

**AN EXPLORATION OF HOW THE TEACHING AND LEARNING OF CIVIC  
EDUCATION CONTRIBUTE TO TRANSFORMATIVE EDUCATION IN ZAMBIAN  
SECONDARY SCHOOLS: A STUDY OF FOUR SELECTED SECONDARY SCHOOLS  
IN KABWE DISTRICT, CENTRAL PROVINCE**

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Requirements for the Award of the Master Education in Civic Education**

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## AUTHOR'S DECLARATION

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**CERTIFICATE OF APPROVAL**

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## ABSTRACT

The study explored how the teaching and learning of civic education contribute to transformative education in selected secondary schools of Kabwe district, Zambia. The study had three research objectives. The first one was to establish how teaching and learning of Civic Education contribute to transformative education among learners in schools. The second one focused on exploring challenges that impede Civic Education as transformative education among learners in schools and the third one focused on investigating possible measures that could be adopted to support Civic Education as transformative education among learners in schools. The study used qualitative paradigm with an application of case research design. The study recruited thirty (30) participants and there were selected using homogenous and expert purposive sampling. Data was collected through individual interviews and focus group discussion. Data was analyzed using thematic approach. The study revealed that civic education helps learners to understand their rights, develop critical thinking in learners and prepare analytical leaders. Equally, it was revealed that civic education prepare future and current participants in national development. On challenges that impede Civic Education as transformative education among learners in schools, these were the themes: inadequate school infrastructure, teacher incompetence, use of traditional strategies by teachers, pupil congestion and lack of teaching materials. Others included less contact sessions allocated for teaching Civic Education and lack of practical in Civic Education. On suggestions that could be adopted to support Civic Education as transformative education among learners in schools, the study revealed that provision of adequate school infrastructure, providing more learning materials, allocating more time to teaching of Civic Education and introducing practical in Civic Education was cardinal. The study concluded that despite challenges that impede the teaching of Civic Education in schools, Civic Education is still fundamental in transforming learners and the community. Therefore, the study recommended that there is need for teachers of Civic Education to embrace the use of active pedagogies when delivering civic education lessons as this may be critical for fostering transformative education.

**Key words:** *Civic Education, contribution, Transformative learning.*

## **DEDICATION**

This study is dedicated to my late mother Mrs Bertha Mwelwa Chibwe Kaunda, my late grandmother Mrs Diana Kombe, my late niece Mwelwa Kaunda Shapwaya and my my father Mr Wellington Kaunda still living.

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## TABLE OF CONTENTS

<b>NOTICE OF COPYRIGHT</b> .....	<b>i</b>
<b>AUTHOR’S DECLARATION</b> .....	<b>ii</b>
<b>CERTIFICATE OF APPROVAL</b> .....	<b>iii</b>
<b>ABSTRACT</b> .....	<b>iv</b>
<b>DEDICATION</b> .....	<b>v</b>
<b>ACKNOWLEDGEMENTS</b> .....	<b>vi</b>
<b>TABLE OF CONTENTS</b> .....	<b>vii</b>
<b>LIST OF APPENDICES</b> .....	<b>xii</b>
<b>ACRONYMS AND ABBREVIATIONS</b> .....	<b>xiii</b>
<b>CHAPTER ONE: INTRODUCTION TO THE STUDY</b> .....	<b>1</b>
1.1 Overview .....	1
1.2 Background to the Study.....	1
1.3 Statement of the Problem.....	2
1.4 Purpose of the Study.....	3
1.5 Research Objectives .....	3
1.6 Main Research Question.....	3
1.7 Research Questions .....	3
1.8 Significance of the Study.....	4
1.9 Theoretical Framework .....	4
1.10 Delimitations of the Study.....	5
1.11 Limitation .....	5
1.12 Operational definitions. ....	5
1.13 Chapter summary.....	6

<b>CHAPTER TWO: REVIEW OF RELATED LITERATURE.....</b>	<b>7</b>
2.1 Overview.....	7
2.2 The Meaning of Civic Education.....	7
2.3 Goals of Civic Education.....	8
2.4 Perspectives on the teaching of civic education in schools.....	11
2.5 Challenges faced in the teaching of Civic education .....	15
2.6 Research gap.....	18
2.7 Chapter summary .....	18
<b>CHAPTER THREE: METHODOLOGY .....</b>	<b>19</b>
3.1 Overview.....	19
3.2 Philosophical Assumptions and the research approach .....	19
3.3 Epistemological Perspective.....	19
3.4 Ontological Perspective .....	20
3.5 Social Constructivism .....	20
3.6 Research Design.....	20
3.7 Target Population.....	20
3.8 Sample Size .....	20
3.9 The Sampling Procedure.....	21
3.10 Data Collection Procedure.....	21
3.11 Data analysis .....	22
3.12 Data Quality Assurance (DQA).....	22
3.12.1 Credibility.....	23
3.12.2 Transferability .....	23
3.12.3 Dependability.....	23
3.12.4 Confirmability .....	23

3.13 Ethical issues .....	24
3.13.1. Approval and Informed consent .....	24
3.13.2. Research description.....	24
3.13.3. Benefits and risks.....	24
3.13.4. Anonymity and confidential .....	24
3.13.5. Voluntary participation.....	24
3.14 Chapter summary.....	25
<b>CHAPTER FOUR: FINDINGS.....</b>	<b>26</b>
4.1 Overview.....	26
4.2 How teaching and learning of Civic Education contributes to transformative education among learners in schools.....	26
4.2.1 Civic Educations empowers learners with Knowledge on their rights.....	26
4.2.2 Civic Education Enables Critical thinking .....	27
4.2.3 Civic Education Prepares Analytical Leaders .....	28
4.2.4 Promotes Current and Future Participation in national development.....	29
4.3 Challenges that Impede Civic Education as Transformative Education among Learners in Schools .....	29
4.3.1 Inadequate School Infrastructure and pupil congestion .....	30
4.3.2 Teacher Incompetence .....	30
4.3.3 Use of Traditional Strategies by Teachers.....	31
4.3.4 Lack of Learning Materials .....	31
4.3.5 Limitation of time on the number of periods for Civic Education .....	32
4.3.6 Lack of Practical in Civic Education .....	32
4.4 Possible measures that could be adopted to support Civic Education as transformative education among learners in schools.....	33
4.4.1 Need to build more Infrastructure .....	33

4.4.2 Ministry of Education and School provide more Learning Materials .....	34
4.4.3 There was need to change Teaching Methods.....	34
4.4.4 Need for practical lessons in Civic Education.....	35
4.4.5 More time should be allocated to Civic Education.....	35
4.5 Chapter summary.....	35
<b>CHAPTER FIVE: DISCUSSION OF THE FINDINGS .....</b>	<b>37</b>
5.1 Overview.....	37
5.2 How teaching and learning of Civic Education contributes to transformative education among learners in schools.....	37
5.2.1 Civic Educations empowers learners with Knowledge on their rights.....	37
5.2.2 Civic Education Enables Critical thinking .....	37
5.2.3 Civic Education Prepares Analytical Leaders .....	38
5.2.4 Promotes Current and Future Participation in national development.....	38
5.3 Challenges that Impede Civic Education as Transformative Education among Learners in Schools .....	39
5.3.1 Inadequate school infrastructure and pupil congestion .....	39
5.3.2 Teacher incompetence .....	40
5.3.3 Use of traditional strategies by teachers. ....	40
5.3.4 Lack of teaching materials.....	40
5.3.5 Less contact sessions allocated for teaching civic Education.....	41
5.3.6 Lack of practical in Civic Education. ....	42
5.4 Possible measures that could be adopted to support Civic Education as transformative education among learners in schools.....	42
5.4.1 Need to build more Infrastructure .....	43
5.4.2 Ministry of Education and School provide more Learning Materials .....	43
5.4.3 The need to change teaching methods .....	43

5.3.4 Need for practical lessons in Civic Education.....	44
5.3.5 More time should be allocated to Civic Education.....	44
5.5 Chapter summary.....	45
<b>CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS .....</b>	<b>46</b>
6.1 Overview.....	46
6.2 Conclusion.....	46
6.3 Recommendations.....	47
6.4 Suggestion for Future Research.....	47
<b>REFERENCES.....</b>	<b>48</b>
<b>APPENDICES.....</b>	<b>53</b>

## **LIST OF APPENDICES**

Appendix 1: Focus group questions for teachers of Civic Education .....	53
Appendix 2: Interview guide Questions for Section Heads.....	54
Appendix 3: Interview guide Questions for Heads of Departments Social Sciences .....	55
Appendix 4: Interview guide Questions for Deputy Head teachers .....	56
Appendix 5: Interview guide Questions for District Education standard officer (DESO) / Education Standard Officer (ESO).....	57
Appendix 6: Ethical Clarence.....	58

## **ACRONYMS AND ABBREVIATIONS**

CPD	:	Continuous Professional Development
DEBS	:	District Education Board Secretary
DESO	:	District Education Standards Officer
EU	:	European Union
FGGPP	:	A Focus Group Guide on Political Participation
HOD	:	Head of Department
HOS	:	Head of Section
MOE	:	Ministry of Education
UN	:	United Nations
UNESCO	:	United Nations Education Scientific Cultural Organisation
USAID	:	United States Aids International Development

## **CHAPTER ONE: INTRODUCTION TO THE STUDY**

### **1.1 Overview**

This chapter presents the background to the study, statement of the problem, purpose of the study, objectives and research questions. The chapter also discusses the significance of the study, theoretical framework, delimitations and limitations of the study, and operational definitions.

### **1.2 Background to the Study**

Nwaubani (2016) as cited in Muleya (2017) notes that Civic Education is a term used to describe various educational programs, with different names, such as: Citizenship Education and Ethics, Civic Culture, Civics, Legal and Social Education. This means that Civic Education has no single definition. However, the subject is still relevant in transforming learners in many ways. As has been noted by Muleya (2017), the subject does present itself in ways that support education through learning and for learning. Additionally, Galston (2001) argues that Civic Education builds citizens into becoming good citizens by way of equipping them with appropriate knowledge, skills and traits of good character. This is another point to note that Civic Education supports the learners to become useful citizens in society and the way it is taught in schools becomes a matter of interest among all the stakeholders.

Kousar and Peter (2020) contend that Civic Education was first implemented in the educational system in the United States of America in the beginning of the 20th century. It was character oriented toward producing a “model” citizen properly indoctrinated with religious and spiritual thinking and it was also referred to as Citizenship Education.

Finkel (2015) as cited in Muleya (2015) notes that Civic Education originated and developed in countries with a democratic political system, it was tightly associated with democratic values and notions that were to be adopted by its citizens. The following definition accepted by the UN is adopted in this study too: Civic Education is a way of learning for effective participation in a democratic and development processes, and it is an important way for capacity development in the society by empowering people for effective civic engagement to understand Civic Education and its purpose in one's society it has to be related to the notions of civil society and democracy.

There are three important international reference points, which can be considered vis- a-vis the development of Civic Education. These are: The UN Decade for Human Rights Education (1995-2004), Civic Education in a European Context, The International Association for the Evaluation of Educational Achievement (IEA) and International Study on Civic Education (Smith, Fountain, Mclean, 2002: 14). The interest in Civic and Citizenship Education considerably increased in Europe during 1990s, as the number of formal democracies in the world has increased from 76 (46.1%) to 117 (61.3%). It is seen as an important mean for countries to educate citizens about their rights and responsibilities. Increasing pluralism within states created the need to go beyond simple "patriotic" models of citizenship requiring uncritical loyalty to the nation state, and offered a concept of citizenship based on human rights and responsibilities, to prevent mobilization of political conflict around identity issues. The basic principle of modern civic education programmes is to have a strong human rights values base, to make a specific reference to the children's rights and address issues related to diversity and the rights of minorities within a society (Finkel S. , 2013).

Muleya (2015) further noted that the reintroduction of teaching of Civic Education in 2003 which had been banned in 1978 at the senior secondary school level was meant to impart into learners' skills, knowledge and virtues needed for effective political participation in the community. Since then, the teaching of Civic Education at the senior secondary school has become compulsory subject and key education determinant in every citizen maturity. It is against this background that this study was conducted to explore how the teaching and learning of Civic Education contribute to transformative education in Zambian secondary schools.

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

The relationship between Civic Education and Transformative Education is an integral one and serves also as perpetual parts of our societies and personal development (Kloubert & Mabrey III, 2022). These large-scale changes required citizens to rethink and even to transform their way of living in their social and political system, interacting with one another, and even how they view themselves. At the same time, the transformative experience for an individual trigger, affects, and even accelerates societal change. Through Civic Education, one can improve, change, or even transform societies. Therefore, Civic Education is supposed to amend, repair, or even deeply transform our societies (Kloubert & Mabrey III, 2022). While Civic Education is supposed to

amend, repair or even deeply transform society, very little or limited information is available that point to how teaching of Civic Education contribute to transformative education among the learners in schools. If this is not addressed, it may lead to producing learners who are not duty bound in the community. Consequently, this may expose communities to a lot of vulnerabilities such as weak democratic institutions, lawlessness and low participation in community development. Thus, this necessitated the researcher to undertake this study on how the teaching and learning of Civic Education contribute to transformative education among learners in schools.

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

The study sought to explore how the teaching and learning of Civic Education contribute to transformative education among learners in selected secondary schools of Kabwe district, Zambia.

#### **1.5 Research Objectives**

- i. Establish how teaching and learning of Civic Education contribute to transformative education among learners in schools.
- ii. Explore challenges that impede Civic Education as transformative education among learners in schools.
- iii. To investigate possible measures that could be adopted to support Civic Education as transformative education among learners in schools.

#### **1.6 Main Research Question**

How does teaching and learning of Civic Education serve as transformative education among learners in schools?

#### **1.7 Research Questions**

- i. How does the teaching and learning of Civic Education contribute to transformative education among learners in schools?
- ii. What challenges impede the teaching and learning of Civic Education as transformative education among learners in schools?
- iii. What are the possible measures that could be adopted to ensure that teaching and learning of Civic Education contribute to transformative education among learners in schools?

## **1.8 Significance of the Study**

1. The findings of this study are important as they might help the policy makers in the Ministry of Education to re-think on how the teaching and learning of Civic Education ought to be taught in schools.
2. The findings may also contribute to the existing body of knowledge in the areas of Civic Education and transformative education.
3. The findings might also encourage the communities in attaching serious significance on the subject.

## **1.9 Theoretical Framework**

This study was guided by transformative learning theory propounded by Mezirow (1998). The choice of this theory is based on its salient features like idea of transformation that comes about through a process of critical reflection and discourse in our education system. According to Mezirow, discourse contributes to how we justify our beliefs we deem appropriate in our community. The theory is rooted in humanism, emancipatory tradition, pragmatism and critical theory traditions. Humanism here is referring to a democratic and ethical life stance that affirms that human beings have the right and responsibility to give meaning and shape to their own lives (Kumar, 2017). Emancipatory tradition is a theory of existence where man and woman view themselves not as objects but as subjects who are continually reflecting and acting on transforming the world into a more equitable place for all to live (Freire, 1998). Pragmatism focuses on keeping things practical and is inspired by four fundamental principles namely; unity, interest, experience and integration (Drew, 2023). According to Fleming (2012) critical theory involves kind of critical thinking that involves a disengagement from the tacit assumptions of discursive practices and power relations to exert more control over one's life. Therefore, transformative learning theory is defined by its programmatic commitment to individual growth and social development. As such the idea of transformation comes about through a process of critical reflection and discourse ending in reflective action informed by a more rational way of thinking (Mezirow, 1998). Mezirow's emphasis on critical self-reflection and communicative discourse echoes the core principles of civic education, namely, commitment to autonomy and human dignity (Kloubert, 2018). This is a significant element required for the subject if it were to be taught with the intentions of transformative education. Given this background, the choice of the theory fits very well in the

context of what is being investigated. Civic education also deals with an aspect of political participation, social, economic and cultural perspective of the society. All these aspects are usually touched when teaching Civic Education in schools and therefore it is imperative to address the question of transformative education in the teaching of Civic Education in schools.

### **1.10 Delimitations of the Study**

The study was confined to four public secondary schools of Kabwe district, Zambia. This was done to ensure manageability of data.

### **1.11 Limitation**

This study involved only four public Secondary Schools, therefore, its results may not be generalized to all schools in Central Province. Nevertheless, the findings of this study can still be of great use in character formation of pupils and transformation of local communities.

### **1.12 Operational definitions.**

For the purpose of this study the following terms were used and defined as follows:

**Civic Education** - Provision of information and learning experiences to equip and empower citizens to participate in democratic processes.

**Citizenship Education** - “Citizenship Education means explicit and continuing study of the basic concepts and values underlying democratic political community and constitutional order”.

**Transformative learning** - refers to the process of deep, constructive, and meaningful learning that goes beyond simple knowledge acquisition and supports critical ways in which learners consciously make meaning of their lives.

### **1.13 Chapter summary**

This chapter has looked at the background information about how teaching about Civic Education contributes to transformative learning among learners in schools. It has reviewed the meaning of Civic Education. Furthermore, the chapter provided discussions on the statement of the problem, General Objectives, specific objectives, main research questions, and specific research questions, significance of the study, limitation, theoretical framework, and delimitation of the study and definition of key terms. The next section discusses the review of related literature.

## **CHAPTER TWO: REVIEW OF RELATED LITERATURE**

### **2.1 Overview**

This chapter focuses on studies that speak to the transformative aspect of Civic Education. Studies have been examined to get the sense of how Civic Education contributes to transformative learning in schools. The chapter discusses the meaning of Civic Education, goals of civic education, the perspectives on the teaching of civic education in schools and the challenges faced in the teaching of civic education. The chapter end with research gap in the literature reviewed.

### **2.2 The Meaning of Civic Education**

Jennifer (2008) defined Civic Education as the provision of information and learning experiences to equip and empower citizens to participate in democratic processes. Biesta (2011) also described Civic Education as learning which occurs in and through the processes and practices that make up the every day lives of children, young people and adults, and which is closely connected to their actual conditions of citizenship. Cohen (2012) gave a three dimensional meaning of civic education. He argued that Civic Education has three dimensions namely transmission of knowledge, instilling of values and the development of dispositions. Furthermore, Muleya (2016) also noted that Civic Education as a subject, involves active participation of the citizens in managing themselves in society and making sure that everyone is supported. According to United Nations Educational Scientific and Cultural Organisation (UNESCO), (2021), Civic Education was described as a subject that aims at instilling in learners the values, attitudes, and behaviours that support responsible global citizenship: creativity, innovation, and commitment to peace, human rights and sustainable development.

The meaning of Civic Education seems to be seen from different stand points and not limited to the study of rights and responsibilities. Suffice to mention that despite the differences in the definitions, scholars seem to agree that Civic Education provides a platform to the learners to gain knowledge, competences, values and skills meant to enhance their lives in the community and that of the larger society. It is the more reason why we think that Civic Education should be taught using the correct methods or approaches that can transform the way learners think and act to build a just society where respect and tolerance of divergent views and opinions is allowed.

In general terms, Civic Education addresses the question of how to educate the young citizens in a given state. Therefore, we may need to look at the modes of teaching and learning Civic Education to determine the sort of learners we may want to see in the community. Muleya (2015) notes that a Civic Education that is premised on correct approaches will yield transformative learning among the learners as it facilitates development of desirable changes assuming that the correct approaches are applied when teaching and learning of the subject.

### **2.3 Goals of Civic Education**

Jennifer (2008) argues that the overall goal of civic education is to promote civic engagement and support democratic and participatory governance. Earlier on Odanye (2004) argued that the goal of Civic Education is to educate the citizens about their rights and the duties of the government. He further contended that Civic Education promote national unity and national consciousness, self-government and teaching of participatory democracy and inculcate positive values and attitudes in the citizenry for the growth of the society. Furthermore, Odanye argued that Civic Education inculcate the communal virtues and respect for peoples culture, encourage individual to be tolerant and respect the views of others and inculcate the ideals of democracy in the citizens.

The above goals are significant in so far as changing the lives of learners are concerned. Therefore, the teaching and learning of Civic Education in schools ought to be aligned to the principles that fosters transformative learning.

As such, Jekayinfa, Mofoluwawo and Oladiran (2011) noted that Citizenship Education also known as Civic Education in other countries helps to produce motivated and responsible learners, who relate positively to each other, to staff and to the surrounding community. It also helps to create an active and responsible citizenry, willing to participate in the life of the nation and the wider world and play its part in the democratic process. Citizenship education further helps people to learn and become active, informed, responsible and responsive citizens, prepare citizens for life of democracy. From the above statements it is again clear that the teaching and learning of Civic Education within its goals serves to fulfill the elements associated with transformative learning

Losito and Mintrop (2001) stress that Civic Education related courses should be participative, interactive and related to life in school and community. Furthermore, they argue that the subject

must be taught in a non-authoritarian environment, cognizant of diversity and co-constructed with parents and the community.

Arising from the observation made above, the need to adopt a method that will help to foster the three dimensions of Civic Education, namely, knowledge, attitudes and skills is indispensable. This will help learners construct meaningful knowledge that will shape their minds and help them to pursue their goals. In the long run this is what may lead to transformative education in schools and the country.

Mapuva (2016) also conducted the study in Zimbabwe on Citizen Participation and Local governance. In his study he concentrated on only Harare Residents who mainly have at least average level of education since Harare is a capital city of Zimbabwe. The findings were that through devolution and decentralization, central government has been able to hand down executive powers to local authorities, thereby bringing decision-making processes to the door step of the grassroots people. This has enabled citizens to participate in the administration of local authorities through contributions and presentations through the formation of residents associations. In the first place the devolution and decentralization cannot make people participate in local governance if civic education is not provided to them, therefore his arguments were not considering the impact of civic education on citizen participation in local governance. Even when the powers have been given to the people, when they are not aware of such powers they cannot use them if they are not provided with knowledge. Therefore, there is need to find out the impact of civic knowledge in this regard. Hence the current study is significant in so far as transformative education is concerned.

Niworo, Gasu and Ashanso (2016) conducted a study in Ghana. This study explored the impact of civic education on political participation in the Sissala East District of the Upper West Region of Ghana. The study suggests that beneficiaries of civic education in the study area had high level of political participation, including the readiness to vote, join political party, contest elections, participate in community service and demanding accountability from duty bearers. Although the researcher used both primary and secondary data, the findings from this study cannot be relied upon. This is because in the same country others conducted the studies on the same topic and gave

a different picture. Additionally, the findings from this study are not speaking to the current study and therefore the need to conduct this study is significant.

A study conducted in South Africa by Commonwealth Observer Mission (2015), has examined the impact of democratic civic education programs among the public. According to the Commonwealth Observer Mission, the study included a measure of political knowledge, civic duty, tolerance, institutional trust, civic skills and approval of legal forms of political participation. The study established that Civic Education programs had the largest effects on political knowledge. This scenario creates a positive posture on how Civic Education supports transformative learning when taught correctly in the schools. As such the focus of the present study becomes an imperative niche.

In his study on the Impact of Adult Civic Education Programmes in Developing Democracies, Finkel (2015) established that programs geared towards achieving voter education can indeed be successful at providing factual information about democratic political processes and institutions. In his analysis of civic education impact evaluations of USAID-sponsored programmes conducted in different countries including Democratic Republic of Congo, Dominican Republic, Poland, South Africa, Zambia and Kenya from the late nineties to 2011, Finkel, found that exposure to the voter education had significant effects on political knowledge and awareness of various kinds in terms of local level political participation of citizens in these countries. However, these studies fail to show whether these civic education programmes initiated by, and the methods employed by these key players have had any impact on adherence to democratic values, governance and on support for political institutions. The current study is somewhat significant as it stands to provide avenues through which the teaching of Civic Education supports transformative education or learning in the schools.

Talabi (2012) as cited in Muleya (2015) observed that the term Civic Education is used to cover the larger job of educating citizens so that they can take responsibility for their roles within democratic state and exercise their rights as free human beings. Civic Education seeks to make people powerful and capable of participating to the fullest in a democratic society and create a democratic society (Brason & Quigley, 1998). Niem and Junn (1998) opined that it is that education which promotes recipients' understanding of the political system, their own interests,

and options to contribute to government. It is also argued that as a more personal type of civic knowledge, knowing one's rights is the first step, or a prerequisite, for participation and Civic Education should therefore not be restricted to the four walls. From this we can again note that Civic Education is better placed than any other curriculum subject to drive the transformative agenda in education.

#### **2.4 Perspectives on the teaching of civic education in schools**

The study done by Magasu, Muleya and Mweemba in Lusaka, Zambia revealed that lecture method was the common method of teaching which teachers used during Civic Education lessons (Magasu, Muleya, & Mweemba, 2020). Their study further 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-centered approaches in the teaching and learning process because they encourage learners to reflect, think and do rather than reproduce from rote learning (Ministry of Education, Science, Vocational Training and Early Education , 2013). Besides, the teaching and learning methods that encourage learners to reflect upon their situation and circumstances in their lives stimulates critical thinking which may enhance learner transformation (Muleya, 2019).

On the contrary, the study done by Mainde, Chola and Mpolomoka (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 (CPD) 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. However, teachers with insufficient teaching skills may lead to the arch of excellence in schools to collapse. Arising from this we could argue that the present study is important as it is making an attempt through the teaching of Civic Education to create possibilities that supports transformative education in the schools.

Kousar and Peter (2020) carried out a study on gender imbalances and balances in the Pakistani curriculum. The study revealed that Citizenship Education was integrated into Social Studies (History, Geography & Civics) and Pakistan Studies from years 1 to 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. In some instances, learners may not even question the teacher on the subject matter since it is teacher-centred mode of delivery which makes them to be passive learners and listeners. The study was conducted mainly to analyze the Pakistani curriculum in terms of gender imbalances and balances not on transformative education among learners in schools.

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 number 86 of 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 & Codato, 2017). Nonetheless, their study was a document analysis and did not touch on transformative education which is the focus of the current study.

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. Therefore, some schools were not timetabling the subject completely. The status quo could have affected those pupils and teachers who had the passion for the subject.

The study that was conducted in Nigeria by Kayode (2017) revealed that Civic Education was compulsory and taught in all primary and secondary schools. However, the study further discovered that the subject was confronted with the problem of rote learning methods of teaching. Reinforcing the above study finding, Falade and Adeyemi (2015) in Kayode (2017) pointed out

that the teaching method of rote learning with memorization in Civic Education was the most prominent method of delivery. This implied that teachers taught the subject with teaching strategies which merely encouraged memorizing the subject matter which impeded learners' critical thinking skills. They recommended that workshops and seminars be organized for Civic Education teachers in order to equip them with training and teaching expertise necessary in the subject delivery.

Similarly, Alamnge and Andongaba (2021) carried out a study in Cameroon which 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 mostly using teacher-centred method in teaching the subject which contradicted learner-centred method 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 in the teaching of Citizenship Education. Consequently, it is important to state that when teachers prepare their work without following the syllabus, it affects subject delivery, learner transformation and performance. This is because they may not be aware of the course outline or specific outcomes and objectives stated in the syllabus which the subject intends to achieve at the end of the topic or course

In Botswana, Citizenship Education at junior secondary school was found to be taught using inquiry methods and group work (Adeyemi, Boikhutso, & Moffat, 2003). The 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 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 teaching techniques due to a number of factors namely; large class sizes, demotivation and lack of teaching and learning material among others. However, the study was meant to investigate the perceptions on the role of Botswana's Social Studies teachers at secondary school level in fostering citizenship competencies

and skills. This in a way has the same ideas that are leading to transformative education. Thus when citizenship competencies and skills are built in learners they lead to enhanced understanding of issues in society and the result will be translated as transformative education in one way or the other.

The study by Bayeh (2016) in Ethiopia also 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 broadcast 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 so in the sense that the subject was being 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 at hand and that 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 reversed. 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) as cited by Bayeh (2016). Consequently, eclectic approaches should be employed by all Civic Education teachers during lesson delivery in order to attain effective teaching which in turn enhances learner transformation at large. Nevertheless, his study was not on transformative education but it was meant 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. In a way, one could argue that the focus of the current study and that of the reviewed study seem to have one thing in common thus transformative education.

Muleya (2015) concluded that with correct pedagogical practices and approaches, teaching of civic education can lead to social change and transformation of society. However, despite such impressive findings by Muleya, there was still a need to carry out this research on exploring perceived limited information on transformative education in schools. It can be deduced from this report that teachers can be very instrumental in transmitting the civic knowledge, skills, and dispositions at various levels for immediate actions to the problems communities are facing today. The issue of making civic education a living subject is the focus of this study. The point of

departure therefore is that the former looked at the way Civic Education was delivered in schools for social change while the latter is focusing on how the teaching of Civic Education contributes to transformative education.

Mbangweta (2017) argues in his study on an investigation of the role of civic education in the governance of schools in Zambia that there is need for Civic Education to spar civic skills among citizens. The study investigated how civic education can contribute to solving student's unrest, teachers and other stakeholder's discontent in schools. It is argued in this study that following right governance practices, challenges of teachers and students unrest in schools often blamed on unequal participation decision-making processes in schools as a result of poor governance can be resolved. This study employed a qualitative descriptive research design to investigate the role of civic education in school governance and used the model on Ladder of Participation. The study revealed that good governance from democratic practices existed in schools. Stakeholders took part in decision-making processes in schools and that governing bodies such as Students Representative Councils, Parents Teachers Association and Management Boards exist. The study revealed that governance in schools has improved with the coming of Civic Education even though, there are pockets of unruly behaviour from pupils. Even though governance has improved, Schools still experience low participation in decision-making and lack accountability, transparency, experience and confidence due to some poor governance practices. Despite this study by Mbangweta, it was still not yet clear on how the teaching of Civic Education serves as a basis for transformative education.

## **2.5 Challenges faced in the teaching of Civic education**

The study by Alamnge and Andongaba (2021) in Cameroon showed that there was lack of needed teaching materials in schools and most of the participants stated 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 educational tours with learners from one learning environment to another due to lack of financial and school support. Based on these findings, learners' acquisition of specific learning outcomes as outlined in the syllabus was compromised. This however, does not take away the fact that the subject has attributes that lead to transformative education in schools when all the things are equal.

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 as well as 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 and 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 and transformation at large.

Nkechinyere (2019) as cited in Mufalo, Muleya and Simuyi (2022) 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. Despite all these difficulties one thing is clear that the teaching of Civic Education in schools does support transformative education and focus of the current study cannot be over-emphasised.

Odusanya and Oni (2019) agree with the above revelation because their study also established that there was a shortage of relevant resources for teaching Civic Education in Nigeria. Further, it was found that teachers working conditions were poor which led to the shortage of manpower as they migrated for greener pastures to other places. Consistent with this, Kayode (2017) also revealed that Civic Education in Nigerian secondary schools was confronted with inadequate manpower. Thus, Civic Education teachers faced the challenge of inadequate motivation where salaries were not paid on time and many states in Nigeria owed their teachers in terms of their salaries (Nkechinyere, 2019). Alozie (2019) reinforces this revelation by positing that, due to reduced financial receipts and other resources, the Nigerian government fails 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. The above position is in a way supporting the argument that despite all the challenges arising from inadequate human

resources, the teaching of Civic Education in schools if well harnessed has the potential to bring about transformative education in schools.

The study conducted by Mufalo, Mulubale, Muleya and Simui in Masaiti district, Zambia revealed that teachers faced a number of challenges not limited to the following: inadequate teaching and learning materials, limited school infrastructure, poor reading culture among learners and lack of qualified teachers (Mufalo, Mulubale, Muleya, & Simuyi, 2021). The study established that teachers faced challenges in terms of preparations and conducting class activities because some schools had inadequate teaching and learning materials. This revelation agrees with the findings of Magasu, Muleya and Mweemba (2020) who established that teaching and learning materials were not adequate and 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 owing to poor reading and communication skills among some pupils who could hardly read possibly due to their primary education background (Mufalo, Mulubale, Muleya, & Simui, 2021). This revelation corresponds with the findings 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. The focus of this study was purely on teaching and learning materials as opposed to transformative education which poses a gap in terms of the direction that the present study is taking.

In India, the study by Mohit (2018) revealed that teachers had challenges in terms of bulkiness of Civic Education content in the curriculum and learners were losing interest in studying the subject on their own. Therefore, large subject content affects the teaching and learning process because teachers fail to complete the syllabus on time, which puts them in a panic mode. This has also the potential to affect transformative education.

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 who were not trained in Civic Education had continued teaching Civic Education. In addition, it was found that the subject was being

marginalized in various federal states and threatened by its alleged neutrality. Furthermore, it was also discovered that the subject was being reduced on student timetables throughout the course of secondary level 1 in different schools across Germany. This kind of an approach if not corrected has the potential to affect learning anchored of the principles of transformative education. Hence the focus of the current study becomes important.

Further, Mufalo, Mulubale, Muleya and Simui (2021) noted that all schools sampled 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. On the aspect of inadequate qualified teachers, it was found that some teachers who were teaching Civic Education or Social Studies were seconded due to shortage of qualified teachers and the few qualified teachers were found teaching subjects, where they had no requisite specialisation. Therefore, it is very important to state that effective teaching and learning of any school subject depends on the availability and utilisation of human and material resources. Though this study is very important it has not brought out aspects of transformative education from the perspectives of Civic Education hence this study to close the gap.

## **2.6 Research gap**

Despite the information provided by the previous studies in relation to transformative education, it is evident that much of these studies are not speaking to transformative education and specifically on how the teaching of Civic Education contribute to transformative education among learners in schools. Henceforth, this study is significant as it attempted to close this gap by exploring how the teaching of Civic Education in schools contribute to transformative education.

## **2.7 Chapter summary**

This chapter looked at different studies that have been done in relation to transformative education. Studies have demonstrated that the teaching of civic education with right approaches has an ability to change the mindset of learners for active participation in national development. However, despite opportunities that come with the teaching of civic education, studies have shown that teachers face a lot of challenges such as limited teaching aids and infrastructures among others. The next chapter presents the methodology which was used.

## **CHAPTER THREE: METHODOLOGY**

### **3.1 Overview**

The chapter describes the methodologies that have been employed in the study. The chapter is anchored on the following: philosophical assumption and the approach, research design study, site, target population, sample size, sampling techniques and instruments of data generation. Additionally, the chapter does also address aspects of trustworthiness of the data, data analysis, as well as the ethical considerations among others.

### **3.2 Philosophical Assumptions and the research approach**

Consideration of the philosophical assumptions and the positionality of the researcher is very important to methodological decision- making processes within a given study. The study adopted a qualitative approach which was supported by epistemological and ontological paradigms. According to Chakraborty and Tan (2012) qualitative approaches provide possibilities that allows the researcher to come into direct contact or engagement with the participants in the study thereby getting desired insights from the phenomenon under investigation. As such the qualitative approach provides some rich and deep- seated data about the participants in relation to experiences, hunches, perceptions and other life experiences regarding the phenomenon under investigation. During the study, it was hoped that such life experiences of the participants were exploited to get the desired results of the study.

### **3.3 Epistemological Perspective**

The subject of epistemology is extremely important in any study. Epistemology is concerned about the philosophy of knowledge and the grounds upon which one believes on something said to be true (Oliver, 2010). Furthermore, Borg (1979) notes that epistemology is what counts as educational knowledge and how it is obtained. Therefore, this aspect is central in this study as it guided the choice of the methodology that followed to get the objects of the study as well as the goals and the purpose. As such the contribution of Civic Education in supporting transformative learning in schools can only be appreciated if an investigation is conducted to learn how knowledge is obtained on this aspect and how it links to the strength of the claim being suggested or made through a qualitative approach to the subject.

### **3.4 Ontological Perspective**

Ontology is another aspect that is important in any study and it serves to address the nature of reality. In educational circles, ontology addresses issues of the nature of educational reality and how people come to know about this reality. The researcher's positionality on the subject helps to shape his/her methodological position on the study. For instance, this helped the researcher to appreciate how the contribution of Civic Education enhances transformative learning in schools or it is perception which appears to be real but does not exist in reality.

### **3.5 Social Constructivism**

Given the position stated in 3.3 and 3.4, this study will adopt a qualitative approach based on social constructivism. This helped the researcher to draw multiple views of the participants in terms of their experiences and understanding of their natural environment with regard to how Civic Education serves to address transformative learning in schools.

### **3.6 Research Design**

This study employed a case study design to generate evidence on how the teaching of civic education contribute to transformative education. This design helped the researcher to generate intensive and detailed information which were context bound in relation to how Civic Education is making some contribution to transformative learning in schools.

### **3.7 Target Population**

The target population of this study comprised of teachers of Civic Education, deputy Head Teachers, Social Sciences Head of Departments (HODs) and officials from District Education Board Secretary (DEBS) in Kabwe District

### **3.8 Sample Size**

The total sample size of the study was 30 categorized as;16 teachers of Civic Education, 4 Heads of Departments for social sciences, 4 Section heads , 4 Deputy Head Teachers, 1 District Education Standard Officer (DESO) and 1 Education Standard Officer (ESO) from the District Education Board Secretary office (DEBS). This sample was arrived at through data saturation.

### **3.9 The Sampling Procedure**

In this study, the researcher employed homogenous purposive sampling on the teachers of Civic Education as well as the section heads owing to the fact that they have similar characteristics. This is in line with Creswell (1994) who stated that homogenous purposive sampling is a type of method whose units of people, cases and others share the same or very similar characteristics or traits. Expert purposive sampling was employed on the HODS, Deputy Head Teachers as well as the officials from the DEBS office as these were believed to have a technical know-how on how education can be used as catalyst in raising responsible learners in their community. This type of sampling is supported by Babbie (2007) who argued that, information rich-cases are those from which one can learn a great deal about issues of central importance to the purpose of the research. In this regard, the choice being suggested for the study depended on the knowledge of the subject matter of the participants.

### **3.10 Data Collection Procedure**

The research used both primary and secondary data. Primary data was collected through interviews and focus group discussion. The interview guide with semi structured questions was used. Secondary data was collected by reading written journals, books, internet, reports, related literature on the topic and analysis of different article of different scholars.

According to Kumar (1996), the primary research allows the author to obtain data directly from the source, such as finding out first-hand information on the contribution of Civic Education About transformative learning among learners in secondary schools. A focus group discussion with the teachers of Civic Education also served as a good point for the researcher to get some consensus on what they think on Civic Education and its contributions to transformative learning in schools. Secondary data were collected from books available in the libraries, and from other resources where data related to the topic may be documented.

### **3.11 Data analysis**

The study used thematic analysis. It is usually applied to a set of texts where the researcher closely examines the data to identify common themes, topics, ideas and repeated patterns. The following steps were taken:

- 1) Familiarization- the step was to get to know the data. However before familiarisation process with data, the researcher transcribed the recorded interviews into textual data. Thereafter, the researcher read through transcripts for the purposes of knowing the data.
- 2) Coding- in coding, the researcher highlighted sections of the texts with labels or codes to describe their content. After this all data identified by codes collected into groups to give an overview of main points and common meanings.
- 3) Generating themes- Next, the codes were looked over to identify patterns among them and come up with themes. At this point codes that are considered irrelevant were discarded. Only those related to the topic under investigation were spared.
- 4) Reviewing Themes- here themes were reviewed to make sure that they are useful and accurate representations of data.
- 5) Defining and naming themes- here themes were named and defined. Defining themes involved formulating exactly what was meant by each theme and figuring out how it helped us understand data. Naming themes involves coming up with a sufficient and easily understandable name for each theme.
- 6) Writing up- Finally the researcher wrote up the analysis of the data. The results addressed each theme, describe how often the theme comes up and what they mean in line with three research objectives or questions of the study.

### **3.12 Data Quality Assurance (DQA)**

This section is concerned with some of the ways in which quality can be achieved when conducting qualitative research and how quality can be demonstrated in qualitative research outputs (Creswell, 2009). Therefore, in this study, the researcher relied on four principles of trustworthiness; credibility, transferability, confirmability and dependability as suggested by Lincoln et al, (2011).

### **3.12.1 Credibility**

Credibility addresses the need to ensure that the data are interpreted appropriately and to “deal with the patterns in their entirety but to take certain actions that take account of the complexities” (Creswell, 2009). Several actions were used to enhance the credibility of my study. These included briefing with my report supervisor, prolonged engagement with my participants, using more than one interview criteria to clarify or expand on findings, and keeping notes to track decisions and rationale. Since interviews of this nature have the potential to affect the researcher as well, I met regularly with my report supervisor for the purposes of debriefing the experience of the interview.

### **3.12.2 Transferability**

Transferability speaks to the ability to transfer findings from data to other settings. Additionally, it addresses the qualitative researcher’s belief that all social/behavioral phenomena are context bound or context relevant (Kasonde Ng’andu, 2013). This study demonstrated transferability by using purposive sampling to “maximize the range of thick and rich information generated and the use of field notes on processes observed during the conversations. Ultimately, the purpose was not to transfer my findings to other studies, but rather to clarify understanding of the phenomena from the perspective of participants.

### **3.12.3 Dependability**

Dependability of qualitative studies addresses the concern for the data to remain stable over time and in various conditions (Bryman, 2012). This study demonstrated dependability by providing descriptive details of methods used to gather, analyse, and interpret data. The authenticity of the data were clarified with participants and interpreted, examined, and discussed with the study supervisor.

### **3.12.4 Confirmability**

The current study addressed confirmability by establishing an audit trail consisting of such records as interview transcripts, reflective journaling following interviews, notes on planned activities related to data analysis, and all drafts of reports and related studies reviewed. In nutshell, confirmability was addressed by going back into the field after transcribing collected data to ensure that what was transcribed was true representation of the participants.

### **3.13 Ethical issues**

The researcher followed all the ethical issues required when conducting the study involving human beings. The following were the ethics followed

#### **3.13.1. Approval and Informed consent**

The researcher sought an approval from university of Zambia ethical clearance committee based at Directorate of Research and Graduate Studies (DRGS). Thereafter, permission was sought from DEBS office in Kabwe District. After getting permission from the relevant authority, the researcher sought informed consent from the participants. The researcher ensured that no participant was coerced to participate in the study.

#### **3.13.2. Research description**

The researcher had a duty to ensure that the participants are cognizant of the purpose of the study. Thus, the researcher informed all the participants the purpose of the study and asked them for their wilfully participation on how the teaching and learning of Civic Education contribute to transformative education among learners in selected secondary schools of Kabwe District, Zambia.

#### **3.13.3. Benefits and risks**

Participants were informed that participation in this study would help teachers to reflect on their ways of delivering Civic Education lessons to the learners. This is based on the fact that transformative education can only be achieved if teachers are mindful on the kind of pedagogies are using in their teaching. Participants were also informed that participation in this study shall not subject them into any form of risk as the data collected is for academic purposes only.

#### **3.13.4. Anonymity and confidential**

Participants were assured that data generated was purely for academic purposes and that names of the schools and the participants were not going to be reviewed instead the researcher used codes to represents schools and participants.

#### **3.13.5. Voluntary participation**

Participating in this study was based on voluntary basis. There was no form of coercion or influence to the participants to respond against their will. Participants were not paid for them to be

part of this study. Further, participants were requested to withdraw from the study at any time if they felt that they cannot give the required information concerning the topic under exploration.

### **3.14 Chapter summary**

This chapter attempted to describe the methodological approaches that were employed in attaining the objectives of the study and these are not limited to philosophical assumptions, research approach, research design, study population, data collection, data analysis, ethical consideration among others. In the next chapter the findings are presented.

## CHAPTER FOUR: FINDINGS

### 4.1 Overview

This chapter presents the findings of the study. The main purpose of the study was to explore how the teaching and learning of Civic Education contribute to transformative education among learners in schools. Findings are presented in line with three research objectives as reflected in chapter one. Codes TRP represents teacher participant, HOP for head of department participant, HSP for head of section participant, DHP for deputy head participant, ESP for education standard officer participant and DESP for district education standard officer participant.

### 4.2 How teaching and learning of Civic Education contributes to transformative education among learners in schools.

This section presents findings of the study on the first research objective which focused on how teaching and learning of Civic Education contributes to transformative education in schools. The researcher asked the participants to give their views and opinions on how teaching and learning of civic education contributes to transformative education in schools. After data analysis, four themes emerged which includes; Civic Educations empowers learners with Knowledge on their rights, Civic Education Enables Critical thinking, Civic Education Prepares Analytical Leaders and Promotes Current and Future Participation in national development.

#### 4.2.1 Civic Educations empowers learners with Knowledge on their rights

From the participants interviewed ten indicated that Civic education helps learners to understand their rights. As a matter of importance, TRP1 expressed that:

*“Civic knowledge helps pupils in secondary schools to know about their rights. Once they know their rights, no one can violate them because if one does that then legal actions can be taken. Civic Education also helps the learners to clarify responsibilities such as those between personal and public responsibilities or those between elected or appointed officials and citizens.”*

This view was reechoed by HOP5 who stated that:

*“Civic education helps a girl child to know that equality puts them at par with men and that they should not fear in taking part in politics. Furthermore, Civic education helps to close the gender gap that has existed for a long time”.*

The same insight was expressed by DHP6 who retorted that:

*“Through the teaching of Civic Education in secondary schools, citizens become aware of their rights and that the enjoyment of one’s rights should have limits as it can bring conflict through the infringing of other citizens’ rights”*

#### **4.2.2 Civic Education Enables Critical thinking**

Five participants said that Civic Education Enables Critical thinking. One educator noted that:

*“Learners in secondary schools acquire knowledge that help them to be better citizens and leaders. This is possible due to the fact that Civic Education as a subject is an analytical subject and promotes critical thinkers both by those governing and the governed”*

Another TRP30 submitted that:

*“Civic education helps learners to be analytical in the political governance of the country. This is evident through certain topics such as governance of how they tend to ask questions. Questions like is Zambia a democratic nation or not? All these questions come as a result of the understanding their analysis towards the current happenings with reference to what democracy calls for”*

Another participant, DESP 10 observed that:

*“Through civic education, people are able to argue out and make informed decision especially during democratic campaigns where different candidates approaches one society to sale for their manifestoes. All these were not there before civic education was introduced as a subject to be taught at the senior secondary school level.”*

TRP7 associated civic education to help the learners to have the ability to express ideas through debate. He retorted that:

*“Civic education promotes debate among the learners especially on subjects such as good governance. A lot of learner’s tend to analyse issues parting the governance of the country. These analyse are as a result of Civic Education content”*

#### **4.2.3 Civic Education Prepares Analytical Leaders**

Six participants said that civic education prepared analytical leaders. DHP9 noted that:

*“Civic education contributes a lot by helping the learners to understand what constitutes a good leader in a democratic country. By virtue of this, learners are prepared to become better leaders who are analytical towards governance issues.*

ESP 15 observed that:

*“Civic education prepares leaders as it equips them with skills that are necessary such as civic skills, civic knowledge and civic disposition. Most of the leaders we see today have these traits which make them analytical in political matters.”*

HOP16 noticed that:

*“Civic education content helps in preparing better leaders by giving the learners the good trends of what constitutes a good leader and the qualities of a good leader in a democratic nation. The content of the Civic education is reach in producing leaders who are radical and liberal towards the welfare of the country”.*

#### **4.2.4 Promotes Current and Future Participation in national development**

Nine participants pointed out that Civic education promotes future and current participation in national development. HOP 25 noted that:

*“Civic Education content helps the learners to become better leaders through the knowledge it imparts in them on how important it is to take part in national affairs once they reach a certain age. This knowledge is useful for sustainability purposes”.*

The same idea was repeated by the HSP 2 when he said that:

*“Civic education transmit the knowledge of equality between the learners and the adults in terms of taking part in national affairs/issues. Such knowledge has given the learners the zeal of wanting to participate in national issues at any level”.*

It can be noted that four themes were identified on the question of how Civic Education contribute to Transformative Education among Learners in Schools

#### **4.3 Challenges that Impede Civic Education as Transformative Education among Learners in Schools**

This section presents findings of the study on the second research objective which focused on challenges that impede civic education as transformative education among learners in schools. The research asked the participants to give their views on what they felt were some of the challenges. After data analysis, six themes were established. The themes included the following: inadequate school infrastructure and pupil congestion, teacher incompetence, use of traditional strategies by teachers, pupil congestion and lack of teaching materials. Others include less contact sessions allocated for teaching civic Education and lack of practical in Civic Education.

#### **4.3.1 Inadequate School Infrastructure and pupil congestion**

From the participants interviewed, 5 said inadequate school infrastructure impede Civic Education as transformative Education among Learners in Schools. This could be seen in the expression made by DESP 10 who observed that:

*“One of the most difficult challenge that the schools are facing in the district is the issue of inadequate classrooms for the learners. Classrooms play a very important role in the imparting of civic knowledge however, schools have limited number of pupils admitted due the fact that the schools in the district are never enough”*

*“A lot of learners have the zeal of being in school. But due to the shortage of the classrooms in different schools they have resorted to start going for other businesses such as escorting their mothers to the markets”.*

DHP4 also noted that:

*“The shortage of infrastructure has prompted learners to stop coming for lessons this is because they are never encouraged to attend classes due to the fact that classrooms are only given to those who came of a first save. This has heavily affected the transmitting of values and knowledge among the learners.”*

TRP19 noted that:

*“With the coming of free education by the new dawn government, a lot of the classes are full to capacity. This is a challenge because the teachers are in pressure in making sure that every pupil understands what the teacher plans to deliver”.*

#### **4.3.2 Teacher Incompetence**

Two participants alluded challenges faced in teaching of Civic Education as transformative Education among learners in schools to teacher incompetence. HOP20 lamented that:

*“Some teachers find it very difficult to teach topics that need practical lessons. This has negatively affected the learners due to the fact that they miss out on important topics that help in imparting a certain knowledge that can help them in future”.*

This sentiment was repeated by HOP 25 who said that:

*“Teachers had a problem in teaching certain topics in Civic Education. Topics such as legal education and international bill of rights. The challenge is that a lot of teachers lacked information necessary to deliver the lesson effectively”.*

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

Six participants observed that use of traditional strategies by teachers contribute to impeding Civic Education as transformative Education among Learners in Schools. This sentiment can be seen in the expression made by TRP29 who said that:

*“Some teachers are still using old ways of teaching Civic Education. This is a challenge in the sense that there are a lot of topics which need new methods of teaching for effective delivery of the needed information to both the learners and the teachers themselves”.*

This observation was supported by another participant who noted that:

*“We fail to employ practical and active approaches since there is no time for practical activities because the time-tables were overloaded and had the bulky syllabus to fulfill”.*

#### **4.3.4 Lack of Learning Materials**

Three participants cited lack of learning materials in schools. This was seen in the submission made by TRP23 who said:

*“Most of the schools have the problem with the teaching and learning materials. This is a challenge to both the teachers and the learners because Civic Education is a subject that needs a lot of information for better understanding and radical thinking”.*

TRP 24 also *observed that:*

*“Learning and teaching materials in Civic Education were inadequate. This was seen as a challenge in transmission of relevant knowledge, skills and values needed to enhance democratic citizenship”*

#### **4.3.5 Limitation of time on the number of periods for Civic Education**

TRP27 pointed out on the lack of adequate contact sessions for Civic Education by stating that:

*“It is a well-known fact that Civic Education is an informative subject, meaning a lot of time should be given for teachers to teacher the subject. However, it is important to note that time has been a challenge to the teachers because they need to cover a lot within 45 minutes on each period”.*

This was re-echoed by TRP 21 who mentioned that:

*“Due to time limitation teachers have a challenge in finishing the syllabus on time. This has heavily affected the learners in terms of acquiring knowledge from other sensitive topics. Time limitation has made it difficult for teachers to work according to plans”.*

*“Teachers do not finish the syllabus on time because they do not manage to explain and giving notes and explaining at the sometime. 45 minutes is too limited to complete the entire syllabus and this possess a danger to the learners”.*

#### **4.3.6 Lack of Practical in Civic Education**

All teachers through the focus group discussion submitted that there was lack of practical assessment in Civic Education. TRP 30 started that:

*“Practical component of civic education was not clearly understood in schools when the participants were asked to list the difficulties encountered in the teaching of civic education in secondary schools in Zambia.”* ((Teacher of civic education)

The same concept was expressed by HOP2 who submitted that:

*“Finding a link between what is taught in class and involving students in practical strategies is the largest challenge in civic education.*

From the submissions made, the following suggestions made on strategies that could support Civic Education as Transformative Education among Learners in Schools: provision of adequate school infrastructure, promotion of school based continuous professional development among teachers, provide more learning materials, regulate pupil congestion, allocate more time to teaching of Civic Education and introduce practical in Civic Education.

#### **4.4 Possible measures that could be adopted to support Civic Education as transformative education among learners in schools.**

This section presents findings of the study on the second research objective which focused on measures that could be adopted to support civic education as transformative education among learners in schools. Through face to face interaction with participants, five themes emerged which includes; Need to build more Infrastructure, Ministry of Education and School provide more Learning Materials, there was need to change Teaching Methods, need for practical lessons in Civic Education and more time should be allocated to Civic Education.

##### **4.4.1 Need to build more Infrastructure**

ESP 15 noted that quality of physical learning environment is fundamental in the provision of quality education. A suggestion was made by stating that:

*“The government should build more infrastructure in the district. The study findings further revealed that the government can partner with the private companies to help in building more infrastructure which can be used for the learners”*

Big number of students enrolling in secondary schools need a long plan preparation for school construction and provision of school facilities to enhance effective teaching and learning process. Parents and community need to be sensitized to support school infrastructure for their children because findings of this research indicated that they do not understand their responsibility or they are not involved in supporting education.

#### **4.4.2 Ministry of Education and School provide more Learning Materials**

Participants also called for a continued supply of schools with learning and teaching materials. This could be noticed in the submission made by HOP20 who said that:

*“Some schools lack text books. You find pupils scrambling for text books. That formula of having one child reading for the whole class while others are listening does not work. It leads to disaster in performance”.*

Similar to the above sentiment, HOP 16 mentioned that:

*“Teachers stick to text books and are too busy to get more relevant information from variety of instructional material. They tend to focus just on one source of information, the text book. Most pupils lack parental support in terms of extra materials such as text books and revision books. It is important that parents provide extra lessons for their children. They should try hard to purchase extra learning material and to help children do homework as a way of motivating them to learn for this promotes effective learning”.*

#### **4.4.3 There was need to change Teaching Methods**

Need to change the teaching methods. Participants noted that some methods do not help learners acquire the needed. This could be seen in the response made by DHP12 who said that.

*“Most teachers seem not to employ varied teaching methods. Even in cases when the teacher finds out that children did not understand or grasp the concept taught he/she may not try another method”*

This was also expressed by DESP10 who started that:

*“There is a problem of medium of instruction, poor parental engagement in children's education, shortage of teachers, poor managerial skills among school leaders and a lack of in-service training among teachers.*

#### **4.4.4 Need for practical lessons in Civic Education**

Civic Education was observed to be more of an information subject than a practical. ESP15 observed that;

*“The teachers should be encouraged to teach Civic Education in a practical way unlike the current happenings were most of the teachers do not teacher in practical way”.*

#### **4.4.5 More time should be allocated to Civic Education**

Time allocation for civic education was noted not to be enough compared to time allocated to natural sciences and mathematics at senior secondary school level. Furthermore, in the vocational pathway participants observed that the subject was optional. TRP29 from a focus group discussion suggested that:

*“Civic education should be given an extra period instead of five period. It is important for teachers to manage their time and cover the whole syllabus so that pupils gain adequate content to tackle examinations”*

From the participants interviewed 6 said there was need to build more infrastructure, 5 pointed out that the Ministry of Education/School provide more learning materials, 6 said there is need in the change of teaching methods, 5 need for practice lesson is Civic Education, 3 more contact sessions for teaching Civic Education while 5 said need to address teacher pupil ratio. Figure 3 shows a summary of suggested solutions to make civic education transformative.

#### **4.5 Chapter summary**

The chapter presented the findings of the study. The following themes were established on how teaching and learning of Civic Education contribute to transformative education among learners in schools: civic education helps learners to understand their rights, develop critical thinking in learners, prepare analytical leaders and empowers the learners with communication skills. On challenges that impede Civic Education as transformative education among learners in schools, these were the themes identified: inadequate school infrastructure, teacher incompetence, use of traditional strategies by teachers, pupil congestion and lack of teaching materials. Others included

less contact sessions allocated for teaching Civic Education and lack of practical in Civic Education. On suggestions that could be adopted to support Civic Education as transformative education among learners in schools, the following themes were established: provision of adequate school infrastructure, promote school based continuous professional development among teachers, provide more learning materials, regulate pupil congestion , allocate more time to teaching of Civic Education and introduce practical in Civic Education.

## **CHAPTER FIVE: DISCUSSION OF THE FINDINGS**

### **5.1 Overview**

This chapter contains the discussion of the findings on how the teaching and learning of Civic Education contributes to transformative education among learners in schools. The discussion was done in line with themes that emerged in chapter four and each of three research objectives. The literature in support and which is inconsistent was embed in the discussion. The implications of the findings was discussed.

### **5.2 How teaching and learning of Civic Education contributes to transformative education among learners in schools.**

This section discusses the findings of the study on the first research objective which focused on how teaching and learning of civic education contributes to transformative education among learners in schools.

#### **5.2.1 Civic Educations empowers learners with Knowledge on their rights**

Arising from the findings presented in chapter 4 the teaching of Civic Education in the secondary schools in Zambia may help in enlightening citizens on various issues not limited to human rights. Findings gives an impression that though Civic Education, citizens become aware of their rights and those of others members of society that the enjoyment of one's rights should have limits as it can bring conflict through the infringing of other citizens' rights. This finding conform with Halstead and Pike (2006) who argued that education is a powerful tool that can be used to orient learners on the entire concept of citizenship.

#### **5.2.2 Civic Education Enables Critical thinking**

The study revealed that the ultimate purpose of Civic Education is creating a good citizen who has an intellectual capacity to critically analyze ideas, who actively participates in civic life (including political life), has an admirable character, and who genuinely cares about the wellbeing of other citizens. The implication of this finding is that Civic and Ethical Education makes learners to be active participants in future, and thereby vital assets for the peace, development and democratic governance of a country. This finding resonate well with Vasiljevi (2019) who argued that the

good citizen is the one who is equipped with appropriate knowledge, skills and traits of character which are instrumental for the good of the public. Similarly, Kotite (2012) also argued that education should aim at changing the youth so that they are able to think critically. This goes to show that with leadership skills, citizens in leadership are able to set strategies which will promote peace in the community and denounce conflict as it is a drawback to the community's development. The above findings are also in tandem with Ministry of Education (1996) document which outlines the teaching learning, intellectual skills and qualities such as reflective reasoning, logical thinking and ability to concentrate on the target. Civic Education also help citizens to live in harmony with other members of the community.

### **5.2.3 Civic Education Prepares Analytical Leaders**

The study findings showed that Civic Education helps the learners learn and acquire relevant skills, knowledge, and attitudes that prepares them to be competent and responsible citizens throughout their lives. This is a hallmark of responsive citizenship which is a significant element of transformative education. The findings revealed that Civic Education helps the learners to classify responsibilities such as personal and public responsibilities or those between elected or appointed officials and citizens. Findings gives an impression that these skills are essential if learners are to assess issues on the public agenda, to make judgments about issues and to discuss their assessment with others in public or private. The teaching of Civic Education therefore has the potential in supporting learning that leads to transformative education for society. This is also supported by the works of Halstead and Pike, (2006) who identified essential values to a civilized society through the teaching of Civic Education.

### **5.2.4 Promotes Current and Future Participation in national development**

From the responses given, it can be deduced that the teaching of Civic Education in Zambian secondary schools has the potential to enhance participation in decision making and this is only possible in an environment where transformative education would have been at the centre in so far as Civic Education is concerned. What emerged from participants is that learners who have studied Civic Education have unique abilities to participate in the decision making in the community. The implication of the findings is that though civic education learners are oriented on how to participate in the social, economic and political organisation of their community.

The above findings are in conformity with the study by Vasiljevi (2009) which focused on the acquisition of competences that enables citizens' participation and democratic action which includes social learning and political socialization. The learning about democratic actions can be equated to what the current study findings presents where Civic Education is seen helping learners know about the political organisation of their community. This is also a clear reflection of what would be described as transformative education and it tallies well with the theory that has been adopted in the study.

Similarly, Crick (2000) calls Civic Education as education for citizenship where citizens must be well trained for effective participation in the politics and economy of their community. In the political scene where participation is characterised with aggressive behaviour among political players, this course will train citizens that it is not the might but the right person who should be accorded support.

### **5.3 Challenges that Impede Civic Education as Transformative Education among Learners in Schools**

This section discusses the findings of the study on the second research objective which focused on challenges that impede civic education as transformative education among learners in schools.

#### **5.3.1 Inadequate school infrastructure and pupil congestion**

The findings gives an impression that all the sampled schools in the 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. This situation can be likened to the study done in Nigeria by Nkechinyere (2019) who found that schools had insufficient instructional resources such as classrooms leading to overcrowding on limited desks. Similarly, the study by Mufalo and others (2021) in Masaiti district established that all sampled schools had limited infrastructure such as classroom blocks and desks.

The implication of the above finding is well aligned to what Akinyemi Olufunminiyi and Abiodun Adekunle (2019) as cited in Tobin (1990) contended by stating that too much pressure on the use of tools, equipment, infrastructure and materials may result to over utilization among others. This is also supported by Limon (2016) who found that insufficient school facilities negatively impacted

on students' achievement and that the administration did not take any significant action in addressing these major education issues.

### **5.3.2 Teacher incompetence**

The findings indicated some teachers are not competent enough in handling practical lessons in civic education. Participants mentioned that debate is among the teaching method which civic teachers should use to transform these learners to become active citizens. Cecchim (2003) argues that civic education help to equip people with knowledge, skills, and understanding to play an effective role in public life. He further adds that civic education encourages people to take interest in typical and controversial issues and to engage in discussion and debate. However, this was not the case in some of the secondary schools as such methods are displaced with a lack of enough periods.

### **5.3.3 Use of traditional strategies by teachers.**

The study found that most of the teachers in secondary schools in Zambia still used the traditional approach methods which were teacher-centred hence hindering active engagement of learners during teaching and learning process. This does not occur well with Van-Manen (1977) who noted that teaching and learning function is a very complex process, involving three inseparable and mutually supporting components. These include the teacher-cum-facilitator, the learner to whom the teaching and learning activities are intended and instructional resources or teaching aids. The three components were crucial for the acquisition of the desired knowledge, skills and attitudes. In the teaching and learning process, the teacher usually serves as a bridge, linking the learner and the resources, including the subject matter. However, in the context of this study, this is rarely demonstrated by teachers as use of traditional strategies when delivering lessons has become a life style.

### **5.3.4 Lack of teaching materials.**

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

Furthermore, civic education teacher mentioned that the school libraries lacked Civic Education materials and this frustrated the learning of good and democratic citizenship in Civic Education. 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 use only state provided teaching material and approach at the expense of other equally important approaches.

The study further revealed that Civic education courses were often infused with specific citizenship goals that had little or nothing to do with true democratic participation and were instead focused on patriotism. Therefore, the infiltration of specific courses in the subject tailored to produce a citizen who is only patriotic to the benefit of the authorities is detrimental because it serves to produce passive and blind followers with little or no civic skills, values and dispositions acquired from the subject.

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

### **5.3.5 Less contact sessions allocated for teaching civic Education**

Further, findings of the study gives an impression that there was inadequate time allocated to the teaching of civic education. This is in line with a study by Cekse (2021) who revealed that Civic Education at junior secondary school was taught for 40 minutes (one lesson period) twice a week which affect 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 delivery of the subject to the learners. Kenner (2020) also agrees with the current study where he discovered that in Germany, Civic Education was reduced on student timetables throughout the course of secondary level one (1) in different schools. In Italy, Civic Education was not taught as a separate subject and as such, the actual

implementation largely depended on the interest and willingness of teachers in each school hence; nobody knew exactly how many lessons of the subject were taught during a school year (Bombardelli & Codato, 2017). The inadequacy contact time was also noted 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.

Therefore, it is important to state that inadequate time allocated to Civic Education component at junior secondary school level spatiality has a negative effect on both teachers and learners because there is always limited time for meaningful engagements between learners and teachers rationality during the teaching and learning process. This is because some topics in Civic Education such as corruption, drug abuse and gender-based violence among others require ample time.

### **5.3.6 Lack of practical in Civic Education.**

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

### **5.4 Possible measures that could be adopted to support Civic Education as transformative education among learners in schools**

This section discusses the findings of the study on the third objective which focused on possible measures that could be adopted to support civic education as a transformative education among learners.

#### **5.4.1 Need to build more Infrastructure**

The findings revealed that there is need for the government to build more infrastructure in the district. The study findings further revealed that the government can partner with the private companies to help in building more infrastructure which can be used for the learners. The government can also come up with a deliberate policy that can be encouraging schools to build classes for the learners at least in every year. The constructing of more infrastructure will help in curbing the challenge on the shortage of classrooms which possess a greatest danger for the well-being of the future generation. Lack of infrastructure has made the education quality to decline this is because an environment play a very important role in shaping the learners attitude towards their well-being. This finding resonate well with Limon (2016) who suggested that the government and other stakeholders must strongly provide school infrastructure to facilitate teaching and learning programmes in schools as this would positively improve the academic performance of learners.

#### **5.4.2 Ministry of Education and School provide more Learning Materials**

The findings revealed that the government should provide enough or more education materials for the learners. Such materials can help in providing information which can help the school to produce a learner with a well-informed and updated knowledge. Civic Education materials are important in the developing of the nation's core value this is because materials will help to brand the new perspective on the learners. This findings resonate well with transformative learning theory propounded by Mezirow (1998) whose salient features depicts an idea that transformation education requires a process of critical reflection and discourse in our education system which should not be divorced from what learners are able to consume though the available teaching and learning materials.

#### **5.4.3 The need to change teaching methods**

The findings showed that the current teaching methods are not that effective among both the learners and the teachers. The study showed that there is need for well-informed teaching methods that will help to foster the imparting of knowledge among the learners and the teachers. This can be done through encouraging CPDs. In CPDs new methods of teaching can be introduced and encourage teachers to make use of such initiatives. However, the findings revealed that schools

can be encouraged to make use of advanced methods such that they can correlate with the current subject content. Academic excellence is a fundamental goal of any educational institution, and teachers and parents should engage in successful teaching, learning and assessment procedures. Barnaba (2013) found that a school with good teaching and learning leads in children performing well academically.

#### **5.3.4 Need for practical lessons in Civic Education**

Responses from the participants also gives an impression that Civic Education should also be taught or considered to be taught as one of the practical subject. Participants had a view that most of the happenings in our country for instance on governance are practical hence teachers should take a practical approach. The implication of this finding is that the current happenings in Zambia do not require learners to memories everything this is because governance issues are practical in nature hence the subject requires teacher to be practical in nature as they deliver any lesson in Civic Education.

Findings on the need for practical lessons in civic education depict a different picture from what Mbangweta (2017) found in his study on an investigation of the role of civic education in the governance of schools in Zambia. The study found that with coming of Civic Education, governance in schools has improved due to the facts that stakeholders took part in decision-making processes in schools and that governing bodies such as Students Representative Councils, Parents Teachers Association and Management Boards exist.

#### **5.3.5 More time should be allocated to Civic Education.**

The findings further revealed that there is need for more time to be allocated on the school time tables specifically on Civic Education. Civic Education is an informational subject and it has a lot of things that learners ought to cover. However, it is important to note that the current 40 minutes in almost all the schools it's not enough for teachers to complete the syllabus and teaching on time. It is from this background that the findings showed that there is need for the allocation of more time on the school periods specifically on Civic Education.

Contrarily to the above findings, the study by Bayeh (2016) in Ethiopia found that the way to catch up with time when teaching Civics and Ethical Education (Civic Education) was by using

using plasma where teaching is done through the television broadcast and learners follow the teacher's presentation or broadcast. However, this method was condemned on the basis that learners have no time to ask the teacher questions and that when there is an interruption in terms of power supply, learners miss out completely because the lesson may not be reversed.

### **5.5 Chapter summary**

The chapter discussed how civic education contribute to transformative education in schools. It has been discussed that Civic Education is powerful tool in lightening learners to become responsive citizen in different spheres of life. The chapter has also discussed on challenges that impede Civic Education as Transformative Education among Learners in Schools and the possible suggestions that could be adopted to support Civic Education as Transformative Education among Learners in Schools. It has been discussed that special attention should be given on infrastructure development and the provision of teaching and learning materials as these were cited to be insufficient in schools. Further, the study has discussed the need for teachers to employ active pedagogies which can help learners to have hands on experience.

## **CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS**

### **6.1 Overview**

This chapter presents the conclusions and recommendations of the study based on the findings of the study. The main purpose of the study was to explore how the teaching and learning of Civic Education contribute to transformative education among learners in schools.

### **6.2 Conclusion**

On the first objective the study findings showed that civic education helps the learners to learn and acquire how to use the skills, knowledge, and attitudes. The findings revealed that civic also helps the learners to clarify responsibilities such as those between personal and public responsibilities or those between elected or appointed officials and citizens. It was discovered that the teaching of Civic Education in the secondary schools in Zambia help enlightening citizens with human rights. The results of this study indicates that the teaching of Civic Education in Zambian secondary schools has enhanced participation in decision making. What emerged from participants is that learners who have studied Civic Education have unique abilities to participate in the decision making in the community. Civic education deals with broader concepts underpinning a democratic society such as the respective roles and responsibilities of citizens, government, political and special interests, the mass media, and the business and non-profit sectors, as well as the significance of periodic and competitive elections.

On the second objective, the findings indicate that all the sampled schools in 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. In this study, most of the participants viewed lack of practical assessment as the main factor affecting the effective teaching of Civic Education in Secondary Schools in Zambia. It was established from the findings that since Civic Education was practical in nature, the learners needed to be assessed that way. The findings of this study have revealed that issues of teaching and learning materials in Civic Education were far from being resolved in secondary schools in Zambia. Most of the teachers in secondary schools in Zambia still used the traditional approach methods which were teacher-centered.

On the last objective the findings revealed that there is need for the government to build more infrastructure in the district. The study findings further revealed that the government can partner with the private companies to help in building more infrastructure which can be used for the learners. The findings revealed that the government should provide enough or more education materials for the learners. Civic Education materials are of great deal when it comes to the imparting of knowledge among the learners. The findings showed that the current teaching methods are not that effective among both the learners and the teachers. The findings further revealed that there is need for more time to be allocated on the school time tables specifically on Civic Education. Civic Education is an informational subjective and it has a lot of things that learners ought to cover.

### **6.3 Recommendations**

- i. There is need for teachers of Civic Education to embrace the use of active pedagogies when delivering civic education lessons as this may be critical for fostering transformative education.
- ii. There is need for secondary schools to strengthen Continuous Professional Development (CPDs) activities within the domains of Civic Education as a response to enhancing transformative education
- iii. The Ministry of Education must open online libraries to enable teachers of Civic Education and learners access variety of teaching and learning materials that will in a way enhance transformative education
- iv. Community members should provide more support to the teachers of Civic Education through improved school infrastructure to ensure provision of better and quality education that will lead to transformative education

### **6.4 Suggestion for Future Research**

- i. Explore the experiences of learners on digital citizenship within the domains of Civic Education in selected secondary schools in Kabwe District

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## APPENDICES

### Appendix 1: Focus group questions for teachers of Civic Education

1. Tell me a little bit about Civic Education?
2. How do you teach it?
3. These methods that you have used how do they support transformative learning
4. How do you see Civic Education in its current form do you think it has what it takes to transform learning?
5. What sought of topics do you think are supportive of transformative learning?
6. What sought of challenges do you encounter when you want to teach for transformative learning?
7. If these are the challenges you are facing how have you gone round them to make sure that you teach for transformative learning?
8. Is there anything that you think I have left out which is very important that I can still consider?

Thank you for your assistance and cooperation!

## **Appendix 2: Interview guide Questions for Section Heads**

1. As Heads of section what is your role?
2. Do you also monitor those teachers under you, to see how they are teaching?
3. How do you monitor their teaching? Are there mentorship programmes within your section?
4. Do you have Continuous professional development (CPD's) in your section and how often do you do them and what has been the practice?
5. Any other suggestions that you think are important in this area?

Thank you for your Participation

### **Appendix 3: Interview guide Questions for Heads of Departments Social Sciences**

1. As Head of Department what is your role?
2. Do you have Continuous professional development (CPD's) in your section and how often are they conducted?
3. What has been your observation on the learners when teaching?
4. Is there anything that you think I have left out which is very important that I can still consider?

#### **Appendix 4: Interview guide Questions for Deputy Head teachers**

1. As deputy head what is your role?
2. As a person in charge of academic affairs in the school how often do you check to see what the teachers of Civic Education are doing?
3. Do you provide the required resources?
4. Do you provide an enabling environment for teaching and learning?
5. In your view how do teachers of Civic Education approach their lessons?
6. Any other suggestions that you think are important in this area?

Thank you for your time

**Appendix 5: Interview guide Questions for District Education standard officer  
(DESO) / Education Standard Officer (ESO)**

1. What is your role as District Education standard officer/Education Standards Officer?
2. As a district what sought of support do you provide in the teaching of Civic Education?
3. Is there anything you would like to add regarding Civic education in general?

Thank you for your time

**Appendix 6: Ethical Clearance**



**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.drgrs@unza.zm](mailto:director.drgrs@unza.zm) | Website: [www.unza.zm](http://www.unza.zm)

**APPROVAL OF STUDY**

***IORG No. 0005376***

***HSSREC IRB No. 00006464***

2<sup>nd</sup> September, 2022

**REF NO. HSSREC-2022-SEP-002**

Kaunda Mulala

The University of Zambia

IDE

P.O. Box 32379

**LUSAKA**

Dear Ms. Kaunda,

**RE: "EXPLORING HOW THE TEACHING AND LEARNING OF CIVIC EDUCATION SERVES AS A TRANSFORMATIVE EDUCATION IN ZAMBIAN SECONDARY SCHOOLS: A STUDY OF FOUR (4) SELECTED SECONDARY SCHOOLS OF KABWE DISTRICT, CENTRAL PROVINCE"**

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.

<b>REVIEW TYPE</b>	<b>ORDINARY REVIEW</b>	<b>APPROVAL NO. HSSREC-2022-SEP-002</b>
Approval and Expiry Date	Approval Date: 2 <sup>nd</sup> September, 2022	Expiry Date: 1 <sup>st</sup> September, 2023
Protocol Version and Date	Version - Nil.	1 <sup>st</sup> September, 2023
Information Sheet, Consent Forms and Dates	<input type="checkbox"/> English.	To be provided
Consent form ID and Date	Version - Nil	To be provided
Recruitment Materials	Nil	Nil
Other Study Documents	Questionnaire.	
Number of Participants Approved for Study		

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

### **Conditions of Approval**

- No participant may be involved in any study procedure prior to the study approval or after the expiration date.
- All unanticipated or Serious Adverse Events (SAEs) must be reported to HSSREC within 5 days.
- All protocol modifications must be approved by HSSREC prior to implementation unless they are intended to reduce risk (but must still be reported for approval). Modifications will include any change of investigator/s or site address.
- All protocol deviations must be reported to HSSREC within 5 working days.
- All recruitment materials must be approved by HSSREC prior to being used.
- Principal investigators are responsible for initiating Continuing Review proceedings. HSSREC will only approve a study for a period of 12 months.
- It is the responsibility of the PI to renew his/her ethics approval through a renewal application to HSSREC.
- Where the PI desires to extend the study after expiry of the study period, documents for study extension must be received by HSSREC at least 30 days before the expiry date. This is for the purpose of facilitating the review process. Documents received within 30 days after expiry will be labelled "late submissions" and will incur a penalty fee of

K500.00. No study shall be renewed whose documents are submitted for renewal 30 days after expiry of the certificate.

- Every 6 (six) months a progress report form supplied by The University of Zambia Humanities and Social Sciences Research Ethics Committee as an IRB must be filled in and submitted to us. There is a penalty of K500.00 for failure to submit the report.
- When closing a project, the PI is responsible for notifying, in writing or using the Research Ethics and Management Online (REMO), both HSSREC and the National Health Research Authority (NHRA) when ethics certification is no longer required for a project.
- In order to close an approved study, a Closing Report must be submitted in writing or through the REMO system. A Closing Report should be filed when data collection has ended and the study team will no longer be using human participants or animals or secondary data or have any direct or indirect contact with the research participants or animals for the study.
- Filing a closing report (rather than just letting your approval lapse) is important as it assists HSSREC in efficiently tracking and reporting on projects. Note that some funding agencies and sponsors require a notice of closure from the IRB which had approved the study and can only be generated after the Closing Report has been filed.
- A reprint of this letter shall be done at a fee.
- All protocol modifications must be approved by HSSREC by way of an application for an amendment prior to implementation unless they are intended to reduce risk (but must still be reported for approval). Modifications will include any change of investigator/s or site address or methodology and methods. Many modifications entail minimal risk adjustments to a protocol and/or consent form and can be made on an Expedited basis (via the IRB Chair). Some examples are: format changes, correcting spelling errors, adding key personnel, minor changes to questionnaires, recruiting and changes, and so forth. Other, more substantive changes, especially those that may alter the risk-benefit ratio, may require Full Board review. In all cases, except where noted above regarding subject safety, any changes to any protocol document or procedure must first be approved by HSSREC before they can be implemented.

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

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

Yours faithfully,



*Dr. J. I. Ziwa*

**DR. J. I. Ziwa**

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

**CC:** Director, Directorate of Research and Graduate Studies  
Assistant Director (Research), Directorate of Research and Graduate Studies  
Registrar (Research), Directorate of Research and Graduate Studies

Assistant