to collect data from selected schools and the District Education Board Secretary's Office.


Ngoma Felix Z.
Provincial Education Officer
COPPERBELT PROVINCE

APPENDIX 5: ETHICS COMMITTEE (HSSREC) APPROVAL LETTER



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

Great East Road Campus | P.O. Box 32379 | Lusaka10101 | Tel: +260-211-290 258/291 777 Fax:
(+260)-211-290 258/253 952 | E-mail: director.drgs@unza.zm | Website: www.unza.zm

APPROVAL OF STUDY

9th November, 2021

REF NO.HSSREC-2021-OCT-010

Setwin Mutau Mufalo
The University of Zambia
UNZA IDE
P.O. Box 32379
LUSAKA

Dear Mr. Mufalo,

**RE: "EXPLORING CIVIC EDUCATION AS A CATALYST TO LEARNER
TRANSFORMATION THROUGH SOCIAL STUDIES LESSONS AT JUNIOR
SECONDARY-SCHOOL: A HERMENEUTIC PHENOMENOLOGICAL
APPROACH"**

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-2021-OCT-010
Approval and Expiry Date	Approval Date: 9 th November, 2021	Expiry Date: 8 th November, 2022
Protocol Version and Date	Version - Nil	8 th November, 2022
Information Sheet, Consent Forms and Dates	7 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		