

Social Studies Teachers' Assessment of Introduction of Civic Education as Extra burden in Senior Secondary Schools in Ilorin

ABDULRAHEEM YUSUF, IDAYAT NIKE BALOGUN
University of Ilorin, Nigeria

Abstract. Effective teaching and learning of and the realization of the objectives of Civic Education in Nigeria Senior Secondary Schools depends on the level of teacher's ability and efforts put in place by them in terms of effectiveness and efficiency. Readiness of teachers to take additional responsibility in their area of calling is part of what is required of a teacher to accomplish the evidence of students' learning experience. Teachers' role remains very important to the successful implementation of senior secondary school civic education as they are saddled with the responsibility to enrich the contents of the subject with relevant information from their immediate environment by adapting the curriculum to their needs and aspirations. This study intends to investigate the teachers' assessment of introduction of civic education on senior secondary schools in Ilorin as extra burden. A descriptive research design was adopted for this study; the target population for this study was purposively drawn and comprised of 144 respondents. Researcher designed questionnaire was used to collect data and were analyzed with Mean, standard deviation, percentages and t-test statistics at 0.05 alpha level. The findings of this study revealed that to some extent civic education teachers adopt the items listed in the questionnaire for their teaching and they do not perceive the teaching of civic education as burden especially in private school. Based on these findings, it was noted in this study that all schools have the potentials of providing the best. It was on the basis of these findings that the researchers recommended that

Civic education should be considered as a subject which should be handled with a more holistic approach to better off the achievable objectives of the subject, teachers' morale should be boosted regardless of school type and school location so as to sustain significant teaching-learning achievement.

Keywords: Public schools, Private Schools, Specialist teachers, Non-specialist teachers, concept of civic education.

1. Introduction

Civic Education focuses on cultivation of the right type of values and attitude in the citizens for the growth of the society. The acquisition of these right types of values and attitudes enable individuals to operate as a functional member of the society. This definition revealed that education can be taught, learned through formal and informal education, it is formal when it is taught and learned in the school curriculum, while it is informal when it is through socialization process. The Nigerian of October 16th, 2010 distinguished between social studies and civic education. Social studies encompass the study of human in his environment, his society, his religious beliefs, and the effect of science and technology to human. While civic education on the other hand deals specifically with the study of human his social and political relationships in his/her community, his/her rights and responsibilities to government and his/her interest in governance issues. Ajibade

defined civic education as a school subject which prepares people of a country especially the young to carry out their roles as citizens. The Jordanian Centre of Civic Education (JCCES) (2010), maintained the position that civic education is a subject that is concerned with disseminating the spirit of responsibilities, attentive citizenships so that civic qualities may become part of the behavioral ethos of citizens. Ajibade (2011) defined civic education as a school subject which prepares people of a country especially the young to carry out their roles as citizens. Hence it is important not to underestimate what school can accomplish in the realization of goals and objective of civic education. The best available evidence also suggests that teaching students about current events, the political process and how to get involved can make them more willing and able to practice good citizenship.

The real value of a functional educational principle rest largely on its effective implementation, this follows that who translate theory into practice is expected to have undergone certain training with minimum teaching qualification. The minimum teaching qualification in Nigeria is the Nigerian Certificate in Education (NCE). Other higher teaching qualifications include University bachelors' degree of Art or Science in Education B.A (Ed) and B.Sc. (Ed). The minimum certificate and professional qualification for teaching in senior secondary school to date is Bachelor's degree in Education (B.Ed.). Teaching according to Adetayo (2011) is a continuous human activity by which the teacher connects the learner and the subject matter draw from the school curriculum. This is to say that teachers are individuals who engage in teaching activities having undergone an appreciable degree of training in classroom pedagogy. There is so much belief in the importance of teacher's subject specialization that school authorities crave to have subject specialists to teach in schools. Metzler and Woessman (2010) posited that teachers differ greatly in how much they teach their students, but little is known about which teacher attributes account for this. The assumption appears to be that, teachers who tend to have specialist's knowledge are more

competent in bringing about positive students achievement. However, despite strong belief about the importance of teachers' subject matter knowledge for improving students' achievement, studies and reviews have failed to yield consistent findings.

In the Nigerian observer of October 16th, 2010, a clear distinction was made between Social Studies and Civic Education thus; While Social Studies encompasses the study of man in his environment, his society, his religious beliefs, and the effect of science and technology on him; Civic Education on the other hand deals specifically with the study of man, his social and political relationships in his community, his rights and responsibilities to government and his interest in governance issues, Civic Education helps people to deal with the world around them in a more capable and confident way. The subject teaches young people how to get the best out of their world. it teaches them to stand up for their rights and opinions and how to help other people to do so. It also teaches tolerance of opposing viewpoints and that there is no such thing as "the right answer" (Jekayinfa, Mofoluwawo & Oladiran 2011). It is however pathetic to note that many teachers do not adequately explore civic and citizenship in their classroom. Odejebi and Adeyemi (2009) pointed out that civic instruction tends to be formalistic, stressing the structure rather than dynamic of governments. Aquagba, Ozomma and Timothy (2009) cited by Mezeobi (2011) found in their study that social studies teachers display negative attitudes towards the separation of civics from social studies. They also pointed that the teachers may perceive the introduction of civic education as a threat to their subject specialization. Tijani, Musa and Muhammed (2011) stated that teachers are vital elements of teaching and learning, they also lament that insufficient qualified teachers who can handle the contents of civic education constitutes a major problem to effective learning of the subject area, they observed that in some schools, History and Geography teachers who do not have in-depth knowledge about the subject are saddled with the responsibility of teaching it.

From the foregoing, it is glaring that the importance of Civic Education in the senior secondary school curriculum cannot be overemphasized. It is on this note that the then Minister of Education Rukayat Rufai commented that the restructuring of the old curriculum for the senior secondary school was based on global acceptable best practices, and that this has thrown up new content standards within each subject matter and the restructured senior secondary education curriculum demand that serving teachers are re-skilled in subject matter as well as in pedagogy. Therefore, teachers' major role in the curriculum process is to transform theory into practice at the classroom level. In the opinion of Ijaiya (2008) Faculties of Education can be strengthened or re-engineered to produce quality teachers for the present era of high technological challenges. Ipaye (1996) defined teacher education as a process whereby the prospective teachers are provided the opportunity to develop cognitive perspectives, affective dispositions and psychomotor competencies which will imbue him/her with the qualities, capabilities and capacities for teaching. Salami (1999) also viewed teacher education as a set of activities and programme which is deliberately planned and organized in which teacher trainee are exposed, to prepare them for their placement into the teaching profession. It is meant to help the individual teacher trained to acquire the skills disposition, knowledge, habits, attitude, values, norms, ethics that are capable of preparing the trainee for his /her professional practice as a teacher. The professional preparation of the teachers therefore is the central focus of teacher education.

The roles of school location and type in teaching civic education cannot be ignored. It has been said that geographical location of schools could influence students' academic performance as well as teachers input in their services in the senior secondary schools. The Rural-Urban classification is used to distinguish rural and urban areas; the classification defines areas as rural if they fall outside of settlements with more than 10,000 resident population while some urban areas as central towns is with populations of between 10,000 and 30,000, this is to say that

the classification are based on populations and settlement patterns, not on how much a rural landscape there is. The classification has been made according to the proportions of the population residing in urban settlements and outside urban settlements. Abdullahi (2000) identified that the students in urban areas usually outstrip those students from the rural areas in academic performance. This is to say that there is likelihood that teachers in urban areas would exceed their counterparts in rural areas in their discharge of their duties owing to certain infrastructural facilities attached to urban schools. Babayomi (1999) discovered that private schools performed better than public schools because of the availability and adequacy of teaching and learning resources in the former. A distinction is sometimes made between inducting a teacher into a new school and a new teacher into teaching profession. This category of pre-service teachers is to be provided with adequate support and knowledge necessary to help the teacher to develop a professional identity (Lawal & Ojebiyi, 2010). The goal of teaching is to establish a foundation of knowledge that allows the learners to build on as they are exposed to different life experiences ((Ogbonnaya, 2007). Therefore, efforts should be made by government to make it mandatory for new beginners to professionalize within two years of their entry. In other words, teachers need the ability to understand a subject well enough to teach the students effectively. Mezeobi (2011) proclaimed that, at present, there are professional trained academics in social studies education that are imbued with philosophies, orientations objectives and pedagogies for effective social learning. He explained further that, the same experts in social studies have written books, made worthwhile publications and organized workshops, conference and seminars that could uplift civic education. This is to conclude that, the new civic education curriculum has pose additional task to teacher educators in the Nigeria's Colleges of Education and Faculties of Education as there is need for them to evaluate and renew teacher education programme in the context of subject matter knowledge, teaching pedagogies and competencies.

Also Jekayinfa et al (2011) submitted that, Teachers irrespective of what subject they teach are a great asset to any nation. By virtue of their profession and their selfless commitment and dedication to duty since the beginning of time belong to a special class and should therefore be acknowledged and appreciated. They further stated that since the implementation of any educational curriculum cannot be achieved without qualified teachers, the success of the civic education curriculum poses a challenge to the social studies teachers. However, the effective teaching of Civic Education became an additional task on the existing trained social studies teachers. Hence the need to seek social studies teachers' assessment on the introduction of civic education in senior secondary school as extra burden on their teaching load/period

2. Statement of the Problem

There are no Teacher Education programme for civic Education teachers but literature have shown that few existing Social Studies teachers has been undergoing capacity building programmes at all levels for the sustainability of Civic Education in the Nigerian School Curriculum. This is why Egwu (2010) urged teachers to acknowledge that they are crucial to the success of Nigeria Rebrand because they are character molders. Ololube (2005) asserted that professionally qualified teachers tend to motivate students and co-teachers effectively than teachers who are academically qualified. Therefore, the implementation of civic education in Senior Secondary Schools rest largely on the qualified Social Studies Teachers. These social studies teachers are found in Upper Basic Schools and are probably teaching other subjects than social studies especially in private schools. This study therefore perceived teaching of civic education by these set of teachers as additional task. Thus there is the need to find out the social studies teachers assessment of the introduction of civic education in Senior Secondary School in Ilorin.

3. Purpose of the Study

The general purpose of this study was to determine social studies teachers' assessment of

introduction of civic education in senior secondary schools in Ilorin as extra burden. Specifically, it was designed to determine:

- The type of instructional practices adopted by Civic Education teachers in Senior Secondary School
- The principles and value displayed by teachers in teaching Civic Education in senior secondary school
- Whether non- social studies specialists teach civic education in senior secondary school
- The influence of School type on social studies teachers' assessment of introduction of civic education in Senior Secondary School as extra burden
- The influence of School location on social studies teachers' assessment of introduction of civic education in senior secondary schools as extra burden

4. Research Questions

Based on these purposes, the following research questions were generated:

- What are the instructional practices adopted by civic education teachers in senior secondary schools in Ilorin?
- What are the principles and values exhibited by teachers while teaching civic education in senior secondary school in Ilorin?
- Are there non-social studies specialists found teaching civic education in senior secondary schools in Ilorin.
- Is the introduction of civic education seen as extra burden by public and private Senior Secondary school teachers in Ilorin?
- Is the introduction of civic education seen as extra burden by rural and urban Senior Secondary school teachers in Ilorin?

5. Research Hypotheses

Two hypotheses were generated and tested for the study:

H01: There is no significant difference in the assessment of introduction of civic education as extra burden in Senior Secondary Schools by public and private schools' teachers

H02: There is no significant difference in the assessment of introduction of civic education as extra burden in Senior Secondary Schools by rural and urban schools' teachers

6. Research Methods

The instrument for data collection involved the use of researcher's self-developed questionnaire which consisted of 2 sections (A and B). Section A contained demographic variables of school type and school location, while section B contained items that were to provide answers to the two hypotheses which measured teachers' assessment of introduction of civic education as extra burden and Instructional practices adopted by civic education teachers. The item was rated using Likert-type scale as each response were assigned a number that was used to compute the scored obtained as indicated thus:

Not at all a heavy load- 3points; Moderate load- 2points; Neutral-1point

The validity of the instrument was determined by using content validity where experts in measurement and evaluation in the department of social sciences education assess the items on the questionnaire. The reliability of the instrument was based on test of pilot study conducted using 20 teachers in four schools which did not constitute part of the sampled school for the study which was found reliable at co-efficient of 0.75. The questionnaire was personally administered by the researchers and collected by hand from the respondents where the respondents cannot respond immediately the researcher endeavor to go back until the numbers of administered questionnaire were retrieved and collated. Research questions a and b were answered using Mean and Standard Deviation while research question c was answered using frequency count and percentage.

The two null hypotheses were tested using t-test statistical technique at 0.05 alpha level.

7. Results

Demographic Information of Respondents

Table 1: Distribution of respondents based on School Type

| School Type | Frequency | Percentage |
|-------------|-----------|------------|
| Public | 103 | 71.5 |
| Private | 41 | 28.5 |
| Total | 144 | 100.0 |

Table 1 shows that 103 (71.5%) of the respondents are found teaching civic education in public senior secondary schools in Ilorin while 41 (28.5%) are found in private schools. This implies that more civic education teachers were found in public schools.

Table 2: Distribution of respondents based on Location

| Location | Frequency | Percentage |
|----------|-----------|------------|
| Urban | 128 | 88.9 |
| Rural | 16 | 11.1 |
| Total | 144 | 100.0 |

Table 2 shows that 128 (88.9%) of the respondents are found teaching civic education in urban senior secondary schools in Ilorin while 16 (11.1%) are found teaching civic education in rural schools. This implies that more civic education teachers were found in urban schools.

Research Question 1: What are the instructional practices adopted by civic education teachers?

Table 3: Instructional Practices Adopted by Civic Education Teachers in Ilorin

| S/N | Instructional Practices Adopted By Civic Education Teachers | N | Mean | Std. Deviation |
|-----|---|-----|--------|----------------|
| 1 | Teachers use cooperative instructional strategy in teaching civic education | 144 | 2.3194 | .62189 |
| 2 | Teachers do take out students for excursion | 144 | 1.6111 | .58071 |
| 3 | Teachers and students do come together to produce teaching and learning materials locally for teaching civic education | 144 | 1.9653 | .61919 |
| 4 | As resources in teaching civic education, teachers are ready to invite resource person for teaching it | 144 | 1.9583 | .62439 |
| 5 | Teachers do make use of computer available in the school innovatively for teaching civic education | 144 | 1.6528 | .71272 |
| 6 | Teachers do give orientation to students on how to live with people living with HIV | 144 | 2.7153 | .52441 |
| 7 | Teachers do convince the school management and students to have a copy of civic education textbook | 144 | 2.7639 | .44228 |
| 8 | As a civic education teacher, I make use of a copy of Nigerian constitution to teach | 144 | 2.2708 | .66078 |
| 9 | Teachers are aware that teaching of civic education requires other method of teaching such as; problem solving, dramatization, etc. | 144 | 2.4514 | .53975 |
| 10 | Teachers are ready to access internet to make their teaching more successful | 144 | 2.4306 | .66535 |

As shown on table 3, with the mean bench marked at 3.0 or greater, the mean of items six (6) and seven (7) is 3 this implies that civic education teacher does make use of the instructional practices as itemized while they do not make use of other items always.

Research Question 2: What are the principles and values exhibited by teachers while teaching civic education?

Table 4: Principles and Values Exhibited by Teachers while Teaching Civic Education in Ilorin

| S/N | Principles and Values Exhibited by Civic Education Teachers | N | Mean | Std. Deviation |
|-----|---|-----|--------|----------------|
| 1 | Justice | 144 | 2.9167 | .30151 |
| 2 | Selflessness | 144 | 2.6597 | .66019 |
| 3 | Honesty | 144 | 2.9722 | .16491 |
| 4 | Courage | 144 | 2.9514 | .21580 |
| 5 | Respect | 144 | 2.9653 | .21849 |
| 6 | Democracy | 144 | 2.7708 | .43803 |
| 7 | Patience | 144 | 2.9097 | .28758 |
| 8 | Cooperation | 144 | 2.9375 | .24291 |
| 9 | Discipline | 144 | 2.9792 | .14332 |
| 10 | Right attitude to work | 144 | 2.9792 | .14332 |

As shown on table 4, with the mean bench marked at 3.0 or greater, the mean of each principles and values itemized is 3.0. This connotes that civic education teachers exhibited all the principles and values in their teaching as itemized.

Research Question 3: Are non-social studies specialists found teaching civic education in senior secondary schools?

Table 5: Distribution of respondents based on specialists found teaching civic education in senior secondary schools in Ilorin

| School Type | Frequency | Percentage |
|----------------|-----------|------------|
| Specialist | 61 | 42.4 |
| Non-specialist | 83 | 57.6 |
| Total | 144 | 100.0 |

Table 5 shows that 61 (42.4%) specialists that is, trained and existing social studies teachers were found teaching civic education. While 83 (57.6%) non-specialists, that is teachers who are not specialized in social studies were found teaching civic education this signified that more non-specialists are found teaching civic education in senior secondary schools in Ilorin.

8. Hypotheses Testing

Hypothesis 1: There is no significant difference in the assessment of introduction of civic education as extra burden in Senior Secondary Schools in Ilorin by public and private schools’ teacher

Table 6: The t-test analysis on the assessment of introduction of civic education as extra burden in senior secondary schools based on school type

| School Type | N | Mean | SD | df | Cal. T | Sig(2tailed) | Decision |
|-------------|-----|-------|------|-----|--------|--------------|----------|
| Public | 103 | 76.37 | 6.44 | 142 | 1.379 | 0.170 | |
| Private | 41 | 77.95 | 5.58 | | | | NS |
| Total | 144 | | | | | | |

The result in table 6 shows that the sig (2-tailed) value of 0.170 is greater than 0.05 significant level, therefore the null hypothesis was not rejected. This implies that no significant difference existed in the assessment of introduction of civic education as extra burden by public and private schools’ teachers.

Hypotheses 2: There is no significant difference in the assessment of introduction of civic education as extra burden in Senior Secondary Schools by rural and urban school teachers

Table 7: The t-test analysis on the assessment of introduction civic education as extra burden in senior secondary schools based on location

| School Location | N | Mean | SD | df | Cal. t | Sig(2tailed) | Decision |
|-----------------|-----|-------|------|-----|--------|--------------|----------|
| Urban | 128 | 77.11 | 6.01 | 142 | 1.551 | 0.123 | |
| Rural | 16 | 74.56 | 7.51 | | | | NS |
| Total | 144 | | | | | | |

The result in table 7 shows that the significant (2-tailed) value of 0.123 is greater than 0.05 significant level, therefore the null hypothesis was not rejected. This implies that there was no significant difference in urban and rural civic education teachers’ assessment of introduction of civic education as extra burden in senior secondary school based on school location.

The findings as summarized below relate to Social Studies teachers’ assessment of introduction of Civic Education in Senior Secondary Schools as extra burden.

- The Researchers found that to some extent, civic Education Teachers made use of the numbers six (6) and (7) of the

items in table 4 as instructional practices in teaching Civic Education.

- Civic Education teachers exhibited all the principles and values itemized in table 5 in teaching civic Education.
- The findings of this study revealed that non-social studies specialists are found teaching civic education in senior secondary schools.
- There was no significant difference in the social studies teachers' assessment of introduction of civic education as extra burden on the basis of school type.
- There was no significant difference in the social studies teachers' assessment of introduction of civic education as extra burden on the basis of school location.

9. Discussion

The results of this study revealed that the task of teaching civic education does not rest solely on existing social studies specialists, thus teachers who are not social studies specialist are found teaching civic education in senior secondary schools especially in private schools. The findings agree with the submission of Jekayinfa et al (2011) that teachers irrespective of what subject they teach are a great asset to any nation.

It was discovered that no significant difference existed between public and private school civic education teachers' assessment of introduction of civic education in senior secondary schools as extra burden. This implies that public and private schools' civic education teachers claimed equivalence towards assessment of introduction of civic education in senior secondary schools as extra burden?

The findings of this study also revealed that there was no significant difference in the assessment of introduction of civic education as extra burden on the basis of school location. This proved that both rural and urban civic education teachers did not see the teaching of civic education in senior secondary schools as extra burden

But it was revealed in this study that public schools have more qualified teachers than their counterparts.

In addition, it was discovered that some senior secondary schools in the rural area have not commenced the teaching of civic education as at the time of collection of data for this study due to inadequate teachers in the rural area.

10. Conclusion

Based on the findings and discussions made in this study, it was concluded that: None of the predictor variables of school type and school location have any significant difference on Social Studies Teachers' assessment of introduction of Civic Education in senior secondary school in Ilorin as extra burden. The findings of this study has shown that non-social studies teachers found teaching Civic Education in senior secondary schools in Ilorin are more than the specialists and did not see the introduction of Civic Education as extra burden therefore teachers' morale should be boosted regardless of the school type and school location to enhance better performance in teaching and learning of civic Education effectively.

11. Recommendations

Based on the findings of this study, there is need for education sector and education policy makers to put in place the appropriate educational program which could take some few years to produce trained professionals before the introduction of any new curriculum to any level of education as this would not only enhance teachers coping with amazing numbers of learners and effective teaching and classroom management but would also prevent overloading of teachers in task of discharging their duties. Also employment of different type of people in teaching because of pressing need for teachers would also be prevented.

References

- Abdullahi, S. U. (2000). *Influence of gender, school type and location on Kogi State senior school students' errors in written English*. Unpublished M.Ed.

- Dissertation, University of Ilorin, Ilorin.
- Adetayo, J. O. (2011). *Classroom interactions patterns of part-time and full-time trained social studies teachers*. *Nigeria Journal of Social Studies*, 16(2), 247.
- Babayomi, A. O. (1999). *Comparative Study of the Teaching and Learning Resources in Private and Public Secondary Schools in Lagos State*. (An Unpublished M. Ed. Dissertation). University of Lagos, Lagos.
- Crown Copyright and database rights (2016). Rural and urban classification 2011. Ordnance Survey Licence No. 100022861.
- Egwu, O. S. (2010). Nigeria commentaries. In A. A. Jekayinfa, E. O. Mofoluwawo, & M. A. Oladiran (Eds). *Implementation of Civic Education Curriculum in Nigeria: Challenges for Social Studies Teachers*
- Goe, L. & Stickler, L. M. (2008). *Teacher quality and student achievement: Making the most of recent research*. Washington D.C: The National Comprehensive centre for Teacher Quality.
- Ijaiya, N. Y. (2008). Strengthening the quality of teacher education: In J. Babalola, L. Popoola, A. Onuka, S. Oni, W. Olatokun & R. Agbonlahor (Eds). *Towards quality in African Higher Education*, Ibadan: HERP-NET.
- Ipaye, B. (1996). Problems and Prospects of Teacher Education in Nigeria. In F.F. Akande (Ed) *Teacher Education and National Development in the 21st century challenges and strategies for improvement*. *Journal of Teacher Education*, 87-88.
- Jekayinfa, A., Mofoluwawo, E., & Oladiran, M. (2011). Implementation of Civic Education Curriculum in Nigeria: Challenges for social studies teachers. Retrieved March 31, 2012. www.unilorin.edu.ng/publication/Jekayinoluwa/41.pdf.
- Lawal, B. O. & Ojebiyi, O. A. (2010). Appropriating Teacher Education Programme for Professionalism: The challenge of Nigerian University. *African Journal of Historical Sciences in Education*. 6(2) 60-65.
- Metzler, J. & Woessman, L. (2010). *The impact of teacher subject knowledge on student academic achievement: Evidence from within-teacher within-student variation*. IZA Discussion paper No 4999. University of Munich: IFO Institute for Economic Research.
- Mezieobi, D. I. (2011). Social studies as an embodiment of civic education for sustainable National development. *Nigerian Journal of Social Studies*, 16(2), 127–130.
- Odejobi, C. O. & Adyemi, B. A. (2009). *An Introduction to Citizenship Education for Tertiary Institutions*. Osogbo: Jehovah Lovelinks Publishers.
- Ogbonaya, U. I. (2007). *The influence of teachers' background, professional development and teaching practices on students' achievement in Mathematics in Lesotho*. Dissertation in partial fulfillment of the requirement for the degree of Master of Science in Mathematics. University of South Africa.
- Ololube, N. P. (2005). *Benchmarking the motivational competencies of academically qualified teachers and professionally qualified teachers in Nigerian schools*.
- Tijani, A. O., Musa, I. Y., & Muhammed, A. M. (2011). Civic education as a veritable tool for good governance in Nigeria. *Nigerian Journal of Social Studies*, 16(2), 159-160.