ASSESSMENT OF TEACHERS' PERCEPTION ON STAFF QUALIFICATION AND COMPETENCE IN THE IMPLEMENTATION OF CIVIC EDUCATION CURRICULUM IN NORTH-WEST ZONE, NIGERIA

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A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF DOCTOR OF PHILOSOPHY IN SOCIAL STUDIES EDUCATION, DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION, AHMADU BELLO UNIVERSITY, ZARIA-NIGERIA

FEBRUARY, 2023

DECLARATION

I declare that the work in this Thesis titled "Assessment of Teachers' Perception on Staff Qualification and Competence in the Implementation of Civic Education Curriculum in North-West Zone, Nigeria" has been carried out by me in the Department of Art and Social Science Education, Faculty of Education, Ahmadu Bello University, Zaria. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this thesis was previously presented for another degree or diploma at this or any other institution.

Umar USMAN _____ Signature _____ Date

CERTIFICATION

This thesis titled, ASSESSMENT OF TEACHERS' PERCEPTION ON STAFF QUALIFICATION AND COMPETENCE IN THE IMPLEMENTATION OF CIVIC EDUCATION CURRICULUM IN NORTH-WEST ZONE, NIGERIA by Umar USMAN meets the regulations governing the award of Doctorate Degree in Social Studies (Department of Art and Social Science Education) of the Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

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Professor S. A. Abdullahi Dean, School of Postgraduate Studies	_____ Signature	_____ Date

DEDICATION

This research work is dedicated to my family and those who have in one way or the other contributed to the success of the work.

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In the name of Allah, most Gracious, most Merciful. All praises and thanks to Allah, Lord of the universe. Thank You Lord for giving me this opportunity to reach this stage of my programme. I would like to express my most sincere appreciation to my supervisors, Prof. H. I. Bayero, Prof. I. D. Abubakar and Prof. Mamman Musa for their guidance and support throughout my academic journey for this programme. They have generously provided their valuable time and academic advice for this study. Thanks for treating me as a friend and as a family memer. You are my role model and mentor, without you, I would not have been where I am today.

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ABSTRACT

This study is on assessment of teacher's perception on staff qualification and competence in the implementation of civic education curriculum in senior secondary schools in North West, Nigeria. Six research objectives, research questions and null hypotheses guided the study Descriptive survey design was used for the study and the population was all the civic education teachers of Senior Secondary Schools in North West geo-political zones, totaling 3497 out of which a sample of three hundred and thirty-three (333) was selected. The instrument used for data collection was "Assessment of Civic Education Curriculum Implementation Questionnaire (ACECIQ). The instrument was validated by supervisors and experts to ascertain the content construct and face validity handling statement. The reliability coefficient indeces of the instrument were 0.782, 0.756, 0.705, 0.069, 0.784 and 0.756 respectively. Mean and standard deviation were used to answer all the research questions, while one-way analysis of ANOVA was for testing the seven null hypotheses. The findings revealed that, staff qualification and competence were adequate and there was no significant difference in the mean score of the perceptions of teachers on extent to which civic education curriculum contents are being implemented in senior secondary school in North West irrespective to their location, gender, qualification and experience (F=0.283, P=0.754). However, pedagogical methods used by teachers in the implementation of civic education curriculum in senior secondary schools in North-western Nigeria are not adequate and difference in teachers' opinions regarding the inadequacy is not statistically significant (F=1.857, P=0.185). The study recommends that were secondary school authorities should ensure effective implementation of civic education curriculum in senior secondary schools through proper supervision of teachers. It is also recommended that implementers of civic education curriculum in senior secondary schools should be encouraged to use pedagogical methods that are student centered.

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LIST OF ABBREVIATIONS

ANOVA-	Analysis of Variance
HOD-	Head of Departments
ISBN-	International Standard Book Number
IT-	Information Technologies
NCCE-	National Commission for Colleges of Education
NCE-	Nigeria Certificate of Education
PPMC-	Pearson Product Moment Correlation Coefficient
UBE-	Universal Basic Education
UNESCO-	United Nation Education Scientific and Cultural Organization
USAID-	United States Agency for International Development
CESAC-	Comparative Education Study and Adaptation Centre
ASESP-	African Social and Environmental Studies Programme
ABU-	Ahmadu Bello University
SOSAN-	Social Studies Association of Nigeria
UNESCO-	United Nations Educational, Scientific and Cultural
WAEC-	West African Examination Council
NECO-	National Examination Council
NABTEB-	National Business and Technical Examination Board
FG-	Federal Government

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Civic education for senior secondary schools came into existence as a result of desire to bring the reality of every day social living to the students at their age of critical thinking and reasoning about the events happening around them. This is with a view of helping them acquire knowledge, attitude, values and basic skills that will help them to become responsible and discipline members of their societies. In order to achieve this goal, the students need the appropriate information which they can gather through participation for the purpose of applying what they have learned to their daily experiences. The main justification for teaching civic education according Azebanwan (2010) derives from the fact that the very nature of our nascent democracy needs active, informed and responsible citizens who are willing and able to take responsible for themselves and the communities and contribute to the political process. These capabilities may not develop unaided or without active stimulation. If citizens are to become genuinely involved in public life and affairs a more explicit to civic education in required. Civic education has socio-political relevance to national development. This is because its content is organized around social and political issues affecting man's existence, and his capability to manage, and preserve them for sustainable development.

Civic education is the right tool to internalize the character values (Zurqoni, Retnawati, Arlinwibowo, & Apino, 2018). Therefore, civic education is a course of learning that has a mission to shape the nation's personality, namely, conscious effort in the nation and character-building (Roldão, 2003). According to Yuen (2016), civic education aims to foster student knowledge about the country and instill a sense of nationalism. The development of civic

education is needed for a strong state as a transmitter in maintaining democracy and preparing citizens in the future (Tolstenko, Baltovskij, & Radikov, 2019). To show this sense, civic education are curricular designed as learning subjects, which include spiritual and social attitudes (Hahn, 2015).

Civic education, develop several educational programs and models for their implementation in preparing students to become mature adults with a character through educational institutions (Komarudin, Alkhudri, Ubedilah, Syaifudin, & Casmana, 2019). One of the implementations through a critical element of good citizens is to own and develop characters by a national culture. Students will be able to take a role in carrying out community development (Payne, Adair, Colegrove, Lee, Falkner, McManus & Sachdeva, 2019).

The sustainable development goals (SDGs) are feasible in Nigeria through civic at the secondary school if the content of Civic education curriculum is effectively implemented. Civic education teachers' classroom instructional effectiveness is instrumental to the effective implementation of the Social Studies curriculum in junior secondary schools. In the same vein, teachers are critical to the success of this sold initiative by committing themselves to professional development so as to effectively handle civic education in school. Despite the recent emphasis on the teaching of civic education in Nigeria, teachers are not well trained in conformity with the civic education subject (Shehu, 2011). Following the decision of the Federal Government of Nigeria to use education to empower the people and achieve the objectives of poverty eradication, job creation and wealth generation, it becomes imperative that the conventional methods of teaching social studies (civic education) where are passive need be changed (Onuoha, 2011).

Teachers' instructional methods facilitate the teaching and learning of civic education. Mezieobi (1994) identified three methods that should be applied in the effective teaching of social studies (civic education) as expository or class teaching methods, problem solving method and activity method. Civic education instruction to young learners requires practical learning activities or exposure to issues endemic to the learning environment. The civic education teacher in order to achieve maximal teaching and learning of Social Studies in the classroom has to employ techniques that will exercise learner interest. Against this background, Akinyali, Bolarin, Daniyonu and Ayodele (1997) remark "… students transfer values of their experiences to solve social problems can only be achieved through innovative and modern open and direct experience learning strategies of inquiry, discussion and clarification of their attitudes and values".

Arisi and Kpangban (1997) emphasized that variety of instructional strategies in teaching social studies (civic education) in secondary schools were to make for the individual differences of the young learners. Udo (1999) further added that the teaching of Social Studies (civic education) require multiple teaching methods in the Social Studies content, stress dynamic innovative societal issues which are affected by changes in attitudes, values and knowledge procedures. The social studies teacher is expected to adopt various instructional approaches, illustrations and explanations, such that the learner is maximally involved in the teaching learning environment.

In addition, Obaegbalem (2004) expressed that the application of relevant methods that can equip the teacher with the requisite knowledge and skills to execute the teaching of social studies more effectively and Stenhouse (1975) explained that teaching is not mere classroom instructional presentation but the capability of using instructional method to promote high learning. Stenhouse reiterates that the use of methods is an important aspect of social studies curriculum implementation. Civic education is an emerging discipline in Nigeria, which has

emphasized the use of innovative teaching strategies in order to strengthen the effective implementation of the social studies (civic education) curriculum towards achieving vision 20:2020. To buttress the foregoing discussion, Okam (1994) said that social studies represents one of those curricula arrangement which capitalized largely on the use of method sustained to the reasons for its existence as an important subject. In corroborating the proceeding view further, Ogbonna (1997) noted "a social studies teacher should possess a range of teaching strategies because different styles or patterns of teaching behaviours are used for different educational purposes hence every teacher (of studies) should use more than one way of teaching.

However, some relevant established examination bodies (WAEC, NECO and NABTEB) have been showing great concern over the poor performance of students in civic education (NERDC, 2007). Similarly students negative attitude towards the subject couple with their poor academic achievement in the subject have also warrant discussion among stake holders especially on possible precipitating factors like unqualified teachers, lack of relevance and adequate material as well as some factors to curriculum content completion FGN (2010). Evidence have shown that there are so many reported cases of social vices in schools like fighting, drugs abuse, and other forms of indiscipline behavior displayed by the students which these signify that the objective of civic education has not been fully achieved. Based on the seeming problems one begins to ask "do teachers really teach their students all the topics provided in the civic education curriculum? This question is fundamentally the basic background to this study. The study is therefore an attempt to find out the Teachers' Perception on Staff Qualification and Competence in the Implementation of Civic Education Curriculum, North-West Zone, Nigeria.

1.2 Statement of the Problem

Curriculum implementation occupies a strategic place in teaching and learning of Civic Education because links it with curriculum design and evaluation stages, that is, the materials and methods are put together to produce the desirable learning outcome. The task of curriculum delivery is basically carried out at the classroom level through teaching, learning support, advice and guidance, coaching, mentorship, peer and collaborative learning thereby leading to the achievement of curriculum objectives, feedback and assessment, personal development, planning and tutoring skills, encouragement towards practice skill and development as well as enabling access to curriculum resources. If the curriculum is not implemented, all efforts expended in the planning are in vain. It has long been recognized that teachers have a major role in determining and implementing the curriculum.

Poor implementation of curriculum content can result in multiple problems. One of the problems is students' poor performance in examinations especially standardized examinations (WAEC and NECO). This is because all the questions set are based on the syllabus or curriculum content. But in a situation where students are not adequately taught and prepared, they will find it difficult, if not impossible to answer questions as such failure is unavoidable. Another seeming problem is that which involves students' future performance or learning in tertiary institution. Courses and topics at that level are continuation of what students learn at the senior secondary school level, as such poor implementation of curriculum content makes students incapable to cope appropriately with the academic challenges at the post senior secondary school level.

Problems associated with curriculum context and designs are also part of the identified factors that negatively affect full implementation of curriculum in schools. This issue is part of the

problem being investigated in North-west Zone, Nigeria. Curriculum context and activities that are based on traditional approach are considered by constructivist list as teacher dominated, less appealing with little or no provision of leaner active participation. These factors according to constructivist constitute problem that negate full implementation of curriculum content in school. Therefore the problem of this study hinges on a determination of the extent of teachers' qualification and competence in implementation of civic education curriculum in senior secondary schools in north-west zone, Nigeria.

1.3 Objectives of the Study

The main aim of the study is to assess the teachers' qualification and competence in implementation of civic education curriculum in senior secondary schools in north-west zone, Nigeria. The study was guided by the following specific objectives which are to:

i. ascertain the extent to which civic education curriculum contents are being implemented by teachers in senior secondary schools in North-western Nigeria in relation to their gender, location, qualification and experience;

ii. determine the adequacy of pedagogical methods used by teachers in the implementation of civic education curriculum in senior secondary schools in North-western Nigeria in relation to their gender, location, qualification and experience;

iii. find out the adequacy of instructional materials and resources being used by teachers for the implementation of civic education curriculum in senior secondary schools in North-western Nigeria in relation to their gender, location, qualification and experience;

iv. ascertain the adequacy of learning environment used by teachers for the implementation of civic education curriculum in senior secondary schools in North-western Nigeria in relation to their gender, location, qualification and experience;

v. examine teachers qualification and competency in selection of techniques used implementation of civic education curriculum in senior secondary schools in North-western Nigeria in relation to their gender, location, qualification and experience;

vi. Determine the role of quality assurance in the implementation of civic education curriculum in senior secondary schools in North-western Nigeria.

1.4 Research Questions

The study answered the following questions:

i. What is the mean score of teachers' opinion on the extent to which civic education curriculum content is being implemented in senior secondary schools in North-western Nigeria in relation to their gender, location, qualification and experience?

ii. What is the mean score of teachers' opinion on the adequacy pedagogical methods used in the implementation of civic education curriculum in senior secondary schools in North-western Nigeria in relation to their gender, location, qualification and experience?

iii. What is the mean score of teachers' opinion on the adequacy of instructional materials and resources for the implementation of civic education curriculum in senior secondary schools in North-western Nigeria in relation to their gender, location, qualification and experience?

iv. What is the mean score of teachers' opinion on the adequacy of learning environment for the implementation of civic education curriculum in senior secondary schools in North-western Nigeria in relation to their gender, location, qualification and experience?

v. What is the mean score of teachers' qualification and competency in selection of techniques used implementation of civic education curriculum in senior secondary

schools in North-western Nigeria in relation to their gender, location, qualification and experience?

vi. What is the mean score of teachers' opinion on the roles of quality assurance in the implementation of civic education curriculum in senior secondary schools in North-western Nigeria in relation to their gender, location, qualification and experience?

1.5 Research Hypotheses

Based on the research questions raised, the following null hypotheses were developed and tested at 0.05 level of significance.

i. There is no significant difference in the mean scores of teachers on the extent to which civic education curriculum content is being implemented in senior secondary schools in North-western Nigeria based on their gender, location, qualification and experience;

ii. There is no significant difference in the mean scores of teachers on the pedagogical methods used in the implementation of civic education curriculum in senior secondary schools in North-western Nigeria in relation to their gender, location, qualification and experience;

iii. There is no significant difference in the mean scores of teachers on the use of instructional materials and resources for the implementation of civic education curriculum in senior secondary schools in North-western Nigeria in relation to their gender, location, qualification and experience;

iv. There is no significant difference in the mean scores of teachers on the adequacy of learning environment for the implementation of civic education curriculum in senior

secondary schools in North-western Nigeria in relation to their gender, location, qualification and experience;

v. There is no significant difference in the mean scores of teachers qualification and competency in selection of techniques used implementation of civic education curriculum in senior secondary schools in North-western Nigeria in relation to their gender, location, qualification and experience;

vi. There is no significant difference in the mean opinion scores of teachers on the roles of quality assurance in the implementation of civic education curriculum in senior secondary schools in North-western Nigeria in relation to their gender, location, qualification and experience.

1.6 Significance of the Study

The finding of this study will be beneficial to relevant stake holders in education such as policy makers, curriculum planners and developers, Nigerian Research and Development Council (NERDC), Ministries of Education (State and Federal), parent teachers association (PTA), Social Studies and Civic Educators Association of Nigeria (SOSCEAN), National Orientation Agency (NOA), department of political science at the university, the mass media, The Independent National Electoral Commission (INEC), examination bodies (WAEC, NECO) as well as curriculum planners, responsible for curriculum development.

The research will be beneficial by explicitly exposing the level or extent by which civic education curriculum content are covered by teachers accordingly. This will enable the major stake holders in taking appropriate measures with regard to the level of implementation. However, the finding of this study will also enable the stake holders in determining topics to be

selected in relation to time allotted for in depth coverage of the selected topics. Moreover, factors responsible for poor implementation will be exposed as well as corrective measures that can be taken by the relevant bodies in tackling the problems.

The finding of this research will be of significant importance to supervisors in clarifying some topics which are not fully being implemented by teachers within the civic education curriculum content or otherwise. This will go a long way in facilitating creativity and identification of effective strategies as well as application of relevant pedagogical procedures and instructional materials needed in solving any identified obstacles in the implementation of the civic education curriculum.

The Government and policy makers will find this study of great importance to the Federal government and policy makers, as it will help them enhance policy position on the need for the training of Civic Education teachers; provision of needed infrastructural and structural facilities.

Also, for Curriculum planners/developers, the findings of this study will encourage them to emphasis on proper implementation of the Civic Education curriculum in Senior Secondary Schools. By so doing, students will take major responsibility in their accomplishment of curriculum learning task. This will also make the curriculum task easier to accomplish since the students and the teacher will be involved.

To the Teachers and students, it will help them acquire additional useful knowledge, skills and values that will help them to be efficient and effective Civic Education implementers. The findings of this study will establish the need if any, for retraining of teachers' through workshops and seminar to improve their knowledge of civic education, the strategies to use, the procedures and the skill need for good academic performance in civic education. It will help the teachers to

make use of inquiry, discovery, problem solving, and individualized instructional method as methods of teaching while in the classrooms. When teachers become aware of these methods, their work will become easier since the student will take part in the teaching and learning process, also the teacher will take less time to teach concepts and allows the student to find out the rest with teachers support. Also, the student will benefit from the findings of this study if only the teacher uses the methods. Teachers' use of the methods will improve student-student interaction, self-esteem, academic performance, group affiliation, accommodation among students since they have to work in groups, tolerating each other's mistakes so that success is achieved.

The finding of this research will be of significance to both teachers and educational administrator alike by means of intimating and expanding their awareness on those areas in civic education curriculum that are not fully being implemented (if any) as well as the possible negative repercussion on poor implementation. This will serve as a viable major yard stick in solving problems precipitated by poor implementation of civic education curriculum in senior secondary schools. The finding of this research will draw the attention of future researchers who have interest in areas related to curriculum content implementation. In the same vein, the research will motivate the emergency of other empirical studies need to be conducted especially on the relative influence of implementation of civic education curriculum on students' behaviour modification in senior secondary.

1.7 Scope of the Study

The geographical coverage of this study is senior secondary schools in seven North-western states (Sokoto, Katsina, Kebbi, Kaduna, Zamfara, Kano and Jigawa). The study set to assess the

implementation of Civic Education Curriculum in Senior Secondary Schools in North-western states of Nigeria. It centered around teachers views on the teaching of civic education at senior secondary school in North-West of Nigeria.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviews related literature on the topic under study. The chapter discusses the following sub-headings:

- Introduction
- Theoretical Framework
- Concept of Curriculum
- Concept Curriculum Implementation
- Concept of Civic Education
- Historical Development of Civic Education
- General Objectives of Civic Education
- Objective of Civic Education in Senior Secondary School
- Importance of Civic Education in Promoting Patriotism
- Importance of Civic Education in Promoting National Consciousness
- Importance of Civic Education in Promoting National Development
- Importance of Civic Education in Promoting Good Citizenship
- Challenges to the Implementation of Civic Education in Nigeria
- Review of Related Empirical Studies
- Summary

2.2 Theoretical Framework

The purpose of theoretical framework in research according to Lawrence (2005) is to provide a sort of "plank" on which the study rests. It is a reference point to which the study must conform. The theoretical framework of constructivism is chosen for this study. Constructivism is a psychological theory of knowledge which argues that human construct knowledge and meaning from their experiences. Constructivism is a set of beliefs about knowledge that begins with the assumption that reality exists but cannot be known as a set of truth (Tobin and Tippins, 1993). Constructivism is not accepting what you are told but your prior knowledge about what you are taught and your perceptions about it. Active involvement of students is emphasized in constructivism, hence, knowledge gained last long in their memory. Constructivism is not a new concept. It has its root in philosophy and had been applied to sociology and anthropology, as well as cognitive psychology and education. Perhaps the first constructivist philosopher, Giambatista, commented in a treatise in 1710 that "one only knows something if one can explain it" (Yeager, 1991). Kant further elaborated this idea by asserting that human beings are not passive recipients of information. Learners actively take knowledge, connect it to previously assimilated knowledge and make it theirs by constructing their own interpretation (Cheek, 1992).

Five basic themes pervade the diversity of theories expressing constructivism. These themes are (i) active agency (ii) order (iii) self (iv) social-symbolic relatedness, and (v) lifespan development. With different language and terminological preferences, constructivists have proposed, first, that human experiences involve continuous active agency. This distinguishes constructivism from forms of determinism that cast human as passive pawns in the play of larger forces. Second, comes the contention that much human activity is devoted to ordering process – the organizational patterning of experience by means of tacit, emotional meaning – making

processes. In a third common contention, constructivists argue that the organization of personal activity is fundamental self-referent or recursive. This makes the body a fulcrum of experiencing and it honours a deep phenomenological sense of selfhood or personal identity. But the self is not an isolated island of Cartesian Mentation.

Persons exist and grow in living webs of relationships. The forth common theme of constructivism is that individuals cannot be understood apart from their organic embeddedness in social and symbolic systems. Finally, all of this active, meaningful and socially embedded self organization reflects an ongoing developmental flow in which dynamic dialectical tensions are essential. Order and disorder co-exist in lifelong quest for a dynamic balance that is never quite achieved. The existential tone here is unmistakable. Together, then, these five themes convey a constructive view of human experience as one that emphasizes meaningful action by a developing self in complex and unfolding relationships. Focusing on a more educational description of constructivism, meaning is intimately connected with experience (Mahoney, 2004). According to Mahoney, students come into a classroom with their own experiences and cognitive structure based on those experiences. These preconceived structures are valid, invalid or incomplete. The learner will reformulate his/her existing structures only if new information or experiences are connected to knowledge already in memory. Inferences, elaborations and relationships between old perceptions and new ideas must be personally drawn by the student in order for the new idea to become an integrated, useful part of his/her memory. Memorized facts or information that has not been connected with the learner's prior experiences will be quickly forgotten. In short, the learner must actively construct new information onto his/her existing mental framework for meaningful learning to occur.

Traditional teaching strategy is the process of transmission of knowledge from teacher to student (Rhodes and Bellamy, 1999). It is essentially a one-way process. The current Nigerian classroom whether primary, secondary or tertiary institution level, tends to resemble a one-person show with a captive but often comatose audience. Classes are usually driven by "teacher-talk" and depend heavily on textbooks for the structure of the course. There is the idea that there is a fixed world of knowledge that the student must come to know. Information is divided into parts and built into a whole concept. Teachers serve as pipelines and seek to transfer their thought and meanings to the passive students. There is little room for student-initiated questions, independent thought or interaction between students. The goal of the learner is to regurgitate the accepted explanation or the methodology expostulated by the teacher (Caprico, 1994). This teaching strategy can hinder the development of individual students' active and creative abilities, and students who experience only this model of education may no longer be considered sufficient for the needs of a future educated citizenry (Zhao, 2003).

The constructivist theory of learning supports cognitive pedagogy, for opposing that humans have an innate sense of the world and this domain allows them to move from passive observers to active learners. Carlson (2003) supports a strong emphasis on identifying, building upon and modifying the existing knowledge (prior knowledge) students bring to the classroom, rather than assuming they will automatically absorb and believe what they read in the textbooks and are told in the class. Research (e.g. Caprico, 1994) indicates that better exam grades were obtained by students taught using constructivist methodology of which simulation games shared some vital principles.

Constructivism is used because its world wide acceptability and more importantly, its relevance to this contemporary age of centaury over on the need to encourage learning by doing, learners

active participation in learning and motivating learners to discover things by themselves, while teachers role is to facilitate learning by guiding them to discover things. These new approaches to teaching learning processes were tested and proven to be the best (Obinma, 2007). The advantages associated with the new approaches is that learners are motivated, learning becomes real, retention effective and achievement higher. The principle of the new approaches are radical departure from the traditional approaches where learners are regarded as passive and teacher's dominance in class is powerful. The newly introduced approaches or principle one part of the contribution made by constructivist approach to curriculum implementation is chosen in order to ascertain how application can effectively foster full implementation of curriculum content in senior secondary schools. In addition, the theoretical framework chosen would assess the weaknesses or otherwise of the traditional approach or other approaches adopted in developing our curriculum content. The constructivist theory, on other hand can be the means of validation the major tenets of the theory in curriculum implementation content and selected activates for learners and teachers.

Apart from its relevance to contemporary situation, and its global acceptance and recognition constructivist approach is adopted due to its multi-dimensional approach to curriculum it assesses both the content on one side and also the extent by which learners can genuinely demonstrate the content taught in the aspect of curriculum implementation, the theory is both pragmatic and functional (Oladipe, 2010). Level of implementation is assessed by using internal and external factors. The internal factors are these aspects of the curriculum such as the content suggested activities, methodology and stated objective. On the other hand, the external factors related to those provided aspect of factors that are essentially needed for the implementation to be possible these include, provision of qualified competent teachers, teaching and learning

facilities, regular supervision, keeping of up to date records, as well as learners role in the overall teaching and learning processes (Gurol and Evers, 2000).

Another justification for the selection of constructivist theoretical framework for this study is done to its relevance to the objective of this study by their nature, the objective are made to ascertain the role of those internal and external factors that influence in the implementation of curriculum.

The constructivist model is capable of getting student more involved in teaching Kurt (2004) in his own research on constructivist also found that student used to participate more in the classroom activities and gained in content knowledge when a constructivist approach was used. Brad (2000) in his study tested that student in the constructivist instruction showed higher degree of academic achievement than student in the traditional (lecture) instruction in all condition. In another study by Galin (1992) he found that there was no significant difference in students score at the post test between student who received the constructivist approach showed a slight decrease on the delayed posttest, while student who received the constructivist instructional approach have a higher positive score. Traditional method, when used over time, encourages students to rely on memorization to pass test, but after some time however, they often do not remember much of the information learned.

Makonang (2000) corroborated Garlin's finding in his study when he found that there was no significant deference in achievement between student taught using constructivist approach and those tough using traditional (lecture)group. Likewise, Kurt and Soncha (2004) reported that there was no significant difference in achievement between Thailand students reported exposed to traditionalist (lecture) teaching method and those exposed to constructivist teaching strategy in

vocational electronics programs. However, they concluded that the student in the constructivist group had higher score on the post test and the delayed posttest compared to those in the traditional (lecture) group. This implies that students in the constructivist group the concept taught was lecture group.

2.2.1 Constructivism (Theoretical Approach)

Although constructivism has many definitions and variable according to Lami (1985), it is the theory according to which each child develops his own knowledge from the inside, through his own mental activity, in interaction with the environment. In addition Glassorfeld (1990) argues that constructivist means knowledge is not passively received knowledge is actively built up by the subject. Constructivism is described as a theory that deals with the way people create meaning of the world through a series of individual constructs. Constructs are the different types of filters we choose to place over our realities to change our realty from chaos to order Wood (1998). It is also seen as a learning process which allows learners to experience or become conscious of the environment theory, giving the learners reliable knowledge. Learners are required to act upon the environment to acquire and test new knowledge. According to wood (1998) constructivism is an educational philosophy which holds that learner ultimately construct their own knowledge that reside within them, so that each person's knowledge is as unique as they are. The key precepts or tenets of the theory are:

a) Situation or anchored learning.

It presumes as such cognitive experience situations in authentic activities such as project based learning are effective and easy to recall.

b) Case- based learning environment

Base on the principle of the theory it believed that case learning resulted in richer and more meaningful learning experiences

c) Social negotiation of knowledge

This is a process by which learning from and tests their constructs in a dialogue with other individuals and the larger society. It is plainly clear that constructivism learning is solely base on learners active participation in problem solving and critical thinking learners are allowed to construct their own knowledge by testing ideas and approaches base on their prior knowledge and experience, applying these to a new situation and integrating the new knowledge gained with preexisting intellectual constructs (Wood 1998 and even 2006 Roser, 2000) The constructivist theory will assist in determining how curriculum implementation of teachers in civic education in secondary school in north-western Nigeria affects curriculum implementation.

2.2.1.1 The Principle of Constructivism

The principles of constructivism in learning and curriculum development.

1. Create real world or environment that employs the content in which learning is relevant.
2. Focus on realistic approaches to solving real world problems.
3. The instructor is a guide or facilitator of the strategies used to solve problems.
4. Conceptual inter relatedness and provision of multiple representation or perspectives on the content.
5. Instructional goals and objectives should be negotiated and not imposed.
6. Evaluation of tools and environment that help learners interpret the multiple perspectives of the world.

7. Provision of tools and environment that help learners interpret the multiple perspectives of the world.
8. Learning should be interracially controlled and mediated by learners. (Walter and Theodore, 2010).

Constructivism curriculum framework and learning theories are based on the aforementioned principle. As plainly indicated by the principles, teacher's role in the classroom and during teaching- learning process is that of a facilitator that is, a guide the learners in the other hand become the active makers. Learning activities are designed to encourage learning by doing through problem solving research and analysis (Radford (1998).

2.2.1.2 Constructivist Curriculum and Implementation Analysis

The constructivist curriculum structure and its method of assessing level of implementation are made of the following parts.

- Objectives
- Content
- Activities (teaching learning)
- Learning
- Teacher
- Evaluation
- Teaching and learning
- Instructional materials (Lawrence, 2009).

2.2.1.3 Constructivist Curriculum Objectives

Constructivism as a theory has a place in the current study because curriculum implementation centres on the learners' overall development. According to Mehmet (2005) and Wilson (1996) the main objective constructivist curriculum is to educate people who know how to find out, use knowledge, who know the method and means by which they can learn rather make use of their knowledge and facilitate new learning using prior experiences.

In addition, expected behavior outcomes are expressed in a general manner, not strictly specific. This is based on the constructivist belief that each individual perceives the world differently and possessed different experiences, as such there is no single phenomenon. So objective, in constructivist cannot be set strictly for all but general objective expected from for student may be defined (Wilson, 1996). Especially the civic education curriculum objectives according to constructivist approach are no deviation from the general principle and objectives. The California department of education (CDE, 1992) which based the curriculum entirely on constructivist approach as the provision of students who can think and communicate independently. Wilson (1996) summarize civic education curriculum objective as

- Foster student's problem-solving skills independently.
- Motivating learners' ability to use precious experience in solving new problems.
- Encouraging learning active learning participation.

2.2.1.4 Constructivist Curriculum Contents

Curriculum contents are geared towards assisting learners to be fully aware of themselves and the environment. The constructivist curriculum therefore assists in this direction as it places much emphasis on learners' independence. According to Teze and Gurol (2003) constructivist

curriculum content lead to interdisciplinary studies, while learners are made to focus on a problem are not specifically designed but general thus limits are not set. Content are derived from the common interest of learners as well as their psychological needs. In addition, selected topics are created to serve as instructional units. All activities are related to primary goal and developed in an engaging meaningful context. As for civic education curriculum content, are designed in such a way that learners are encouraged to investigate rich and complex problem situation, explore ideas, make connections between civic education ideas and generalize their finding. Furthermore, curriculum unit recommended to force on large assignments open ended problems and exercise which lead to the development of main idea in the unit (Gurol in Mehmet) (2005). Constructivist curriculum contents are also designed from simple to complex, from known to unknown and are based on teacher's experience.

The civic education curriculum is designed to enable learners to identify and fully develop their potentials. This may not be possible without effective implementation of the curriculum by the teacher. Thus, the need to assess the teachers' implementation of civic education curriculum in secondary schools in North-western Nigeria.

2.2.1.5 Teachers Role in Constructivist Curriculum

The civic education teachers' role in the constructivist curriculum is that of a guide, mentors, counselors, evaluators, pacesetters and motivators. Mehmet (2005) indicate that constructivist curriculum define civic education teacher's responsibilities in four key areas. Selecting of creating civic education task, stimulating and managing classroom discourse, students learning civic education task and the learning environment. This implies that students are active participants in their own learning.

Draper (2002) as reported in Mehmet (2005) asserts that constructivist teachers reflect the transmission model of teaching pedagogy of just telling. Instead, they embrace teaching methods that put students in content with the environment, with one another with the teacher in order to pose question, research resources and purpose solution to problems.

According to Spinner and Fraser as citied in Aminu (2005) explain that when s teacher uses constructivist approaches, learning is built and concept are negotiated between the teacher and students. Teachers are also move away from the traditional system or an approach of being authority figure. In constructivist approach, activities controlled by teachers decrease, teachers become more of a facilitator; as such learning becomes student centered.

Activities selected for teachers in constructivist curriculum are made to reduce teacher dominance in teaching learning processes. However they are made to create learners centered situation and foster greater participation of learner in learning task. In view of this words that have manipulative connectional are voiced, rather, words which cannot guide and encouraging learners to develop their own initiation and potentialities curriculum.

2.2.1.6 Learners Role in Constructivist Curriculum

In constructivist curriculum, learning is seen as active participants in teaching learning processes. They are seen and regarded as those endowed with inherent intellectual abilities to manipulate and solve problem in their own ways, as such teachers are needed to provide them guided and facilitating activities for them to construct their own ways of solving problem. Learners have active and greater role in learning as they are independent, active, and not manipulated by teachers. In constructivist curriculum learners are provided with ample activities Oludupe and Daniel (2009). In addition suggestion activities for learner are not meant to describe

learners as mere passive or audience, in contrast they are interactive in multi dimensional ways, first there is student to student interaction, second student to teacher dialogue and lastly student are involved but only in discovery, but also in a social discourse explanation, negotiation sharing and evaluation.

2.2.1.7 Teaching and Learning Process

In constructivist theory, teaching activities are based on dialogue and reflection process (Brooks, 1993), as cited in Mehmet (2005). In addition, teacher is supposed to be explicit, concrete exploratory and base on the principle transfer of leaner (Wood, 1998). Use of instructional materials, demonstration and driviing activities are highly encouraged. Schifter (1996) and Matin (1993) as reported in Mehmet, (2005) explain that constructivist teaching and learning .theory are based on the following principle.

- Encouraging learner initiation and autonomy.
- When assigning tasks to students cognitive terminology such as ‘’classily, analyze, predict, and create’’ are used.
- Use of learning responses when making on the spot decision, about teachers behaviors, instructional strategies, and content to be taught;
- Searching for students understanding and prior experience about a concept before teaching it to them.
- Encouraging classroom communication between teachers and student and also among learners.
- Encouraging learners critical thinking and inquire by asking them thoughtful, open-ended question and encourage them to ask question to one another.

- Asking follow up question and seeking elaboration after learner's initiative responses.
- Putting students in situation that might challenge their previous conception and will create conditions that will encourage discussion.
- Giving learners enough time to construct their own meaning when leaning something new.

2.2.1.8 Constructivist Evaluation, teachers and learners activities

Constructivist evaluation of learning outcome is based on the application of the previous learning to new situation, not essentially on traditional method or tools. The evaluation is not focused on what is memorized, but on what are comprehended (Brooks and Brooks,1993) in Aminu (2005). Rather those are focusing on ''error in thinking. Constructivist teachers based that assessment on how learners view situations. For constructivist theory, the learning outcome of learners differ as a result objectives observation will be difficultly (of learners outcome), so the theory supports open-ended evaluation or learning experiences mergel as reported in Mehmet (2005).

The evaluation in constructivist focuses on student's ability to construct knowledge. Because of this test, oral expression, group discussion and problem solving processes are all used for evaluation (Cunningon 2005). Suggested teaching activities in constructivist's curriculum are expressed using words that do not portrayed teachers as manipulation. One the other hand, learners activities are expressed using cognitive taxonomy that portrayed learners as active participate in Learning (Mehmet 2005). All activities are expected to cover the psychomotor, affective and cognition domains; they are also expected to be learner centered, relation, engaging and stimulant.

Instructional materials according to construction approach are supposed to make learning real rather than abstract. They are also expected to make transfer of learning accessible, makes teaching explicit, motivating and encourage learners perception of new world. Instructional materials according to them (construction) are supposed to move student and make them active during teaching and learning student. There are also expected to involve more than one, seen. In addition, facilitators are expected to select a wide range of relevant instructional materials for given topics in an attempt to ensuring that the need of individual difference if effectively taken cares (Mehmet, 2000).

2.3 Concept of Curriculum

For the good of this study there is need to looking at some comprehensive definitions of curriculum given by some relevant area discussed under curriculum. The term curriculum comes from the Latin word ‘curveted’ which means “to run”. With time it came to mean the “course of study”. Not surprisingly, the traditional definition of curriculum is a course of study or training leading to a prone of education. Many authorities have defined curriculum in similar terms. A look at some of these definitions by various authorities authenticates the above. Statecraft (2003) says curriculum involves all the actions of the school, which are aimed at getting the child to begin course of study and at the end attain educational goals.

Curriculum is defined by Indiana Department of Education (2010), as the planned interaction of pupils with instructional content, materials, resources, and processes for evaluating the attainment of educational objectives. According to Coles (2003), a curriculum is a policy statement about a piece of education as a way to indicate the way in which policy is to be realized through a program of action. Denga (2005), viewed curriculum as the plan and

unplanned experiences to which are exposed to within and outside the school environment for individual and collective growth. Curriculum according to Onwuka (1996) can be viewed from two viewpoints: The traditionalists and progressive viewpoints. According to the traditionalist, the curriculum is simply a subject matter, courses of study or planned experiences of the learners under the guidance of the school. The progressive view the curriculum as the guided learning experiences centered around the felt needs of the learners. In other words, it is all the planned and unplanned learning experiences which may be implemented in or out of school but bear direct relevance to affective. Considering Onwukas'definition, in whatever form the term curriculum is presented must fall in either traditionalists or progressive perspective.

Curriculum is the vehicles for facilitating educations. It is the planned and guided learning experience intended learning outcomes formulated and provided under the auspices of the school for the learner's continuous and willful growth in cognitive, affective and psychomotor competence. Thus the curriculum can simply can be seen as all the planned and unplanned learning experiences in and outside the school environment, for which the school accepts responsibility (Denga (2001) in Ezcob (2013). It comprises of the courses or subject and their content to be studies by learners at all levels of education. Among such subjects is civic education.

2.3.1 Characteristic of a Good Curriculum

To get a comprehensive picture of the characteristics of a good curriculum, it may be useful to look at five areas namely:

i. Objective

ii. Functionalist

iii. Flexibility

iv. Relevance

v. Evaluations

Objectives

Without doubt, statement of objective is an important part of the good curriculum Kerr (1960) identified three main sources from which objectives of a good curriculum could be derived. These are: -

- The learner.
- The society.
- Definition of goals which include ultimate goals, mediate goals and proximate goals.
- Functionality.

This feature simply means a good curriculum must to be workable, practicable and possible. Alexander, et al(1974) involved the following criteria for judging how function of curriculum is:

- Clarity
- Practibility
- Acceptability

Flexibility

A good curriculum must be capable of adapting to the need of the learner and the society. Since no society is static it must be able to change as the society changes. Many years ago, all a person needed was a certain degree of speed and accuracy on normal typewriters but with technological

advancement now electronics computers are used. In this regard, a good curriculum must be such that would make provision for these changes in societal needs.

Relevance

Another Characteristic of a good curriculum is relevance. A curriculum should emphasize those as pacts that will be of benefit to the learner and to the society. According to Hooper (1971), relevance can be justified from the perspectives.

i. On educational growth as helping to ease contact between the child and his studies
ii. On the psychological plane, as helping to socialize the child.
iii. On economics ground/utilitarian growth as facilitating the transfer of useful knowledge and developmental skill to the entire population.

Evaluation

A good curriculum should be subject to conclusion. Thus, it is important for the objective to be stated in such a way, that it can be evaluated. Evaluation according to Bloom (1971) is the making of judgment about the value of some purpose of ideas, words, solution, methods, and materials. It involves the use of criteria as well as the extent to which detail are accurate, effective, economical or satisfying. The judgment may either be quantitative or qualitative on the students or those which are given to him.

In developing an evaluation system within the curriculum, a number of different criteria must be met, i.e evaluation must:

a) Facilitate learning and or teaching
b) Produce records appropriate to the purpose for which records are essential

c) Provide feedback.

Thus having knowledge on curriculum concept will serve as a means to achieve the stated objectives.

2.4 Concept of Curriculum Implementation

The term curriculum implementation has been defined in different ways by scholars. NKPA (1997) defines curriculum implementation as “the task of translating curriculum document into the operating curriculum by the combined effort of students, teachers and other concerned. In addition, Garba (2004) viewed curriculum implementation as “putting the curriculum into work for the achievement of the goals for which the curriculum is designed” Okebukola(2004) describe curriculum implementation as “the translation of the objectives of the curriculum from paper to practice” Ivowi(2004) provides a concise, or definition “the translation of theory into practice, or proposal into action” Similarly , Oyeachun (2008) viewed curriculum implementation as the process of document into practice in the classroom curriculum document into practice in the classroom through the combine effort of the teachers, learner, school, administrators, parents as well as interaction with physical facilities, instructional materials, physiological and social environment. All these different show that curriculum implementation is the interaction between the teacher, learner and other stake holder in education geared towards achieving the stated objectives. The various suggested definition have indicated that curriculum implementation require the combine effort of many in order to succeed, a such it is not an exclusive responsibility of teachers alone. In addition many variables, as indicated by scholars are needed and apply for the effective evaluation of the level of curriculum implementation.

Such variable include, curriculum content, instructional materials, teachers competence as well as learners population in a given learning environment or context.

2.4.1 Constructivist Approaches to Curriculum Implementation

The constructivists have a well-developed theoretical framework on how a curriculum implementation is supposed to be done. Though, the approach is relatively similar to other but the constructivist approach is the most pragmatic and activity oriented (Mehmet, 2005). The approach is based on the systematic and careful analysis of the following variables.

Methodology

According to constructivist one of the major and fundamental factor or variable to be considered in determining the level of curriculum implementation is the suggested methodology embedded in the curriculum, this does not specifically and entirely the teachers' methodology. In other word, it refers to both. According to constructivist, the primary concern of the assessment of the implementation focused on the relevance or suitability of the methodology to the curriculum learners needs, instructional materials, number of content actually covered by teachers, learners participating roles during teaching learning processes and the relevance of the content, methodology to suggested activities for both teacher and learners Robin son (2000) and Hudson (2003) as cited in Aminu (2005) have unanimously agreed that effective curriculum implementation cannot be determined without proper assessment of the methodology used in the teaching of curriculum content as well as the other related variables. Wrong application of methodology, constitute impediment to effective implementation of curriculum as such relevant methodology based on learners centered approach, complemented by the use of relevant instructional materials facilitate effective implementation of curriculum content.

Instructional Materials

Constructivist approach to curriculum implementation has given prominence to use or application of appropriate instructional materials. Apart from making lesson explicit, easier, and simple and retention, they are also useful in boosting and re- inferring transform of learning and acclamation of content coverage. These according to then will go a long way in quick content coverage (Hudson (2003) in Hamisu (2008).

Qualification

According to Mehmet (2005) he maintained that the level of teacher's professional qualification and mastery of the subject matter are essential for effective content coverage. Teachers, who are lacking in the professional requirement and mastery of the subject matter, have the unavoidable tendency to skip those topics they find difficult. These issues of skipping some topics included in the curriculum are detriment to implementation. In view of this, the constructivist strongly advocate teacher mastery of the subject matter and qualification as essential determinant factors of viable consideration in curriculum implementation. In addition lack of teachers and poor method of teaching will be used in the class and once that happen the criterion of methodology as a determinant factor in curriculum implementation is equally affected (Demirter, 2010).

Learners' population

On the other hand, learner's population can positively or negatively influence the level of curriculum implementation. Manageable number of learner in a conducive learning environment supports effective classroom management, and the use of effective method of teaching as well as instructional materials capable of satisfying the psychological needs of learners. However, overcrowded classroom setting affect classroom management, orderliness, methodology, use of

instructional materials and discipline. The multiple problem render teaching learning process difficult precipitates the use of methodology incapable of satisfying the determinant factors mentioned by the constructivist are the care internal factors i. e factors within the provision of the curriculum content that can positively or negatively influence full implementation of curriculum content.

2.4.2 Implementation Issues in Civic Education

Issues that are fundamentally relevant for the successful implementation of senior secondary school curriculum are extensively discussed and studied by both scholars and researcher. The main issues discussed are related to those factors that obviously are influential in the effective implementation of curriculum in school. The main ones identified by the scholars include:

- Provision of teaching and learning facilities
- Teacher's participation in curriculum planning, assessment and implementation.
- Teachers qualification
- Funding
- Motivation of teachers
- Regular supervision and inspection (Ivowu 2004).

Provision of teaching and learning facilities Scholars like, Onyejemezi (1991), Ehiametator, (2001), Babalola, (2004) Aloko(2006), as reported in Aminu (2005) have unanimously indicated that effective teaching and learning which is designed in such a way information that are absolutely vital but are lost Aminu(2005) and Ivowu (2004).

Teachers' Qualifications

Teacher's qualification and ability to competently teach topics in the curriculum content is undoubtedly viable in the effective implementation of curriculum content in secondary schools. Teachers qualification is a significant issue in curriculum implementation as it is discovered by many scholars and research finding (Olokor, 2006) as implementation to effective curriculum implementation in Nigeria secondary schools subject like social studies, citizenship education and civic education where some unqualified on that subject areas were employed to teach the subject which thus this hindering for the effective implementation curriculum content of those subject in Nigeria secondary school is Nigeria (Ivowi, 2005).

Funding

Provision of adequate fund is necessary for the provision of conducive teaching, and learning environment facilities and instructional material (Babalola, 2004). Adequate funding is an external factor viable for effective implementation, without it necessary materials needed for effective teaching and learning process cannot be provided and lack provision of the materials will automatically make implementation impossible (Aminu, 2005). Based on the social realities on the group as well as the general public outcry on poor infrastructure facilities in school dilapidated structure and over congested classrooms are obvious indicators that poor funding of education sector by government is an issue in the implementation of secondary school curriculum in Nigeria.

Motivation of Teachers

Psychologist identified motivation as an essential and effective factor which encourages performance, maximum productivity and the optimum realization of organizational objectives. In

view of this various welfare packages, rewards and incentives are given, the staff as a way of motivation. Issue of motivation is an outstanding issue in the implementation of curriculum in Nigeria as teachers at different levels of education are not motivated by both government and general public. Teachers are not adequately paid and are accorded with low social status (Aminu , 2005). Lack of motivation discourages competent and qualified people to join treaching profession and those in the profession are just awaiting more promising job to leave. Those problems have detrimental impact on curriculum implementation.

Regular Supervision and Inspection

Supervisory agencies and experience professionals are established and selected by government at all level in order to conduct supervision and inspect of both teaching learning process and relevant facility. As part of their assigned responsibilities, supervisors and inspectors are expected to ensure strick adherence to quality standard, uniformity, content coverage and available facilities that are essential in teaching and learning. In the supervision of secondary school education, most of the responsibilities in this regard are with the state government as secondary school education is the responsibility of the state government. Supervisors and inspectors are responsible for checking teacher's record and student's exercise books with a view to critically assessing the level of conformity of topics taught to student as well as the extent of implementation. According to Aminu (2005) regular supervision and inspection were not conducted on regular basis, therefore teachers were actually reluctant. In addition, Ivowi (2004) indicated that lack of motivation and provision of necessary facilities for effective supervision inspection were part of the problems that negate effective supervision and inspection, and consequently impacted on the implementation of curriculum content in senior secondary school in Nigeria.

In addition, Ivowi (2004) indicate that lack of motivation and provision and necessary failing for effective supervision and inspection were part of the problems that negate effective supervision inspection, and consequently impacted on the implementation of curriculum content senior secondary in Nigeria.

2.4.3 Prospects of Implementation of Civic Education Curriculum

Despite the numerous challenges and problem bedeviling effective implementation of curriculum content in Nigeria as shown by the finding of researchers and scholars analytical review on the level of implementation, however, the existence of many regulatory institution and provision of professional training schemes, are identified by many scholars as part of realistic measures that give future hope, in the effective implementation of curriculum content in Nigeria. The identified institution and feature that give hope are:

Intervention Schemes

Federal and some state government in Nigeria have gone long in the establishment of institution for funding vital sectors in education, especially in the provision of adequate facilities, which are identified as essential factors for effective implementation of curriculum content.

The most vibrant of these agencies in the provision of infrastructure in schools are:

a) Foundational Trust Fund (FTF)

b) Petroleum Trust Development Found (PTDF)

Hamisu (2008) in his study of the TETFUND and ETF in the provision of adequate infrastructural facilities in primary and post primary institution in Nigerian discovered evidence of remarkable achievement in that regards, in other words, the institution were discovered to

impact positively in the area of the provision of basic infrastructure in schools. This according to scholars (Evers (2006) and Mehmet (2005) are influential in the effective and full implementation of curriculum contents.

Apart from the established government agencies that provide intervention funding for the provision of infrastructure and learning facilities in schools, non governmental bodies and donoragencies contribute immensely in the same direction. Hamisu (2008) also identified the viable roles of the following

- Parent teacher association (PTA)
- Corporate bodies

UNESCO

The rotes of both government established agencies and non- government bodies are found to be viable especially in complementing government efforts in the provision of learning and teaching materials as well as other needed facilities, such effort restore hope (UNESCO Annual Report, 2011).

2.4.4 Curriculum Implementation Supportive Mechanisms

Various traffics are suggested by scholars as the effective strategies use in facilitating curriculum implementation in schools. The strategies are aimed at re- enforcing those determinant factors that are essential for the effective implementation of curriculum content

Pre- service Training

Hawes (1972) has argued that teacher education and professional competence can be considered as the first essential requirement in the process of implementation. In addition, Beeby (1966)

shows that the ability of an educational system to implement curriculum successfully depends on the level of general education of teachers and the kind of training they received, both the two studies stressed the significance of teacher of the qualification in implementation of curriculum. Majority of the teachers are under- qualified, untrained and if perhaps, in experienced, it is likely that implementation may be impossible. Instead old ideas and practice would continue to prevail in spite of the changes that have been introduced.

In- Service Training

In- service training in the training teacher receive to improve their knowledge of the subject matter and method of teaching when an innovation is to be introduced.

Through in- service training teachers content but Oloye, Becher and Macdureas cited in Aminu (2005) indicated that in- service training is an instrument of curriculum implementation. They also observe that teachers mostly take in- service training as training on how to use techniques or information, about new subject matter rather than something important that has influence on what they do in the classroom, an attitude and effects curriculum innovation (Becher, 1978) also showed that teachers see in- service training as opportunity to be away from schools, whatever is learnt during the training is not taken seriously. As such, this will give diverse effect on the implementation of curriculum. The researchers also showed that as in- service training is mostly Unitary; it is not every teacher in all coverage of the courses it is sporadic. Solomon in Fullan and Pomfet (1977), in a study conducted in the United States of America at pre- school level found that teachers who received maximum training (pre- in service, in service, and materials) score 10% higher degree of implementation than teachers who were given minimum training on materials only.

In a research on secondary school they found a significant relationship between in- service training and degree of implementation. Ashleg, and Battts (1970) also in United States, in a research on elementary schools studied with a sample of 20 teachers all to whom received in service training, reported a slight shift towards behavior consistent with the implementation of the curriculum. Cole (1971) on a study of elementary level concluded that the main reason for the success of the implementation was the in- service training. He particularly emphasized the continue interaction between teachers and consultants during the period of training. In a case study in the United State of America, the same researcher found that the teachers role in planning, deciding, experiencing in- service training or fruitful way to implement complex curriculum innovation. MC Donald and Walter as cited in Mehmet (2005) reported a research conducted in the United Kingdom on in service training where two groups of teachers were involved. One group received training and the other group received no training pre- test and post test data were collected by using variety of pupils test consistent with the objectives of the innovation. At the end the researcher found a substantial shift pupils score on many of the test for the training group compared with the untrained group. General in- service training is expensive and often takes long time to organize centrally and regionally. This may be the reason why government and education establishment are reluctant to organize training courses. In any case, in- service training as distinct from single workshops or pre- service training is an important strategy for implementation of curriculum.

Resources Support

Resource support includes the provision of time materials, finance, and other facilities during implementation. No matter how well a curriculum is planned and how well it is adequate, absence of resource support could hamper the effective implementation of the curriculum lack of

time, and adequate materials were identified by Hudson, Williams and Smith as reported in Deminkol (2001) as barriers to effective implementation of curriculum contents. Berman and Pouly (1975) in the United State concluded that inadequate materials and space were found as problems of implementation well above all other factors except lack of clarity and of familiarity with materials and methods.

Use of information and communication technology (ICT) in communicating social aspect of civic education is quite inevitable in a rapidly changing world of technology. ICT is very useful in many areas of civic education. For example in the area of assessment, computer simulation, where there are sufficient instructional material in civic education Colluman (1996) confirmed that computer simulation contribute to students understanding of art, and social science and civic education concepts. The use of information communication technology has also to give in the area of civic education and should maximally utilize to teach various concepts in civic education. This use of media can also help retention and transfer of knowledge. The use information technology in this aspect can provide opportunity for individual and independent work which profitable to creative talented students. It can also provide students with opportunity for working in small group which encourage leadership, shared responsibilities and team work. Therefore, the use of ICT in teaching civic education it is very essential one to changing nature of the environment through technological advancement. (Adeniran 2000).

Participation

Curriculum implementation engages many participants, such participant can be broadly grouped into two. that is, participant outside and those inside the school, Participant outside the school include institute of education, commission and boards, federal government controlled bodies like

National Teachers Institute (NTD), Nigeria Education Research and Develop Council (NERDC), J.A.M.B. WAEC, National Universities Commission (NUC) and the national commission for colleges of education such bodies engage in research work, training of personnel, planning and production of materials that facilitate any changes introduced into curriculum while participant within the school include the learners supportive staff, the parent teacher association, and the principal.

Feedback Mechanism

There is a need to monitor curriculum and provide feedback to the stake holders such as teachers, students and parents. This is necessary because stake holders would need to know about her knowledge and skills of the programmed. This monitoring or implementation could be done by school leaders using informed conversation and formed process, for example, observation, checklist, looking at students work or tools etc. It should be noted that monitoring is a professional mechanism for ensuring responsibility for curriculum implementation (NERDC 2008).

2.4.5 Empirical Rational Strategies of Change

The fundamental assumption underlying this is that the people are rational and keen to be efficient. It follows that they will adopt a proposed change, if it appears rational and seem to be a better way of doing things. This strategy of curriculum implementation involves convincing people by rational means and appealing to reason and logic using the result applied and basic research for further conviction. Rational strategy emphasizes activities that involves communicating about the nature of the change and why it is justified. The methods used in this strategy include education (e.g. in- service training) and information dissemination. Despite all

these, rational strategy depends on the quality of change itself. This strategy may require teachers to spend more time on the process of innovation. The empirical strategy of change does not recognize social acceptance as motivating force. Here, the image of the practitioner is that of a rational person. According to Sieber (1972) change result from a personal wholly intellectual judgment, which he describes as an “internal intellectual process”.

2.4.6 Normative Re-educative Strategy of Change

This strategy is much more concerned with the social origin of innovation. It ensures that behavior is affected by habits, value and attitude or by conception of rules and relationship, for a group of institutional setting. The change strategy, therefore, involves more than making people aware of technically more effective ways of doing things so that the practioner is a voluntary participant in the change process. This method of curriculum change involves manipulating some aspect target sees the situation differently. Zultuman, et al (1977) describes this as internally effective.

The assumptions here are based on power and compliance. Power may take many meaning but in this context, it refer to those who are less powerful that will comply with the plans, direction and leadership of those with greater power. Examples of these are the examination boards that change syllabus. This strategy of change is the easiest to apply since they are based on control of reward and punishment. Deprivation are important to participant in the change process (Zultuman , 1977) the success of this strategy depends on the extent to which success of power are really valued, or important. This model fits well in the centralized system of education control like that of Nigeria. The practioner is that of power of fewer functionaries Seiber (1972) further describes it an “externally structured”.

Havelock (1971) suggested what he called “linkage process” it effective implementation of innovation is desired. That is, we take the best out of the strategies and put them together depending on our resources and circumstances. All the indices of curriculum implementation discussed above were found to be barriers to implementation when they are not considered during implementation process.

2.5 Concept of Civic Education

Civic education derived its major contents from the existing social studies education which for many years people believed to be an amalgam of all subject in social science, Civic education is concerned with the development of values, social skills and democratic ideal in the citizens NERDC (2007).

Civic education was coined from citizenship education which simply means educational and learning activities, right attitudes and behavior that is acceptable to the society where individual lives (Iyamu 2005). According to Utulu (2011), civic education becomes very relevant since it essentially seeks to intone learners in the process of democratic behaviors and values among citizens. Mezieobi, cited by Okam and Lawal (2011) sees civic education as the educative means in a sovereign state where by the citizens or individuals become socially and politically aware, socially integrated into the social millennium, acquire social skills and competence become socially responsible for maximum production and development, all in the interest of the state.

While UNESCO (2014) describes civic education as a programmed that helps children to know they have to right but also duties. It enable to learners to develop a sense of good respect for the law and affection for the republic. Civic education implies an understanding of the rules of democratic and its judgmental principles. Civic education teaches about the political system; it

emphasizes the rights, rule and duties of every member of the society. The goal of civic education is the development of responsible citizenship. It aims at equipping the learners with the political culture, democratic ideals and values that enable them to function as effective and productive citizens. Civic education in the training for equity, justice, responsibility, freedom, patriotism, honesty, and obedience to rules and regulation guiding the civic society Falade (2012).

Civic education is a set of produces and activities aimed at making young people and adults better equipped to participate actively in democratic life by assuming and exercising their right and responsibility in the society Harrison et al (2005). Birzea (2005) identified the characteristics of civic education as.

i. A life-long learning experience, civic education is lifelong in the sense that it occurs during the entire life course. It begins from the day the child is born and it continues throughout his life span. Civic educations include a series of learning environment inside and outside formal institution.
ii. An educational programmed which aims at preparing individuals and communities for civic and political participation. Civic education strengthens the civil society by helping to make its citizens informed and knowledgeable and endowing them with demand skills.
iii. Programmed that implies respecting right and accepting responsibilities.
iv. A programmed that values cultural diversity. Civic education is social learning. It is learning in society, about society and for society. Civic education promotes egalitarianism, in a democratic and multi cultural society.

The focus of civic education curriculum is the socio-civic competence of students. In this regard, Agu, (2010), view civic education curriculum is a curriculum that develop students positive attitude, value and a sense of belonging to the Nigerian family, community and the state so that, they are ready to contribute to the betterment of the community the state and world at large. The civic education curriculum also made students to understand the characteristics of the Nigeria society as the importance of rules of law, democracy, human right justice etc.

More over, the civic education is developed with focus on widening the student critical thinking and problems solving skills which will allow them to analyse social and political issues objectively and to arrive at a rational appraisal of issue. The curriculums focuses on the local condition of Nigeria, the right and duties of citizens, the functioning of the government and the communication between the government and the citizens. On other hand the civic education curriculum in Nigeria focuses on social change as well as national consciousness and development. Civic education develops intelligent citizens for our democratic society, as we need children who in future will have to vote, serve in the army, pay taxes, take part in the working in his father's land and carry out the duties of a citizens.

In a nutshell civic education is focused to bring about positive change in the quality of politics by changing the range of human needs that infringe upon the political process.

2.5.1 General Objective of Civic Education

The general objectives of civic education according Danladi (2010) are:

i. Civic education aims to bring both the historical and cultural awareness the nation.

ii. To provide great resources for teachers and student interest in civic leadership.

iii. To create a civic culture of learning in our schools where teachers and all personnel lead to joint effort of the study, discuss and enact educational policies that celebrate timeless, civic norms like justice, trust engagement and virtue.

iv. To get students excited about deeping and extending their own personal set of core value, belief and principle of justice.

v. To make students to be active in participation of their nation's affairs which is crucial for democratic system

vi. It also develops cooperation among citizens by enabling one to acquire skills competencies, attitude and values that are critical for effective living in any society.

vii. It creates a social awareness by equipping individuals with knowledge, issues and problem of their immediate society and beyond.

viii. It also gives room for social integration by bring different parts of the country despite their diversities at the level of political, social, economic and historical background.

The above objectives of civic education are general because they have national and global applicability on which the interdependence of the natural community is based. It is pertinent to note at this juncture that a number of objectives of civic education are formulated to meet the needs of different levels of our educational system. Okumloye et al (2011) opined that civic education objectives are developed to solve specific national problem which include promoting in the students/pupils, the spirit of patriotism and nationalism, exposing them with the necessary skills needed for their survival.

2.5.2 Objective of Civic Education in Senior Secondary Schools

Civic education for Nigeria Senior Secondary Schools is one of the newly developed subjects in senior education curriculum of the Nigerian Educational Research Development Centre (NERDC). The subject was derived from the old social studies and citizenship education. The development is stemmed from the need for the Nigerian child to not only be fully aware of his social environment, but be informed about his position as a citizen. It is also intended to avail the children, the instrument for recognizing their right and responsibilities, as citizen.

The major content of civic education got an addition of current issues of world such as HIV/AIDS, drug abuse, human trafficking, insurgency and so on have been included in the content.

The objectives of civic education are state by NERDC (2007) which are.

i. Promote the understanding of the inter-relationship between man/woman the government and the society.
ii. Highlight the structure of government, its function and the responsibilities of government to the people and vice-versa.
iii. Enhance the teaching and learning of emerging issue.
iv. Inculcate in students their duties and obligate their society.

Therefore, the philosophical basis of civic education programme is citizenship education in conformity with current challenges.

2.5.3 Review of Civic Education Curriculum

The main justification for teaching civic education according to Azebamwan (2010) derives from the very nature of our nascent and fledgling democracy. Democracies need active, informed and responsible citizens; who are willing and able to take responsibility for themselves and their communities and contribute to the political process. These capabilities may not develop unaided or without active stimulation. They have to be learned. While on amount of citizenship may be picked up through ordinary experience in the home or at work, it can never in itself be sufficient to equip citizens for the sort of active role required of them in today's complex and diverse society. If citizens are to become genuinely involved in public life and affairs, a more explicit approach to civic education is required. This approach, according to Azebamwan (2010), should be:

Inclusive: an entitlement for all young people regardless of their ability or background.

Pervasive: not limited to schools, but an integral part of all education for young people.

Lifelong: continuing throughout life.

Civic education also brings benefits for schools, other education organizations and for society at large. For schools and other education organizations, it helps to produce motivated and responsible learners, who relate positively to each other, to staff and to the surrounding community. For society, it 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. Civic education has the good aims and purposes. It is the education which aims to help people learn how to become active, informed and responsible citizens. More specifically, it aims to prepare them for life as citizens of a democracy. Different characteristics are required by

citizens in different types of political systems. The characteristics required of people living as free and equal citizens in a democratic society differ significantly from those of people living under a totalitarian or communist regime. In a democratic setting, citizens should be aware of their right and responsibilities as citizens; informed about the social and political world; concerned about the welfare of others; articulate in their opinions and arguments; capable of having an influence on the world; active in their communities; and responsible in how they act as citizens.

In the light of the foregoing, Azebanwan (2010) asserts that the curriculum content of civic education could cover but should not be limited to: The concept of Nationhood; Democracy; The process of government; Types of government; Different arms of government and the balance of power; Unity in diversity; Dealing with conflict; The legal system; Security; Political Parties and the elective process; The role of the Legislature; Devolution of Powers; Pressure Groups and Sectional Interests; Child Labour ; The Media and Public Opinion; Human Rights; Local Government; Crime and Society; Young People and the Law; Freedom of Speech; and The comity of nation states and the place and role of Nigeria in it. Civic Education focuses on topical everyday issues that concern young people as citizens - that is, as members of society with legal rights and responsibilities, e.g. education, health, public transport, policing and law enforcement, immigration, international relations and the environment.

In a related development, Adeyanju and Michaels (2016) state that as a body of knowledge, civic education curriculum is designed on a structure based on the needs of the Nigerian child reflecting the national ideals and values the children are expected to acquire. The components of civic education in the Nigerian school system include civic knowledge, civic skills and civic

disposition (Donald & Odey, 2017). The content of civic education can be discussed under the following sub-headings:

Civic Knowledge

Knowledge of the ideals, values, and principles set forth in the nation's core documents serves an additional and useful purpose. Those ideals, values, and principles are criteria which citizens can use to judge the means and ends of government, as well as the means and ends of the myriad groups that are part of civil society. In Nigeria, values such as respect, dignity of labour, obedience, justice, equity and fairness. These values are necessary in the entrenchment of federal principles on the minds of the young ones. Accordingly, the knowledge of these national values and ideals are curricular contents of the Nigerian civic education in both primary and secondary schools in the country (Donald & Odey, 2017).

Civic Skills: Intellectual and Participatory

The second essential component of civic education in a democratic society such as Nigeria is civic skills. If citizens are to exercise their rights and discharge their responsibilities as members of self-governing communities, they do not only need to acquire a body of knowledge such as that embodied in the live organising questions just described; they also need to acquire relevant intellectual and participatory skills, Intellectual skill in civics and government are inseparable from content. To be able to think critically about a political issue, for example, one must have an understanding of the issue, its history, its contemporary relevance, as well as command of a set of intellectual tools or considerations useful in dealing with such an issue. Another intellectual skill which good civic education fosters is that of describing. The ability to describe functions

and processes such as legislative checks and balances or judicial review is indicative of understanding (Donald & Odey, 2017).

Civic Dispositions: Essential Traits of Private and Public Character

The third essential component of civic education, civic dispositions, refers to the traits of private and public character essential to the maintenance and improvement of federalism. Civic dispositions, like civic skills, develop slowly over time and as a result of what one learns and experiences in the home, school, community, and organizations of civil society. Those experiences should engender understanding that democracy requires the responsible self governance of each individual; one cannot exist without the other. Traits of private character such as moral responsibility, self discipline, and respect for the worth and human dignity of every individual are imperative. Traits of public character are no less consequential. Such traits as public spiritedness, civility, respect for the rule of law, critical mindedness, and willingness to listen, negotiate, and compromise are indispensable to democracy's success (Donald & Odey, 2017).

Civic education remains an important means of teaching the populace about individual rights and what duties and responsibilities the governed and leaders should do. The reintroduction of Civic Education as a subject to be taught in primary and secondary schools in Nigeria is expected to further deepen democratic culture and encourage qualitative participation of the average Nigerian in the governance process. Teachers are very crucial to the success of this bold initiative. Theirs is to inculcate the right kind of values through effective teaching of civic education. Teachers, irrespective of what subject they teach, are a great asset to any nation (Falade & Adeyemi, 2015).By virtue of their profession and their selfless commitment and

dedication to duty since the beginning of time, they belong to a special class and should therefore be acknowledged and appreciated. 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 because, there are no qualified civic education teachers on ground, and the curriculum contents of the two subjects are similar (Falade & Adeyemi, 2015).

According to Adenipekun (2010), the new Senior Secondary School Education Curriculum (SSEC) that contains civic education and whose implementation is to commence from September 2011 has thrown up a big challenge to teacher educators in the nation's "Colleges of Education, Polytechnics and Universities as they have to review their teacher preparation programmes in the context of knowledge of subject matter, teaching skills and competencies. Since that is yet to be done, the responsibility of teaching the new civic curriculum may rest squarely on the Social Studies teachers. This paper therefore presents the rationale curriculum contents of civic education and the challenges which the implementation of the new curriculum poses to the studies teachers.

2.5.4 Historical Development of Civic Education in Nigeria

In the 21stcentury global issues and problems become part of the global education curriculum which has become part of the civic education curriculum. Global educations provide the content for international awareness, global understanding and global consciousness for worldwide development and peace UNESCO (2007). As the united nation evaluate the attainment of the millennium development goals by nation efforts are seen made so as to overcome some global challenges the idea of civic education come up UNDP (2005).

A brief history of civic education before 1900 social science of American high schools was restricted to European and American history. In the twentieth century, however many view subjects in this field have become popular and introduced into high school and curricular. Despite the existing of mathematics and science then later a growing interest and awareness in the social science is found essential among all curriculum builders clearly, then curriculum building in the social.

The real growth of civic education began during the first two decades of the twentieth century since the 1920's it has been slow, but steady it was understandably character oriented toward producing "model" citizen property indoctrinated with religion and spiritual and thinking, in addition it was geared to the individual and traditionally referred to as citizenship education world war added impetus and direction for learning about citizenship. After the war when we returned to "normally" social up heaves were scarce and social unrest infrequently experienced by the united state.

Meanwhile, certain factors necessitated the development of civic education for example Melean (1890) developed the idea of civic education when they noticed in France there are numerous social problems as a result of industrial revolution. Therefore he sees civic education as a discipline that will curtail the menace. In 1918 American society suffer the same trend of having social vice more especially their urban centre (industrial cities). Therefore, the commission for the re organization of secondary education gave new direction to high schools by developing the cardinal principles of secondary education. These life "adjustment goals had inference for the growth, and development of civic education two of the principles had direct relationship to learning about civic oriented goals were citizenship and ethical character.

Concept about civic education in the 1930's were of course influenced by the depression the up leaved of the 1940's further increased interest in social problems and ways to improve economic and social order. A trend during these decades away education in the last two decades has been characterized by growth interest in the place of man in our society political specialization, sociology, psychology, political and other additional facets have recently helped to change man's view in understanding man.

As the years went by the scope of civic education expanded. It went beyond merely applying to alleviate common social problem civic education seen a variable vehicle provide solution emerging issues so as to attain progress various globally.

As far back as the 1980's it become painfully evident that the lack of civic education and patriotic orientation had led to disorientation in schools and the larger society. The consequences were being at all strata of our society. This was why political bureau set up by former president Ibrahim Babangida recommended in March 1987, the establishment of directorate for social mobilization (MAMSER) which eventually transformed into the national orientation agency (NOA).

Events of the recent pass have indicated that Nigeria is on the brink of losing its much cherished sense of nation hood, cultural identity and indeed hospitable sprit. The prevalent trend of corruption, indiscipline disrespect for both elders and the rule of law, non committal to duty and host of other are some of the manifestation of negative values in Nigerian society, therefore the call for the introduction of civic education in our schools.

The Director General of the National Orientation Agency Alhaji Idi Faruk in his address on the event on the civic education practical guidance "organized by UNDP (2005) said the decision to

re-introduce civic education was based on a critical analysis of the democratic history of Nigeria and a comparative research of advanced democracies in other nations. According to him our finding was that those countries invest heavily on socialization of their citizens. It can therefore be assumed that many of our national challenges especially in the democratic sphere may be as a result of our inability to invest in citizen's socialization on civic issues.

2.5.5 Importance of Civic Education in Promoting Patriotism

Patriotism is all about cores deeply about the happiness and wellbeing of his country its entire people (Achebe, 1983). In this regard civic education play an integral role in promoting patriotism to the citizens of a country through the inculcation of some right type values i.e. duties and responsibilities which this lead to a citizen to contribute immensely for the development of his state country.

Civic education is an essential dimension of public education that imported the knowledge of government through formal means through this process the students become informed and be active citizen within their society.

Civic education is important to the fact that it instills in the students/pupils a love of their country thereby fostering national unity which is essential to our development as a nation. Patriotism does not mean simply using poetical expression about the further land promotion of the country position to make it strong economically politically where the citizens will enjoy the result of it leadership (Shehu, 2011).

Civic education base on it content deals with character oriented toward producing a model'' patriot citizen properly indoctrinated with religion and spiritual thinking which made the citizen to have his country at heart (Galston (2001).

On the other hand Falade (2012) sees civic education is a set of practice and activities aimed at making young people and adult better equipped to participate active in democratic life by student certain value are inculcate in them which they can become true patriot who can give their best for the betterment of their own country. The future of the country depends on the ruler's if the leaders a true patriot they think of the interest of the country and the people. They go on doing something for the nation interest above their own. He tries to lead the people to the right way of living.

However civic education helps people to deal with the world around them in a more capable and confident way (Agu, 2010) so in this sense a patriot has to think not only of the national interest but also of the international brotherhood. Since the scope of civic education cover global issues the patriot must to show a feeling of concern of the world human race in general.

2.5.6 Importance of Civic Education in Promoting National Consciousness

The justification for teaching civic education is the contribution it can make to an divisional ability to be more conscious about his country so as he will be able to contribute to its development.

According to Ozumba (2014) national consciousness means the state of being awake and aware spiritually, physically and mentally of one's environment and the necessary feeling of bonding that goes with such awareness. He further stated that to be nationally conscious is to identify with the sprit and aspirations of the nation as one soul in possession of one destiny and one identity education.

Therefore, in this aspect civic education is a subject which is educating and mobilizing Nigerian have awareness about democratic value and instilling in them the feeling of belongings in terms

of diversity which this will lead to tolerance which is essential for peaceful co-existence of the country.

The National Policy on Education (2004) stated that the Nigeria's philosophy of education is based on the development of the individual into a sound and effective citizen; the full integration of the individual into the community: provision of equal access to educational opportunities for all citizens of the country at the primary, secondary and tertiary level both inside and outside the formal school system. Thus one of the broad national education goals which derived from the philosophy is the inculcation of national consciousness and national unity. And to recognize this fact and to the achievement of this noble national education goal, the development and implementation of civic education curriculum became inevitable.

In this regard civic education helps in training the citizen to become good citizens. Civic education is important because through the knowledge it gives, the value and attitude it in calculates in the young and old people, they learn to become sound and effective citizen by having the quality of national consciousness of their nation.

The Federal Republic of Nigeria through its national policy on education (2004) recognized the importance of inculcating the spirit of national consciousness and national unity in its broad national goals of education. According to Centre for Civic Education (1994), civic education has three component identities which are civic knowledge, civic skills, and civic disposition. Therefore, civic knowledge is concerned with the content of what citizens ought to know about his country in terms of democratic operation and how citizens is going to participate, so without national consciousness the citizen will not be an active citizen.

Civic education makes citizen to have sound awareness in terms of their right and duties Joseph (2012) and Jekayinfa (2014) also emphasized that civic education remain an important means of teaching the population about individual right and what duties and responsibilities, the governed and leaders should do so civic education make the citizens to be politically conscious about their duties responsibilities accepted on them like paying tax, settling water bill, and reporting any mis-management to the appropriate authority like EFCC presently now there is policy on the ground initiated by Federal Ministry of Financial and in collaboration with Economic and Financial Crime Commission that is whistle blower policy. So, in this regard citizen with national conscious often discharge his duties effectively for the good of his state.

Civic education seeks to expose our pupils and students to the tenet and rudiments of citizenship education. The teaching of the subject will lay strong foundation for effective citizenship education and public participation in governance by instilling national consciousness (Mofoluwawyo and Oladiran, 2011).

2.5.7 Importance of Civic Education in Promoting National Development

Civic education is vital for all aspect of development especially social, political, civic education exposes the individual to the need for imbibing productive attitude such as patriotism, hard work, honesty, mutual respect tolerance and self-discipline which all are pre-requisite for development of any nation (Kingaci, 2013).

Dudley (1985) concieved development as an improvement in the level of three (3) basic things.

i. Unemployment

ii. Poverty

iii. Income in equality.

Civic education emphasizing on mobilizing students to be functional citizen by having the attitude of hard working, dedication and perseverance which these will enhance their productivity as individuals which is essential to development of a nation economy.

Civic education can help Nigeria reconnect with their communities and their government and promote a more inclusive society where people are able to understand and participate in democratic process which can lead to national development by having a vibrant type democratic government which participate by all sundry.

Therefore, civic education according Olaitain (2013) promotes the economy of the nation based on their components namely state, private sector and co-operative. If the economy fails to support politics, three will be a dearth of participation that ultimately affects democracy, human dignity and value. Thus, the country's politics has become more capital centric. Politics, guide economic activities and economic activities are fundamental to the politics without civic education people cannot realize the essence of politics but if citizen have awareness on their politics there will be effective national development.

Usaid (2002) says civic education is learning for effective participation in democratic and development process at the national, state and grass root levels through not only the provision of citizens with knowledge on democratic institution and process, but also the development of democratic civic attitudes, kills and behaviors. It is also a condition both for the personal development of the individual and for the development of the society as a whole its governance and subjecting it to scrutiny on how it delivers its mandate and how it utilizes the resources at its disposal for national development.

Every government wants to achieve a high level of development in such a way that its citizens would derive certain advantages of good governance. However, for a nation to be in a phase of development there must be some pre-requisite which include socio-political and economic stability as well as qualitative education that would allow the citizens to be conscious of their duties as members give society what will make them to contribute their own quota for development (Lukman 2008). So civic education as a field of study sensitize the citizen on knowing their right and duties and how to utilize their duties for the betterment of their society for national development.

It is obvious that democracy cannot be achieved in the absence of citizenship participation. Researches show that active participation of citizen people and well informed is an instrument in the flourishing democracy (Shehu, 2002). Therefore, civic education is learning for effective participation in democratic development process at both local national levels. It is an importance means capacity development on the society level by empowering people for effective engagement in strengthening a society for the purpose national development.

Thus, civic education is a subject which basically addresses current issues that can bring about problems to the existing democracy with aim to promote national development.

2.5.8 Importance of Civic Education in Promoting Good Citizenship

Societies have vision and mission that interest in the ways in which their young one are prepared for citizenship and how they learn to take part in civic life.

Civic Education therefore, has a prime concern in the development of an informed, effective and responsible citizenry, (Yusuf 2008), Okou (2011) in his writing “explaining civic education for

effective citizenship outline the importance of civic education in promoting effective citizenship which are:

a. Encouraging the young people to commit to such core values of society as a democratic decision making. Our young must be trained through civic education to understand that actions, decisions and principles shall be in democratic ways not based on individual or group rather the majority members of the society. This will make them to be good citizenship.
b. Civic Education produces young people who will leave school with a predisposition to become actively involved in public affairs by promoting societal interest above all interest and involve in any actions, acts duties that lead to public good and promote peaceful co-existence which is a result of effective citizenship.
c. Inculcation of basic discipline, for the individual to be accepted in the society he has to be well discipline by conforming to the norms and values of the society. Therefore civic education value discipline behavior which are common characteristics of effective citizens.
d. Civic education is important by inculcating in students the leadership training civic education serve as an avenue through which students learn to become good planners, organizers and leaders. As student decide the kind of activities they are to engage in and how to go about them some of these activities may include equipping the students with knowledge of good democratic system. In this way the student learn to participate in democracy by voting or be voted for.
e. Imparting a sense of belonging one of the important aims of civic education is to impart the students. Sense of belonging to a place, a community and a nation and to the world

they must identify with the struggles and sacrifices of the races to learn how people have suppressed personal impulse in the interest of harmonious social life.

f. Instillation of aspiration, Every society instills in its members a variety of aspiration which corresponds to the statuses the citizens would occupy based on sex group affiliation. Civic education instills in the citizens the desire to achieve societal goals. It also provides them with adequate and direct means of achieving such goals as effective citizen.

g. Civic educations train the citizen to become committed to democratic way of life and accept personal, civic and economic responsibilities as effective adult members of society. Our younger once must to be train to accept democracy as the best option of governing our society. Participating any programme that can bring changing or development, and also train them to become effective citizenry to increase our economic system.

h. Civic education promotes international understanding by seeking some information which is essential for global piece. The subject exposes the child to be aware about emerging problems of the society as an effective citizen such problems of the include environmental degradation, kidnapping, insurgency, child trafficking, raping, and host of other and then providing modalities to address such issue as a ground citizen UNESCO (2014).

i. Through a good civic education, citizens learn the future success of their government of civic education, make the citizen to know about his right duties and obligation which are essential as far as effective citizenship is concern.

j. Civic education teaches tolerance and makes citizens to recognize their responsibilities areas of life like voting, taxes, the justice system, prison other people and the culture international relation and so on (Azebanwan, 2011). The goal of civic education is the development of responsible citizenship. It aims at equipping the learners with political, culture, democratic ideals and values that will enable to the function as effective and productive citizen. So civic education play integral role in promoting good citizenship as a whole.

2.5.8 Challenges to the Implementation of Civic Education in Nigeria

Civic education is faced with number of problems in Nigeria. Some of these problems are.

- Lack of Emphasis on Civic Education Character Training

Civic education is not given the required prominence in the Nigerian school programme. Before independence in 1960, the colonial education had little or no political interest of the society places emphasis on certificate and wealth without corresponding emphasis on character, consequently, rather than producing objective and patriotic human beings, the Nigeria educational programme produced many uncritical citizens who are also selfish and indifferent to public affairs (Bello and Obadan, 2014).

- Non Implementation of Social Studies Programme at the Senior Secondary School Level.

Between 1971 – 2007, civic education was taught as an integral part of social studies. However, the teaching of social studies was not implementated at the senior secondary school in Nigeria. This implies that, at the critical time when the Nigerian youth need effective civic training there was no adequate provision for civic contents in the school programme. According to Dadiran

(2011) it becomes evident that the lack of civic education and patriotic orientation had led to dis-orientation in schools and the larger society. The consequences were being felt at all strata of our society. The prevalence trend of corruption, indiscipline, disrespect for both elders and the rule of law, indifference to duty are some of the manifestation of negative trends in the Nigeria society.

- Dis-organized and duplicated civic education curriculum.

The disarticulated era of civic education in Nigeria was characterized by dis-organized curriculum content particularly at the upper basic education level. There were series of duplication in the curriculum content within and between education levels (Mezieobi, 2010). Therefore, this make

- Unstable civic education programme

After more than one hundred years of existence, Nigeria is yet to develop a stable civic education programme that can effectively be used to develop in the learners, national values and skills for civic engagement. Generally, the Nigeria secondary schools curriculum suffers high level of instability, newly introduced programmes are aborted and replaced with another ones. Adeyemi (2010) commented that the current school curriculum is benefit of the rich cultural heritage of our people and formal training of the youths. This has resulted in moral laxity in the society.

- Lack of adequate human resources for civic education

According Shehu (2011) “teachers are critical to the success of this bold initiative by community themselves to professional development so as to effectively handle civic in school”. Despite the recent emphasis on the teaching of civic education in Nigeria, teachers are not trained to be able to teach the subject more effectively.

Falade (2012) investigated the competence of primary school teachers in the teaching of civic education in southwest, Nigeria. He discovered that primary school teachers do not possess adequate civic knowledge and they do not demonstrate sufficient positive civic attitudes that can help them to have the competence of teaching civic concept at the primary school level. This finding corroborates the position of Adeyemi (2012) that some schools, history and geography teachers who do not have in depth knowledge about the subject are saddled with the responsibility of teaching.

- Recitation and rote learning method

Participatory approach is not often adopted in teaching civic value in Nigerian schools. The conventional teaching method use in our school hinder learners from acquiring and demonstrating civic value and skills in cases where students learn civic value and content through recitation and rote learning, they are not well prepared for civic engagement and group role mechanism when they become adults.

2.6 Review of Related Empirical Studies

Several studies on the level of curriculum implementation have been conducted within Nigeria and outside and the outcome of these researches yielded more profitable results in education. Some of the studies conducted examined different theoretical approaches and others explored the relative influence of some factors effecting curriculum implementation at primary and post primary institution. Below are such reviews:

Abubakar (2009) evaluated the implementation of nomadic primary school social studies programme in Nigeria and its implication for curriculum renewal. He focused on the effective supervision, parental involvement, government participation and the adequacy of teachers

towards the implementation of nomadic primary school social studies programme in Nigeria. A survey design was adopted using questionnaire as an instrument for data collection. The population of the study includes all the social studies teachers in 134 nomadic primary schools in 12 local governments that operate nomadic primary schools in plateau state all the administrators of National Nomadic Education in Plateau State. The research findings revealed that there is lack of effective supervision, poor participation of government, low parental involvement and inadequate teachers which were militating against the implementation of the programme. Some of the major concern of the present study includes the roles or active participation of the stake holders (teachers, parents, supervisors, principals ministry of education and government) in ensuring the implementation of social studies curriculum, thus the findings revealed by Abubakar's research are significantly relevant. The current study centres on teachers' qualification and competence in civic education curriculum in north-west zone of Nigeria while that of Abubakar (2009) while that of Abubakar (2009) centre on nomadic social studies education curriculum. Abubakar's (2009) study centre on specialized curriculum while the current study is on general public civic education curriculum. The current study uses teachers while that of Abubakar (2009) used teachers and officials of the nomadic education commission in Plateau State. The two studies shared some similarities in research design which is survey and that they all centred on curriculum implementation.

Eleojo (2011) carried out a study on the problems militating against the teaching and implementation of Civic Education curriculum in secondary schools in the federal capital territory, Abuja. He focused centrally on the perception of other social science experts, teaching and learning resources and the government commitment towards the implementation of social studies curriculum in secondary schools in the federal capital territory, Abuja. The study adopted

survey design, the population consist of 40 staff from the relevant ministry, 15 lecturers from colleges of education Zuba and university of Abuja, 10 teachers from the government schools who teach social studies and 8 social studies association officials (SOSSAN). The sample of the research covers the whole population. Questionnaire was used as the instrument for data collection. The findings of the research revealed that, the problems against the implementation of social studies has significant effect on its implementation at secondary school levels, the perception of other social science experts significantly affects the implementation of the subject at secondary school levels, lack of materials and facilities including current textbooks, equipped library or workshop are the greatest problem affecting the implementation of social studies at the secondary school levels, there is no adequate commitment on the part of the government to ensure appropriate implementation of the social studies curriculum, the non-availability of human resources significantly affects the implementation of social studies at secondary schools.

The short coming of Eleojo‘s research was that, she used only 10 Civic Education teachers which were supposed to have large number among the respondents instead, she used 40 respondents from the ministry of education, 51 respondents from Federal College of Education despite the teachers are those responsible to contribute more than 60% during implementation of school curriculum. Considering the above empirical studies reviewed, all researches reviewed were similar to the present study in the areas of methods used by social studies teachers, some focused on social studies curriculum content and talked about the problems militating against social studies curriculum implementation upon which all have bearing with the present study. However, the present study is unique in a situation where the studies reviewed were conducted somewhere and at different educational levels which include federal colleges of education in north-western political zone of Nigeria, junior secondary schools in Kano Metropolis, Zaria

Educational Zone of Kaduna State and Federal Capital Territory, Abuja and so on. While the present research was conducted in senior secondary schools in north-western Nigeria. And there is no research title among them that looks the same with the present study but, they are similar.

Francis (2011) assessed the implementation of civic education curriculum for effective citizenship in primary schools in Kaduna State. The main focus of this work is to find out the roles of government in achieving social studies curriculum objective, methods to be used in teaching and learning social studies at primary school level and the issue of teacher qualification effect in teaching social studies for effective citizenship in primary schools in Kaduna State. He adopted survey design with population of 5552 primary school students and teachers and the sample of 357 students and teachers using Krejie and Morgan formula. The findings of his work disclosed that the role of government and supervision on the implementation of the objectives of social studies curriculum has significant impact on effect of citizenship of pupils in primary schools, the methods of teaching techniques that aids learning in social studies have tremendous effect on effective citizenship of pupils in primary schools and the teachers‘ qualification determines the level of achievement of social studies curriculum objectives for effective citizenship of pupils in schools. The finding of his work is significantly relevant with objectives number two, three, four and five.

Likewise, Isiaku (2011) conducted research on the implementation of the integrated curriculum in Islamic junior secondary schools in Kaduna state. The study which sought to: investigate whether the integrated curriculum of Islamic junior secondary school in the state can be implemented; and to identify the various obstacles to the implementation of the integrated curriculum of the Islamic junior secondary schools in Kaduna state. He used random sampling technique in order to provide a fair representation in the selection of schools and teachers for his

research work. Three schools from each of the three local governments were selected, making a total number of twenty seven schools from the nine local government areas chosen from the three zones. He also picked six teachers from each of the three schools selected, making a total number of one hundred and sixty two (162) teachers respectively. The instruments used were questionnaire, interview and observation rating format, as source for data collection. The findings of the study revealed that the proprietor's adherence to the regulations of the educational policies within the state and at the national level through government control could enhance the implementation of the Islamic studies curriculum in the secondary schools.

Adoke (2012), studied teachers and students perceptions of social studies and teaching methods in selected junior secondary schools in the northern states of Nigeria using total of 1985 students and 160 teachers. The focus of this research work is to ascertain the methods used by social studies teachers, the availability of social studies teaching materials and the trained and adequate social studies teachers in selected junior secondary schools in the northern states of Nigeria. Survey design was adopted in carrying out the research and while questionnaire was used as the instrument for data collection. It was discovered that methods mainly employed were discussion and storytelling methods while the problem solving approach, group method and the use of resource persons ranked the least. Furthermore, lack of trained teachers and inadequate textbooks were predominant. The major difference lies in the scope of the study as the current study uses entire aspect of civic education curriculum while Adoke (2012) used teaching method as the focal point of assessment. The current study uses civic education curriculum while that of Adoke (2012) centered on social studies teaching methodology. The current study uses t-test independent samples and ANOVA for statistical analysis while that of Adoke (2012) used simple

percentage and frequency counts in data analysis. Some of the obvious similarities lie in the area of design, respondents and for the fact that they centered on curriculum implementation.

Onipe (2012) carried out a study on the assessment of social studies curriculum on value clarification, competence and utilization; among junior secondary schools' students in Kano Metropolis. The researcher adopted a descriptive survey, the study sample comprised of twenty teachers, one hundred and twenty students and twenty parents. Random sampling teaching was used in the selection of sample. The two main instruments used were questionnaire and documentary sources. The primary source of documentary used was official curriculum materials and relevant textbooks formed the secondary source.

Onipe adopted two approaches to data analysis. The intrinsic analysis of the JSS curriculum materials and statistical analysis of the data collected. The JSS social studies curriculum materials were subjected to critical examination in order to analyse the component parts. The finding showed that the students' level of value clarification competence was inadequate and that teachers place much emphasis on teacher – centered method than activity based or student oriented method. The study discovered that social studies objectives and curriculum content are value oriented and that social studies can help to reduce the problems of indiscipline among students. The following were recommended: a. Social studies should be extended and made compulsory at the junior secondary school level b. Emphasis should be placed on the acquisition of knowledge that has to do with values and attitudes and c. Teaching methods and materials to include value clarification strategy. The major disparity in the two studies lie in the area of respondents as the current study uses teachers as respondents while Onipe (2012) used teachers and students as respondents. In addition, the current study uses teachers in north-west zone while Onipe (2012) used respondents from Kano Metropolis. The current study will use uses t-test

independent samples and ANOVA in data analysis while percentage and frequency counts as tool for data analysis. Similarly, the current study centres on teachers' qualification and competence civic education curriculum implementation while that of Onipe (2012) assessed social studies curriculum on value clarification, competence and utilization; among junior secondary schools students in Kano Metropolis. The similarities lie in the methodology and design.

A study carried out by Nwosu and Iikeotunye (2013) on qualifications and experiences of teachers a factor in the performance of students from selected secondary schools in Federal Capital Territory FCT Abuja. The study aimed at linking teacher's ability, academic and working experience to the performance of students, while the study at hand looks at both the qualification and the process being employed (that is implementation aspect), instructional techniques and methodology as their influencing factor for students' performance. The researcher sampled four hundred and five (405) students and one hundred and eighty-six (186) teachers, information was collected on qualification and years of experience of teachers who taught the sampled students. Questionnaire was used as instrument, student performances on respective subject, English, Mathematics, Chemistry, Physics and Biology, Spearman Ranking Correlation Coefficient was used for data analysis. The findings of the research were that; teachers' qualification and experience are strong factors in students' performances; it also revealed that teacher's qualification as well as experience are important factors contributing to students performance; and experience generally showed stronger relationship than qualification with student's performance. Unlike the former study, the current work seeks to assess teachers‟ efforts in the implementation of Islamic studies curriculum at secondary school level. Teacher education qualifications are considered as a determinant factor.

Jimoh (2014) in his study of the values education component of the secondary schools social studies programme said that moral and social values and attitudes should therefore form the bottom line of our schools curriculum content especially the secondary schools curriculum, which incidentally falls within the crucial adolescent stage of development of the Nigerian youth. This is because the future of the Nigerian society depends on the quality of leadership, followership, honesty, discipline and other values inculcated into these youths. To him, there is a problem of how to integrate the array of values into a coherent learning structure for the younger generation to develop a stronger sense of responsibility. The methodology adopted by the researcher was analysis of elements of the curriculum.

The results of the research showed that over 50 percent of the stated instructional objectives in the secondary schools social studies curriculum was basically cognitive objectives. The implication of this is that the focus of teachers' evaluation effort is the regurgitation of the knowledge provided rather than measuring attitudes and values developed which is the philosophical basis of the social studies. He asserted that if teaching of knowledge is due to the exclusion of attitudinal objectives, it may actually jeopardize improvement in the thinking and decision making process being preached by the social studies education. The researcher concluded by recommending that the stated instructional objectives in the secondary schools social studies curriculum be revisited to include more affective (attitudinal) objectives with particular focus on values and citizenship inculcation. That more values, attitudinal concepts be included in the content and sub-topics of the social studies curriculum. And lastly, attention should be paid to inculcation of values and acceptable attitudes for the purpose of fostering effective citizenship for the development of the society. The basic differences are in the scope

(civic education/social studies), scope, objectives, samples and statistical analysis procedures. The similarities are in the design (descriptive survey) and scope.

Idoko (2014) investigated the extent to which practical Islamic Studies curriculum was implemented in Benue State with a view of finding solution to identified problems. The plan and strategy of investigation used in the study to obtain answers to the research questions was a survey design. The population comprised of all Islamic Studies in secondary schools in Benue state. One hundred and fifty (150) secondary schools were randomly chosen from 242 schools in the three Educational Zones (A.B.C) of the state. Fifty Islamic Studies teachers were chosen from each of the three zones. The instrument for data collection was a questionnaire. All the items in the questionnaire were of two point scale of "Agreed (A) and Disagreed (D). Each respondent was expected to indicate his or her agreement or disagreement to the statements provided. The researcher personally administered to the teachers and collected from the questionnaires. From the analysis of the results it showed that, most of the schools do not have well equipped Islamic Studies laboratories and even the multipurpose laboratories possessed by majority of schools are not well equipped and that Islamic Studies teachers are not adequate. The study is related to the present study because both are assessing the implementation of Islamic Studies at the secondary school level. The study however differs from the present study in that while the latter considered some implementation variables such as adequacy of science teachers and equipped of Islamic Studies laboratory, the present study considered some other factors such as teacher qualification instructional materials and preparation of Religious and National Values curriculum.

Ubah and Shu'aibu (2014), conducted a research on the evaluation of the implementation of Nigeria certificate in education social studies programme in federal colleges of education in

north-western political zone of Nigeria. They based their research on how social studies content, funding and teachers' qualification influence the implementation of social studies curriculum in federal colleges of education in north-western political zone of Nigeria. Descriptive survey design was adopted and questionnaire was used for data collection. The research population was 108 which comprised of lecturers and the management staff of federal colleges of education under study. The sampled schools were 3 while the sampled population equivalent of the population because the population is not much to be sampled. They found that, the implementation of the course contents is mostly dominated by the use of traditional techniques of instruction notably the lecture method to the detriment of other instructional strategies. This study has relevance with the present study in the sense that, the study revealed that the course contents were not taught the way they supposed to be taught in federal colleges of education and it has direct bearing with the teaching of social studies contents in junior secondary school because, the graduate of Nigeria certificate in education social studies programme were among the teachers teaching social studies at junior secondary school levels.

Bello (2014) conducted a research in Kano State with title "assessment of the secondary school of mathematics curriculum in senior secondary school in Kano State; A total number 624 questionnaire were distributed to the respondents but his sample of respondents include mathematics teachers and inspector / supervisor and the data obtained were analyzed using chi-square statistical measure. Therefore, the previous research is similar with the present study by title but it is different with subject which is mathematics curriculum implementation while the present research is civic education curriculum implementation. The past research is different with current research by the location which in Kano State while the present research is in Jigawa State. With regards to sample size a total number of 624respondents were involved while the

present study will involve respondents. The present study is similar with the previous one in the statistical analysis in which the previous study used Chi-square and also the same will be used with present study under investigation.

Babo (2015) assessed the social studies curriculum implementation in Junior Secondary Schools in Yobe State, Nigeria. The study was conducted using five objectives which were translated in to research questions and hypotheses. Descriptive survey design was adopted with 5660 population using the sample size of 200; respondents were randomly selected across the 10 junior secondary schools out of 18 junior secondary schools in Nguru Inspectorate Educational Zone. The instruments used for data collection were questionnaire titled Assessment of Social Studies Curriculum Implementation Questionnaire (ASSCIQ) and interview. Mean, standard deviation and bar chart were used for descriptive analysis and chi-squire was used for inferential analysis.

The research findings from this analysis reveals that: there is no significant difference in the extent to which social studies curriculum content is being implemented in Junior Secondary Schools in Yobe State and the respondents‘ view shows that, social studies curriculum content is not being properly implemented in junior secondary schools in Yobe State, there is no significant difference in the pedagogical methods used by social studies teachers in implementation of social studies curriculum in Junior Secondary Schools in Yobe State, and most of the social studies teachers are using conventional method of teaching, there is no significant difference in the teachers‘ used of instructional materials in the implementation of social studies curriculum in Junior Secondary Schools in Yobe State, and in most of the schools lacked instructional materials, there is no significant difference in the problems identified with the implementation of social studies curriculum in Junior Secondary Schools in Yobe State. The fundamental

differences between the two studies are in the areas of scope, sample and sampling techniques, sample size

This revealed the existence of problems which include; inadequate instructional materials, lack of teacher motivation, inadequate classrooms for social studies lessons, lack of student‘s interest in social studies lesson and negative attitude by community members towards social studies education and there is no significant difference in the supervisory roles of quality assurance officers in social studies curriculum implementation in Junior Secondary Schools in Yobe State. Based on these findings five recommendations were proffered which include; all people concerned with the implementation of social studies curriculum content should be actively involved and committed to ensure the effective implementation of social studies curriculum in Nigeria, social studies teachers need to be conversant with the appropriate and newly discovered teaching methods and strategies and as well employ them while teaching social studies, social studies instructional materials and resources should be made available to the schools, there is need to consider teacher motivation, and provide adequate classrooms for social studies lessons and Quality assurance officials should put more effort and perform their duties accordingly.

Aminu, (2015) studied the level of mathematic curriculum implementation in some selected primary schools in Bauchi State. He discovered gross deficiency and inadequacy of completion, as according to his finding topics were not chronologically taught as designed or recommended in the syllabus. Teachers jumped or even taught topics not included in the syllabus. His studies discovered various reasons that were responsible for the identified trend. Teachers competence, qualification, attitude to teaching, lack of conducive teaching and learning environment, lack of provision of relevant facilities and pupils poor background in mathematics were identified as responsible factors for the problems and the study use survey design. The present study is similar

with the past study in terms of title with emphasis in the curriculum implementation but it differ in terms of location which the past study conducted in Bauchi while present study will be conducted in Jigawa state (northwest geo- political zone).

Kantoma (2015) assessed the Implementation of Social Studies Curriculum in Junior Secondary Schools in Kaduna State. The researcher made use of the survey research design with two hundred and twenty (220) social studies teachers' respondents as sample size and questionnaire was used as research instrument. In the data analysis, percentage scores was used in analyzing personal data, while mean and standard deviation was used to answer the research questions. Pearson Product Moment correlation co-efficient (r) was used to test the null hypotheses (1, 2, 3, 4 and 5) at 0.05 level of significant.

The research findings show that the implementation of social studies curriculum in junior secondary schools is significantly affected by the adequacy of content of social studies curriculum and awareness of teachers. In addition, there is a significant relationship that exists between qualification and experience of teachers involved in the implementation of social studies curriculum in junior secondary schools. Furthermore, it was revealed that significant relationship exists between strategies/methods used and the implementation of social studies curriculum in Junior Secondary Schools. Also, the findings reveal that the implementation of social studies curriculum in junior secondary schools level is significantly affected by availability of instructional materials adequacy. The study also reveals that significant relationship exists between learning environment and its adequacy in social studies and its implementation in junior secondary school level.

Also, teachers with high working experience are larger in number compared to teachers with low working experience. Finally, the research work recommended among others that there should be general awareness on the importance of social studies as an agent of positive change in the society; employ qualified and trained social studies teachers to implement the curriculum; send social studies teachers to in-service courses and sponsor them for workshops and seminars. Also, social studies teachers should endeavor to give frequent assignment or homework that will encourage critical and reflective thinking for self-discovery of knowledge and also teachers should be encouraged to engage in comparative learning to improve the implementation of social studies curriculum in junior secondary school. The fundamental differences between the two studies are in the areas of scope, sample and sampling techniques, sample size and population of the study.

Furthermore, Ekpo (2015) conducted another research in this area which is titled "School Based Factors Influencing Implementation of Secondary School Mathematics Curriculum in Londiani District, Kenya". The study investigated the school based factors influencing implementation of secondary school mathematics. This study was guided by two objectives; to determine the extent to which teacher motivation influence the implementation of secondary school mathematics curriculum and to establish the extent to which mathematics language influences the implementation of secondary school mathematics curriculum. The Descriptive survey research design was used and data collected using questionnaire and an interview guide. The population consisted of 22 public secondary schools. The sample used in this study comprised of 22 principals, 314 students and 60 mathematics teachers making a total of 396 respondents. Data analysis was based on research questions and responses in questionnaires were tabulated, coded and processed and analyzed using Microsoft Excel Programme and presented in tables, graphs

and pie-charts. The responses in open-ended items and interview were reported by descriptive narrative. The findings indicated that all schools principals had administrative training to carry out their administrative roles effectively. The student: textbook ratio was found to vary between 2:1 up to 5:1 with an average of 3 students per book. In addition, large class size was found to influence mathematics curriculum implementation where the average teacher: student ratio for Londiani was found to be one mathematics teacher to 93 students. This indicated the schools suffered from shortage of mathematics teachers, there was also a wide variation in the principal's perception regarding the meaning of mathematics curriculum implementation but majority of them thought the mathematics syllabus was being taught in their school at the right depth and width including the quality of coverage. Most schools also had effective or sufficient instructional supervision both from the principals and district schools inspectors. School based actors such as teaching methods, resources; low teacher and student motivation, technical language used in mathematics were found to be the key in explaining the unsatisfactory of the mathematics curriculum. The above research has relationship with present study because both seek to assess school-based factors influencing a particular curriculum implementation. The area of the divergence is that the above study assessed school curriculum in general in Nigeria.

Summary

The study reviewed the different perspective of implementation in junior and senior secondary schools. It also discussed theoretical framework of the study, models of curriculum implementation, secondary education in Nigeria. The review centred generally on the theoretical framework, Concept Curriculum Implementation, Concept of Curriculum, Concept of Civic Education, Historical Development of Civic Education, General Objectives of Civic Education, Objective of Civic Education in Senior Secondary School, Importance of Civic Education in

Promotion Patriotism, Importance of Civic Education Promoting National Consciousness, Importance of Civic Education in Promotion National Development, Importance of Civic Education in Promotion Good Citizenship, Challenges to the Implementation of Civic Education in Nigeria. Therefore, from the related literature reviewed, the researcher discovered some important areas of curriculum implementation for academic benefit. This work made it overt that, a lot will be done by stakeholders (teachers, parents, ministry of education, community members, school principals, and school supervisors) before the achievement of successful and effective curriculum implementation in Nigeria based on the fact reviewed.

The present study intend to fill the gap which previous studies could not in terms of religious and National Values curriculum implementation at junior secondary schools in Nigeria while other studies focused on Universities, senior secondary schools and teachers. The present study focuses on the basic three where the students are in their early stage of adolescence stage that requires religious and national values.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with procedures for conducting the study under the following sub-headings:

- Research Design;
- Population of Study;
- Sample and Sampling Procedure;
- Instrumentation;
- Validation of the Instrument
- Reliability of the Instrument
- Data Collection Procedure;
- Statistical Analysis procedure.

3.2 Research Design

The design adopted for the study is descriptive survey method. A descriptive survey method involves systematic collection of data all or part of a population to determine the distribution of attributes, characteristics of people and description of the present state of affairs (Sambo, 2005; Ndagi in Hassan 2005). In addition, the descriptive research is defined as the collection of data for the purpose of describing and interpreting existing condition, prevailing practices, beliefs, attitude and on-going practice or process. The goal of survey / descriptive study is to discover on- going situation or practice and to describe or explain "what happen" (Hassan 2005). Descriptive or survey study is concisely described as "the present state of affairs (Sambo, 2005). This study is authentically a descriptive one, because the nature of the problem of this study

involves the collection of data from a sample in order to make inferences on teachers' qualification and competencies. In addition, this study is an attempt to discover adequacy of pedagogical methods, instructional resources being used in civic education. This situation or phenomenon has suitably qualified this study as descriptive one, and therefore determine the design of the study.

3.3 Population of the Study

The population of this study comprised all senior secondary schools' civic education teachers in North-west zone, Nigeria. There are 4,535 teachers consisting of 2,662 males and 1,873 females respectively spread across seven states in the zone. This is based on the official data obtained from respective state ministries of education. Table1 shows population of senior secondary school in North-west zone.

Table 1: Frequency distribution of population according to States and gender

S/No.	States	Male	Female	Total
1.	Jigawa	164	150	314
2.	Kaduna	363	215	578
3.	Kano	502	305	807
4.	Katsina	214	196	410
5.	Kebbi	314	175	489
6.	Sokoto	301	227	528
7.	Zamfara	223	148	371
	Total	**2081**	**1417**	**3497**

Source: States Ministries of Education, 2017

3.4 Sample and Sampling Technique

The sample size of 333 senior secondary school civic education teachers was used for the study. This is based on the Research Advisors table for sample selection (2010). It states that for population of 3497 at 95 percent confidence level and margin error of 5 percent 333 is adequate.

In order to make provision for uncertainties like non-completion and return of questionnaires, a total of 340 copies was distributed out of which 333 was be selected.

Two sampling technique was used in the study. First, the proportionate stratified sampling technique was used in determining the number of civic education teachers at senior secondary school level to be used. According to Salihu (2017) "proportional stratified sample is a type of sampling in which different subcategories of the sample are identified and then selected proportionate to their occurrence in the population." This technique is chosen to ensure fair representation. Secondly, stratified simple random sampling was used to select respondents from each stratum. According to Garson (2017) "stratified simple random sampling is simple random sampling of individuals from each stratum of the population." This technique was used to serve the dual purposes of providing samples that are representative of major subgroups of the population and of improving the precision of the estimators. Table 2 depicts sample size distribution of respondents according to states in the study area.

Table 2: Distribution of sample size according to States and Gender

S/No.	States	**Population**	**Sample size**	**Male**	**Female**
1.	Jigawa	314	314/3497*333=30	20	10
2.	Kaduna	578	578/3497*333=55	35	20
3.	Kano	807	807/3497*333=77	50	27
4.	Katsina	410	410/3497*333=39	24	15
5.	Kebbi	489	489/3497*333=47	30	17
6.	Sokoto	528	528/3497*333=50	30	20
7.	Zamfara	371	5371/3497*354=35	25	10
	Total	**3497**	**333**	**214**	**119**

3.5 Instrumentation

This study used structured questionnaire entitled "Assessment of Civic Education Curriculum Implementation Questionnaire (ACECIQ) as an instrument for data collection. Questionnaire according to Shehu (2015) and Muhammad (2014) is the statement which the respondents have to react in writing so as to find out their feelings, and opinion on the designed items in the questionnaire. This instrument is made up of two sections: section one contains or requires demographic information of subjects while sections B-H contain 51 items that will assist in answering the questions posed by the study. A four-point rating Likert scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) with numerical value equal to 4, 3, 2, and 1 respectively was used in seeking the responses of the respondents.

Questionnaire as data collection instrument was used because of the following reasons:

i. Each participant enters his/her responses on the questionnaire, saving the researcher's time, compared to the time required to conduct personal interviews;
ii. It is less expensive than conducting personal interviews;
iii. Respondents feel that they remain anonymous and can express themselves in their own words without fear of identification;
iv. Data on a broad range of topics may be collected within a limited period;
v. The format is standard for all subjects and is independent of the interviewer's mood.
vi. Though not all questionnaire might be completed and returned

3.5.1 Validation of the Instrument

The questionnaire was vetted and edited by supervisors and it was subjected to expert scrutiny in the Department of Art and Social Science Education, Faculty of Education, Ahmadu Bello University, Zaria for construct, content and face validation. This is to ensure that the content of

the questionnaire measured what it is intended to measure and to ensure the items in the questionnaire are related to the objectives of the research. An instrument is valid when it measures (as accurately as possible) what it is set to measure, (Hassan 2005).

3.5.2 Reliability of the Instrument

The reliability of the entire sections of the instrument (questionnaire) was ascertained after conducting pilot study in Government Secondary Schools, Kumagannam and Karasuwa, Yobe State (North-eastern Nigeria) using 30 respondents. The Cronbach alpha method for determining reliability coefficient was used and consequently 0.782, 0.756, 0.705, 0.609, 0.799, 0.784 and 0.756 were found for sections B-H respectively. The study adopted the suggestions of Danjuma and Muhammad (2011) which opined that an instrument is reliable if its reliability co-efficient lies between 0.64 and 1. Hence this instrument can be deemed fit for the main work.

3.6 Data Collection Procedure

Before embarking on the research, permission was sought from the North-western state ministries of education with a letter of introduction from the Department of Arts and Social Science Education, Faculty of Education Ahmadu, Bello University, Zaria. The researcher administered 354 copies of questionnaire to civic education teachers across the educational zone with the assistance of a research assistant. Completed copies of questionnaire were retrieved by the researcher with the help of the research assistant. The responses were scored using the criterion mean of 2.5 and benchmark. Any score bellow is rejected and any score above is accepted.

3.7 Statistical Analysis Procedure

The data collected were analyzed using statistical techniques. The study used percentage and frequency counts to present the basic demographic information of the respondents. The Arithmetic Mean and Standard Deviation were used in answering the questions raised by the study. In addition, the study used Analysis of Variance (ANOVA) to test the null hypotheses at 0.05 level of significance.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSIONS

4.1 Introduction

A total of 340 copies of questionnaire were administered to senior secondary school civic education teachers in North-West zone towards assessing teachers' perception on staff qualification and competence in the implementation of civic education curriculum in North-west zone, Nigeria. Of the total copies of questionnaire administered, only 311 (91.5%) were successfully completed with the required information and returned. The remaining 29 (8.5%) were found to be devoid of complete information or were not returned by the teachers. The response rate for the study was therefore 91.5%. Their expressed opinions on the examined variables are statistically analyzed in this chapter along the specific objectives and research questions. The chapter also consists of analysis respondents' demographic characteristics considered to be associated with their opinions. The chapter also contained the analysis of research questions followed with test of hypotheses as well as discussion of findings.

4.2 Description of respondents' demographic characteristics

The selected demographic characteristics of the Social Studies students were gender, ethnic origin and religion. Each of these variables is analyzed in frequencies and percentages using descriptive approach in tables below.

Table 3: Description of Respondents by Gender, Qualification, Experience and Location

Variable	Level	Frequency	Percentage
Gender	Male	226	72
	Female	85	28
	Total	**311**	**100**
Qualification	NCE	98	31
	B.Ed.	168	54
	M.Ed.	6	2
	Others	39	13
	Total	**311**	**100**
Experience	1-5years	83	26
	6-10years	114	36
	11-15years	59	19
	16-20years	37	13
	21-25years	18	6
	Total	**311**	**100**
Location	Urban	214	68
	Rural	97	32
	Total	**311**	**100**

The analysis of result in Table 3 revealed that 226(72%) teachers were male and 85(28%) were female. Analysis by qualification showed that 98 teachers representing 31% had NCE, 168(54%) had B.Ed., six teachers representing 2% and other qualifications representing were 39(13%). Regarding respondents' teaching experience, 83(26%) teachers had 1-5years experience, 114 representing 36% had 6-10years experience, 59(19%) had 16-20years experience and 18(6%) teachers had 21-25years. Urban teachers who responded were 214(68%) while 97 representing 32% were from rural area. This implied that males have the higher number of civic education teachers with B.Ed. degrees. It also implied that civic education teachers with 6-10years experience are highest and they are mostly from urban communities.

4.3 Answering Research Questions

The main objective of this study is to assess teachers' perception on staff qualification and competence in the implementation of civic education curriculum in North-west zone, Nigeria. This main was restructured into specific objectives and examined with research questions as follows:

Research question one: What is the mean score of teachers' opinion on the extent to which civic education curriculum content is being implemented in senior secondary schools in North-western Nigeria in relation to their gender, qualification experience and location?

The opinions of teachers based on gender, qualification, experience and location on the extent to which civic education curriculum content is being implemented in senior secondary schools is analyzed here by comparing the different mean scores for levels of the respective variable. Table 4 shows the mean score of teachers' opinion towards implementation of civic education curriculum content.

Table 4: Mean score of teachers' opinion on the extent to which civic education curriculum content is being implemented in senior secondary schools in relation to their gender, qualification experience and location

Variables	Variables levels	N	Mean	Std. Deviation
Gender	Male	226	2.2788	.65128
	Female	85	2.3059	.51231
Qualification	NCE	98	1.9898	.95782
	B.Ed.	168	2.3690	.66169
	M.Ed.	9	1.6667	.50000
	Others	39	2.3974	.64051
Experience	1-5years	83	2.2530	.60169
	6-10years	114	2.4982	1.09851
	11-15years	59	2.4746	.97124
	16-20years	37	2.3784	.59401
	21-25years	18	1.8333	.38348
Location	Urban	214	2.3570	1.10348
	Rural	97	2.0412	.97807

(Decision mean = 2.50)

The analysis of data in Table 4 shows opinions of teachers on the extent to which civic education curriculum content is being implemented in senior secondary schools in North-western Nigeria in relation to their gender, qualification experience and location. The results revealed means scores of 2.2788 and 2.3059 for male and female teachers, the calculated means were less than 2.5 benchmark which means male and female teachers opined that civic education curriculum content is not well implemented in senior secondary schools. NCE teachers scored mean of 1.9898, B.Ed. 2.3690, M.Ed. 1.6667 and others 2.3974, these were also less than 2.5 benchmark which means that teachers of various qualifications agreed that civic education curriculum content is not being implemented as expected in senior secondary schools. The five categories of teachers based on years of teaching experiences also agreed that civic education curriculum content is not well implemented in senior secondary schools this is simply because their calculated means were below the benchmark of 2.5 for agreement. The calculated mean scores of teachers in urban and rural areas were 2.3570 and 2.0412 respectively which were also less than 2.5 benchmark which also indicate that both teachers in urban and rural areas agreed that civic education curriculum content is not well implemented in senior secondary schools. This therefore, implied that civic education curriculum content is not well implemented in senior secondary schools in North-western Nigeria as perceived by teachers based on their gender, qualification experience and location.

Research question two: What is the mean score of teachers' opinion on the pedagogical methods used in the implementation of civic education curriculum in senior secondary schools in North-western Nigeria in relation to their gender, location, qualification and experience?

The opinions of teachers based on gender, qualification, experience and location on the pedagogical methods used in the implementation of civic education curriculum in senior secondary schools is analyzed here by comparing the different mean scores for levels of the

respective variable. Table 6 shows the mean score of teachers' opinion towards pedagogical methods used in the implementation of civic education curriculum.

Table 5: Mean score of teachers' opinion on the adequacy of pedagogical methods used in the implementation of civic education curriculum in senior secondary schools in relation to their gender, location, qualification and experience

Variables	Variables levels	N	Mean	Std. Deviation
Gender	Male	226	2.3894	.97578
	Female	85	2.1059	.91318
Qualification	NCE	98	1.7857	.70711
	B.Ed.	168	2.4012	1.03900
	M.Ed.	6	1.6667	.51640
	Others	39	2.1026	.50236
Experience	1-5years	83	2.2386	.99484
	6-10years	114	2.4737	1.20626
	11-15years	59	2.2203	.96611
	16-20years	37	2.2162	.82108
	21-25years	18	2.3333	.38348
Location	Urban	214	2.4570	1.10348
	Rural	97	2.0412	.97807

The analysis of data in Table 6 shows opinions of teachers on pedagogical methods used in the implementation of civic education curriculum in senior secondary schools in North-western Nigeria in relation to their gender, location, qualification and experience. The results revealed means scores of 2.894 and 2.1059 for male and female teachers, the calculated means were less than 2.5 benchmark which means that male and female teachers faulted the adequacy of pedagogical methods used in the implementation of civic education curriculum content in senior secondary schools. NCE teachers scored mean of 1.7857, B.Ed. 2.4012, M.Ed. 1.6667 and others 2.1026, this means teachers of all qualification agreed that the pedagogical methods used in the implementation of civic education curriculum in senior secondary schools are not effective. The categories of teachers based on years of teaching experiences also agreed that the pedagogical methods used in the implementation of civic education content are faulty. The calculated mean

scores of teachers in urban and rural areas were 2.4570 and 2.0414 respectively which also showed that urban and rural teachers have agreed with the inadequacy of and ineffective of the pedagogical methods used in the implementation of civic education curriculum in senior secondary schools in North-western Nigeria. This therefore, implied that teachers did not agree with pedagogical methods used in the implementation of civic education curriculum in senior secondary schools in North-western Nigeria.

Research question three: What is the mean score of teachers' opinion on the use of instructional materials and resources for the implementation of civic education curriculum in senior secondary schools in North-western Nigeria in relation to their gender, location, qualification and experience?

The opinions of teachers based on gender, qualification, experience and location on the use of instructional materials and resources for the implementation of civic education curriculum in senior secondary schools is analyzed here by comparing the different mean scores for levels of the respective variables. Table 7 shows the mean opinion scores towards pedagogical methods used in the implementation of civic education curriculum.

Table 6: Mean score of teachers' opinion on the use of instructional materials and resources for the implementation of civic education curriculum in senior secondary schools in relation to their gender, location, qualification and experience

Variables	Variables levels	N	Mean	Std. Deviation
Gender	Male	226	3.7788	.65128
	Female	85	3.5559	.51231
Qualification	NCE	98	1.9898	.95782
	B.Ed.	168	3.3690	.66169
	M.Ed.	9	1.6667	.50000
	Others	39	2.8974	.64051
Experience	1-5years	83	3.2530	.60169
	6-10years	114	2.7982	1.09851
	11-15years	59	2.7746	.97124
	16-20years	37	3.3784	.59401
	21-25years	18	3.8333	.38348
Location	Urban	214	2.7570	1.10348
	Rural	97	2.4412	.97807

The analysis of data in Table 6 shows opinions of teachers on use of instructional materials and resources for the implementation of civic education curriculum in senior secondary schools in North-western Nigeria in relation to their gender, location, qualification and experience. The results revealed means scores of 3.7788 and 3.5559 for male and female teachers, the calculated means were more than 2.5 benchmark which means that male and female teachers use instructional materials and resources for the implementation of civic education curriculum in senior secondary schools. NCE teachers scored mean of 1.9898, B.Ed. 3.3690, M.Ed. 1.6667 and others 2.8974. This means B.Ed. and others teachers agreed with the use of instructional materials and resources while NCE and M.Ed. teachers disagreed. The categories of teachers based on years of teaching experiences also agreed that teachers use instructional materials and resources for implementation of civic education curriculum content. The calculated mean scores of teachers in urban and rural areas were 2.7570 and 2.4412 respectively which also showed that urban teachers confirm the use of instructional materials and resources for implementation of

civic education curriculum in senior secondary schools by teachers while rural teachers disagreed. This therefore, implied that there are differences in the opinions of teachers regarding use of instructional materials and resources for the implementation of civic education curriculum in senior secondary schools in North-western Nigeria in relation to their gender, location, qualification and experience but the test of hypothesis four will reveal whether the differences are statistically significant.

Research question four: What is the mean score of teachers' opinion on the adequacy of learning environment for the implementation of civic education curriculum in senior secondary schools in North-western Nigeria in relation to their gender, location, qualification and experience?

The opinions of teachers based on gender, qualification, experience and location on the adequacy of learning environment for the implementation of civic education curriculum in senior secondary schools is analyzed here by comparing the different mean scores for levels of the respective variables. Table 8 shows the mean opinion scores towards pedagogical methods used in the implementation of civic education curriculum.

Table 7: Mean score of teachers' opinion on the adequacy of learning environment for the implementation of civic education curriculum in senior secondary schools in relation to their gender, location, qualification and experience

Variables	Variables levels	N	Mean	Std. Deviation
Gender	Male	226	2.8788	.65128
	Female	85	2.9059	.51231
Qualification	NCE	98	1.8889	.95782
	B.Ed.	168	2.3339	.66169
	M.Ed.	9	2.7776	.50000
	Others	39	2.5444	.64051
Experience	1-5years	83	1.2530	.60169
	6-10years	114	2.7982	1.09851
	11-15years	59	3.4746	.97124
	16-20years	37	2.7784	.59401
	21-25years	18	3.8333	.38348
Location	Urban	214	2.7570	1.10348
	Rural	97	3.2812	.97807

The analysis of data in Table 8 shows opinions of teachers on adequacy of learning environment for the implementation of civic education curriculum in senior secondary schools in North-western Nigeria in relation to their gender, location, qualification and experience. The results revealed means scores of 2.8788 and 2.9059 for male and female teachers, the calculated means were more than 2.5 benchmark which means that male and female teachers opined that learning environment is adequate for the implementation of civic education curriculum in senior secondary schools. NCE teachers scored mean of 1.8889, B.Ed. 3.3339, M.Ed. 2.7776 and others 2.5444, this means B.Ed., M.Ed. and other teachers agreed that learning environment is adequate for the implementation of civic education curriculum in senior secondary schools except NCE teachers. The categories of teachers based on years of teaching experiences also agreed that learning environment is adequate for the implementation of civic education curriculum in senior secondary schools. The calculated mean scores of teachers in urban and rural areas were 3.8333 and 2.7570 respectively which also showed that urban and rural teachers also agreed that learning environment is adequate for the implementation of civic education curriculum in senior secondary schools. This therefore, implied that there are differences in the opinions of teachers regarding adequacy of learning environment for the implementation of civic education curriculum in senior secondary schools in North-western Nigeria in relation to their gender, location, qualification and experience but the test of hypothesis four will reveal whether the differences are statistically significant.

Research Question five: What is the mean score of teachers' opinion on the assessment techniques used by teachers in the implementation of civic education curriculum in senior secondary schools in North-western Nigeria in relation to their gender, location, qualification and experience?

The opinions of teachers based on gender, qualification, experience and location on the assessment techniques used by teachers in the implementation of civic education curriculum in senior secondary schools is analyzed here by comparing the different mean scores for levels of the respective variable. Table 9 shows the mean opinion scores towards pedagogical methods used in the implementation of civic education curriculum.

Table 8: Mean score of teachers' opinion on the assessment techniques used by teachers in the implementation of civic education curriculum in senior secondary schools in relation to their gender, location, qualification and experience

Variables	Variables levels	N	Mean	Std. Deviation
Gender	Male	226	2.6894	1.37878
	Female	95	2.5579	1.67151
Qualification	NCE	98	2.9898	.95782
	B.Ed.	168	3.3690	.66169
	M.Ed.	9	2.6667	.50000
	Others	39	2.8974	.64051
Experience	1-5years	83	2.7470	.96073
	6-10years	114	3.0614	.98919
	11-15years	59	2.9615	.95363
	16-20years	37	3.7297	.50819
	21-25years	95	2.6632	1.09942
Location	Urban	214	2.7768	1.75505
	Rural	97	3.2326	87656.

The analysis of data in Table 9 shows opinions of teachers on assessment techniques used by teachers in the implementation of civic education curriculum in senior secondary schools in North-western Nigeria in relation to their gender, location, qualification and experience. The results revealed means scores of 2.6894 and 2.5579 for male and female teachers, the calculated means were more than 2.5 benchmark which means that male and female teachers agreed with assessment techniques used by teachers for the implementation of civic education curriculum in senior secondary schools. NCE teachers scored mean of 2.9898, B.Ed. 3.3690, M.Ed. 2.6667 and

others 2.8974. This means NCE, B.Ed., M.Ed. and other teachers agreed with assessment techniques used by teachers for the implementation of civic education curriculum in senior secondary schools. The categories of teachers based on years of teaching experiences also agreed with assessment techniques used by teachers for the implementation of civic education curriculum in senior secondary schools because their calculated means were than 2.5 benchmark. The calculated mean scores of teachers in urban and rural areas were 2.7768 and 3.2326 respectively which also showed that urban and rural teachers also agreed with assessment techniques used by teachers for the implementation of civic education curriculum in senior secondary schools. This therefore, implied that teachers agreed with assessment techniques used by teachers for the implementation of civic education curriculum in senior secondary schools.

Research question six: What is the mean score of teachers' opinion on the roles of quality assurance in the implementation of civic education curriculum in senior secondary schools in North-western Nigeria in relation to their gender, location, qualification and experience?

The opinions of teachers based on gender, qualification, experience and location on the roles of quality assurance in the implementation of civic education curriculum in senior secondary schools is analyzed here by comparing the different mean scores for levels of the respective variables. Table 10 shows the mean opinion scores towards pedagogical methods used in the implementation of civic education curriculum.

Table 9: Mean score of teachers' opinion on the roles of quality assurance in the implementation of civic education curriculum in senior secondary schools in relation to their gender, location, qualification and experience

Variables	Variables levels	N	Mean	Std. Deviation
Gender	Male	226	3.3097	.64745
	Female	85	3.1765	.91517
Qualification	NCE	98	2.9898	.95782
	B.Ed.	168	3.4690	.66169
	M.Ed.	9	2.6667	.50000
	Others	39	2.8974	.64051
Experience	1-5years	83	3.2530	.60169
	6-10years	114	2.7982	1.09851
	11-15years	59	2.5932	1.13135
	16-20years	41	2.6098	1.33937
	21-25years	18	3.8333	.38348
Location	Urban	214	3.7570	1.10348
	Rural	97	2.5985	.21054

The analysis of data in Table 10 shows opinions of teachers on the effectiveness performance of quality assurance in the implementation of civic education curriculum in senior secondary schools in North-western Nigeria in relation to their gender, location, qualification and experience. The results revealed means scores of 3.3097 and 3.1765 for male and female teachers, the calculated means were more than 2.5 benchmark which means that male and female teachers agreed with the roles quality assurance play in the implementation of civic education curriculum in senior secondary schools. All teachers of various qualifications also agreed with the roles of quality assurance in the implementation of civic education curriculum in senior secondary schools because their calculated means were more than 2.5 benchmark. The categories of teachers based on years of teaching experiences also agreed with the effective performance of quality assurance in the implementation of civic education curriculum in senior secondary schools because their calculated means were than 2.5 benchmark. The calculated mean scores of

teachers in urban and rural areas were 3.7770 and 2.5985 respectively which also showed that urban and rural teachers agreed with the effective performance of quality assurance play in the implementation of civic education curriculum in senior secondary schools. This therefore, implied that the roles quality assurance play in the implementation of civic education curriculum in senior secondary schools is effective.

4.4 Test of hypotheses

The hypotheses formulated to determine significance of staff qualification and competence in the implementation of civic education curriculum were analyzed at the fixed probability level of 0.05 using t-test and One-Way Analysis of Variance (ANOVA). The hypotheses were tested as follows:

Null hypothesis I: There is no significant difference in the mean scores of teachers' opinion on the extent to which civic education curriculum content is being implemented in senior secondary schools in North-western Nigeria in relation to their gender, location, qualification and experience

The expressed opinions of the respondents on the extent to which civic education curriculum content is being implemented in senior secondary schools in relation to their gender, location, qualification and experience assessed in Table 4 is tested for significance with t-test. The result of the test is summarized in Table 11.

Table 10: t-test analysis of male and female opinion on extent to which civic education curriculum content is being implemented in senior secondary schools

Gender	N	Mean	Std. Dev.	t	Sig.
Male	226	2.28	0.65		
				.2669	0.458
Female	85	2.31	0.51		

(P=0.05)

The analysis of data in Table 10 shows the difference in the mean opinion scores of teachers on the extent to which civic education curriculum content is being implemented in senior secondary

schools in relation to their gender. The result reveals calculated t-value of .266 at significant value of 0.008. Since the alpha value of 0.05 is more than the Sig. value of 0.008, the hypothesis that says there is no significant difference in the mean opinion scores of teachers on the extent to which civic education curriculum content is being implemented in senior secondary schools in North-western Nigeria in relation to their gender, location, qualification and experience was rejected. This implies that no difference in the opinions of male and female teachers regarding the extent to which teachers do not implement civic education curriculum content in senior secondary schools.

Null hypothesis II: There is no significant difference in mean scores of teachers' opinion on the pedagogical methods used in the implementation of civic education curriculum in senior secondary schools in North-western Nigeria in relation to their gender, location, qualification and experience

The expressed opinions of the respondents on the pedagogical methods used in the implementation of civic education curriculum in senior secondary schools in relation to their gender, location, qualification and experience assessed in Table 6 is tested for significance with One-Way Analysis of Variance (ANOVA). The result of the test is summarized in Table 13.

Table 11: One-Way Analysis of Variance (ANOVA) on pedagogical methods used in the implementation of civic education curriculum in senior secondary schools

Source	Sum of Square	Df	Mean Square	F	Sig.
Between Groups	.572	3	2.393	1.857	0.185
Within Groups	47.526	307	.371		
Total	57.098	310			

The analysis of data in Table 11 shows the difference in mean opinion scores of teachers on the pedagogical methods used in the implementation of civic education curriculum in senior secondary schools in North-western Nigeria in relation to their gender, location, qualification and experience. The result reveals calculated F-value of 1.857 at significant value of 0.185. Since the

alpha value of 0.05 is less than the Sig. value of 1.857, the hypothesis that says there is no significant difference in mean opinion scores of teachers on the pedagogical methods used in the implementation of civic education curriculum in senior secondary schools in North-western Nigeria in relation to their gender, location, qualification and experience was retained. This implies that the differences that exist in the opinions of teachers regarding pedagogical methods used in the implementation of civic education curriculum in senior secondary schools in relation to their gender, location, qualification and experience is not statistically significant.

Null hypothesis III: There is no significant difference in mean scores of teachers' opinion on the use of instructional materials and resources in the implementation of civic education curriculum in senior secondary schools in North-western Nigeria in relation to their gender, location, qualification and experience

The expressed opinions of the respondents on the use of instructional materials and resources in the implementation of civic education curriculum in senior secondary schools in relation to their gender, location, qualification and experience assessed in Table 7 is tested for significance with One-Way Analysis of Variance (ANOVA). The result of the test is summarized in Table 12.

Table 12: One-Way Analysis of Variance (ANOVA) on use of instructional materials and resources in the implementation of civic education curriculum in senior secondary schools

Source	Sum of Square	Df	Mean Square	F	Sig.
Between Groups	.572	3	2.393	0.750	0.312
Within Groups	47.526	307	.371		
Total	57.098	310			

(P=0.05)

The analysis of data in Table 12 shows the difference in mean opinion scores of teachers on the use of instructional materials and resources in the implementation of civic education curriculum in senior secondary schools in North-western Nigeria in relation to their gender, location,

qualification and experience. The result reveals calculated F-value of 0.750 at significant value of 0.312. Since the alpha value of 0.05 is less than the Sig. value of 0.312, the hypothesis that says there is no significant difference in mean opinion scores of teachers on the use of instructional materials and resources in the implementation of civic education curriculum in senior secondary schools in North-western Nigeria in relation to their gender, location, qualification and experience was retained. This implies that the differences that exist in the opinions of teachers regarding use of instructional materials and resources in the implementation of civic education curriculum in senior secondary schools in relation to their gender, location, qualification and experience is not statistically significant

Null hypothesis IV: There is no significant difference in mean opinion scores of teachers on adequacy of learning environment in the implementation of civic education curriculum in senior secondary schools in North-western Nigeria in relation to their gender, location, qualification and experience

The expressed opinions of the respondents on adequacy of learning environment in the implementation of civic education curriculum in senior secondary schools in relation to their gender, location, qualification and experience assessed in Table 8 is tested for significance with t-test. The result of the test is summarized in Table 13.

Table 13: Rural and Urban t-test analysis on adequacy of learning environment in the implementation of civic education curriculum in senior secondary schools based on location

Gender	N	Mean	Std. Dev.	t	Sig.
Rural	97	2.17	.978		
				1.406	.161
Urban	214	2.74	.992		

(P=0.05)

The analysis of data in Table 10 shows the difference in the mean opinion scores of teachers on the extent to which civic education curriculum content is being implemented in senior secondary

schools in relation to their location. The result reveals calculated t-value of 1.406 at significant value of 0.161. Since the alpha value of 0.05 is less than the Sig. value of 0.161, the hypothesis that says there is no significant difference in the mean opinion scores of teachers on the extent to which civic education curriculum content is being implemented in senior secondary schools in North-western Nigeria in relation to their location was retained. This implies that there is difference in the opinions of respondents regarding the extent to which teachers implement civic education curriculum content in rural and urban senior secondary schools.

Null hypothesis V: There is no significant difference in mean score of teachers' opinion on the teachers on assessment techniques in the implementation of civic education curriculum in senior secondary schools in North-western Nigeria in relation to their gender, location, qualification and experience

The expressed opinions of the respondents of the teachers on assessment techniques in the implementation of civic education curriculum in senior secondary schools in relation to their gender, location, qualification and experience assessed in Table 9 is tested for significance with One-Way Analysis of Variance (ANOVA). The result of the test is summarized in able 14.

Table 14: One-Way Analysis of Variance (ANOVA) fn teachers on assessment techniques in the implementation of civic education curriculum in senior secondary schools

Source	Sum of Square	Df	Mean Square	F	Sig.
Between Groups	17.496	3	5.832	0.190	0.483
Within Groups	75.211	307	.583		
Total	92.707	310			

(P=0.05)

The analysis of data in Table 14 shows the difference in mean opinion scores of teachers on the assessment techniques in the implementation of civic education curriculum in senior secondary schools in North-western Nigeria in relation to their gender, location, qualification and experience. The result reveals calculated F-value of 0.190 at significant value of 0.483. Since the alpha value of 0.05 is less than the Sig. value of 0.483, the hypothesis that says there is no significant difference in mean opinion scores of teachers on the assessment techniques in the

implementation of civic education curriculum in senior secondary schools in North-western Nigeria in relation to their gender, location, qualification and experience was retained. This implies that no significant differences exist in the opinions of teachers regarding assessment techniques used by the teachers in the implementation of civic education curriculum in senior secondary schools in relation to their gender, location, qualification and experience.

Null hypothesis VI: There is no significant difference in mean score of teachers' opinion on the roles of quality assurance in the implementation of civic education curriculum in senior secondary schools in North-western Nigeria in relation to their gender, location, qualification and experience

The expressed opinions of the respondents on the roles of quality assurance in the implementation of civic education curriculum in senior secondary schools in relation to their gender, location, qualification and experience assessed in Table 10 is tested for significance with One-Way Analysis of Variance (ANOVA). The result of the test is summarized in able 15.

Table 15: One-Way Analysis of Variance (ANOVA) on roles of quality assurance in the implementation of civic education curriculum in senior secondary schools

Source	Sum of Square	Df	Mean Square	F	Sig.
Between Groups	6.394	3	1.599	0.387	0.511
Within Groups	60.418	307	.472		
Total	66.812	310			

(P=0.05)

The analysis of data in Table 15 shows the difference in mean opinion scores of teachers on the roles of quality assurance in the implementation of civic education curriculum in senior secondary schools in North-western Nigeria in relation to their gender, location, qualification and experience. The result reveals calculated F-value of 0.387 at significant value of 0.511. Since the alpha value of 0.05 is less than the Sig. value of 0.511, the hypothesis that says there is no significant difference in mean opinion scores of teachers on the roles of quality assurance in the

implementation of civic education curriculum in senior secondary schools in North-western Nigeria in relation to their gender, location, qualification and experience was retained. This implies that no significant differences exist in the opinions of teachers regarding roles of quality assurance in the implementation of civic education curriculum in senior secondary schools in relation to their gender, location, qualification and experience.

4.5 Summary of Major Findings

The major findings from the data analysis and test of the hypotheses are summarized as follows:

1. Civic education curriculum content is not well implemented in senior secondary schools in North-western Nigeria as perceived by teachers and no significant difference in male and female teachers' opinions regarding the implementation.
2. Teachers who implement civic education curriculum in senior secondary schools in relation to their gender, location, qualification and experience are competent and no significant difference in their opinions (F=0.815, P=0.457).
3. Pedagogical methods used by teachers in the implementation of civic education curriculum in senior secondary schools in North-western Nigeria is not adequate and difference in teachers' opinions regarding the inadequacy is not statistically significant (F=1.857, P=0.185).
4. Teachers use effective instructional materials and resources for the implementation of civic education curriculum in senior secondary schools.
5. Learning environment for the implementation of civic education curriculum in senior secondary schools in relation to their gender, location, qualification and experience is adequate and the difference in teachers' opinions regarding the adequacy is not statistically significant (F=2.615, P=0.811).

6. Use of assessment techniques by teachers for the implementation of civic education curriculum in senior secondary schools is adequate and the difference in teachers' opinions regarding the adequacy is not statistically significant (F=0.190, P=0.483).

7. Quality assurance plays important role in the implementation of civic education curriculum in senior secondary schools and the difference in teachers' opinions regarding the role is not statistically significant (F=0.387, P=0.511).

4.7 Discussion of Findings

This study assesses teachers' perception on staff qualification and competence in the implementation of civic education curriculum in North-west zone, Nigeria. Seven specific research questions were answered and seven null hypotheses were also tested.

Results of research question and null hypothesis one showed that civic education curriculum content is not well implemented in senior secondary schools in North-western Nigeria as perceived by teachers based on their gender, qualification experience and location and the difference in teachers' opinions regarding the implementation is not statistically significant (F=0.283, P=0.754) because lack of training, ineffective pedagogical methods and poor qualification. This finding concurs with the report of Azebanwan (2010) who reported that civic education derives from the fact that the very nature of over nascent democracy needs active, informed and responsible citizens who are willing and able to take responsible for themselves and the communities and contribute to the political process. These capabilities may not develop unaided or without active implementation. He further lamented that civic education is very necessary to the life of all but the course is not being taught very well in our secondary schools.

If citizens are to became genuinely involved in public life and affairs a more explicit to civic education in required. Civic education has socio-political relevance to national development. This is because its content is organized around social and political issues affecting man's existence, and his capability to manage, and preserve them for sustainable development derives from the fact that the very nature of over nascent democracy needs active, informed and responsible citizens who are willing and able to take responsible for themselves and the communities and contribute to the political process. In the same vein, Onuoha (2011) suggested that teachers are critical to the success of this sold initiative by committing themselves to professional development so as to effectively handle and implement civic education curriculum in schools. Despite the recent emphasis on the teaching of civic education in Nigeria, teachers are not well-trained in conformity with the civic education subject.

Results of research question and null hypothesis two revealed that teachers who implement civic education curriculum in senior secondary schools in relation to their gender, location, qualification and experience are competent and no significant difference in their opinions (F=0.815, P=0.457). Mehmet (2005) posited that teachers competence and learners population constructivist consider both competence and learners population in the classroom setting as essential factors that can either facilitate or affect the level of curriculum implementation in schools. Mehmet (2005) maintain that the level of teacher's professional qualification and mastery of the subject matter are essential for effective content coverage. Teachers, who are lacking the professional requirement and mastery of the subject matter, have the unavoidable tendency to skip those topics they find difficult. These issues of skipping some topics included in the curriculum are detriment to implementation. In view of this, the constructivist strongly advocate teacher mastery of the subject matter and qualification as essential determinant factors

of viable consideration in curriculum implementation. In addition lack of teachers and poor method of teaching will be used in the class and once that happen the criterion of methodology as a determinant factor in curriculum implementation is equally affected.

One the other hand, learner's population can positively or negatively influence the level of curriculum implementation. Manageable number of learners in a conducive learning environment supports effective classroom management, and the use of effective method of teaching as well as instructional materials capable of satisfying the psychological needs of learners. However, overcrowded classroom setting effect classroom management, orderliness, methodology, use of instructional materials and discipline. The multiple problem renders teaching learning process difficult precipitates the use of methodology incapable of satisfying the determinant factors mentioned by the constructivist are the core internal factors i.e. factors within the provision of the curriculum content that can positively or negatively influence full implementation of curriculum content.

Results of research question and null hypothesis three showed Pedagogical methods used by teachers in the implementation of civic education curriculum in senior secondary schools in North-western Nigeria is not adequate and difference in teachers' opinions regarding the inadequacy is not statistically significant (F=1.857, P=0.185) because the used of traditional methods, poor exposure among others. This finding goes contrary with the report of Ossai (2011) who lamented that the method adopted by civic education social studies teachers is a strong factor that can affect learners' level of achievement No nation can develop to its fullest and keep pace with modern societal trends in science and technology without effective and efficient education. Education is a basic force for the socio-economic and political transformation of the society. The sustainable development goals (SDGs) are feasible in Nigeria through civic at the

secondary school if the content of Civic education curriculum is effectively implemented. Civic education teachers' classroom instructional effectiveness is instrumental to the effective implementation of the Social Studies curriculum in junior secondary schools. The Federal Republic of Nigeria (2004) National Policy on Education noted that the quality of effective teaching is depended on the capability of trained Social Studies teachers and ability to stimulate learning to an appreciable extent.

Results of research question and null hypothesis four revealed that teachers use effective materials and resources for the implementation of civic education curriculum in senior secondary schools in relation to their gender, location, qualification and experience and their opinions did not significantly vary (F=0.750, P=0.312). This finding tallies with the opinions of Arisi and Kpangban (2007) emphasized that variety of instructional strategies used by the teacher today in teaching social studies (civic education) in secondary schools was to make the individual differences of the young learners. Udo (1999) further added that the teaching of Social Studies (civic education) require multiple teaching methods in the Social Studies content, stress dynamic innovative societal issues which are affected by changes in attitudes, values and knowledge procedures. The social studies teacher is expected to adopt various instructional approaches, illustrations and explanations, such that the learner is maximally involved in the teaching learning environment such as learners centered methods, role play methods etc.

Results of research question and null hypothesis five revealed Learning environment for the implementation of civic education curriculum in senior secondary schools in relation to their gender, location, qualification and experience is adequate and the difference in teachers' opinions regarding the adequacy is not statistically significant (F=2.615, P=0.811). This finding agrees with the assertion of Falade and Adeyemi (2015) who asserted that civic education

remains an important means of teaching the populace about individual rights and what duties and responsibilities the governed and leaders should do hence, needs enough learning environment such as construction of adequate classes and libraries to enhance learner and perforamnce. The reintroduction of Civic Education as a subject to be taught in primary and secondary schools in Nigeria is expected to further deepen democratic culture and encourage qualitative participation of the average Nigerian in the governance process. Teachers are very crucial to the success of this bold initiative.

Results of research question and null hypothesis six showed that use of assessment techniques by teachers for the implementation of civic education curriculum in senior secondary schools is adequate and the difference in teachers' opinions regarding the adequacy is not statistically significant (F=0.190, P=0.483). This findings is in line with the report of Obaegbalem (2004) expressed that the application of relevant assessment methods that can equip the teacher with the requisite knowledge and skills to execute the teaching of civic education more effectively and teaching is not mere classroom instructional presentation but the capability of using instructional and assessment methods to promote high learning. The use of good assessment techniques is an important aspect of civic education curriculum implementation. Civic education is an emerging discipline in Nigeria, which has emphasized the use of innovative teaching and assessment strategies in order to strengthen the effective implementation of the social studies (civic education) curriculum towards achieving vision 20:2020.

Results of research question and null hypothesis six revealed that quality assurance plays important role in the implementation of civic education curriculum in senior secondary schools and the difference in teachers' opinions regarding the role is not statistically significant (F=0.387, P=0.511) such as role of Mr President, Lawyer, law maker among others. This finding

concurs with the report of Azebamwan (2010) who maintains that quality assurance ensures full and effective implementation of curriculum in a school setting. Falade (2012) reported that civic education implies an understanding of the rules of democracy and its judgments principles. Civic education teaches about the political system; it emphasizes the rights, rule and duties of every member of the society. The goal of civic education is the development of responsible citizenship. It aims at equipping the learners with the political culture, democratic ideals and values that enable them to function as effective and productive citizens which can be ascertained via quality assurance.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the analysis teachers' perception on staff qualification and competence in the implementation of civic education curriculum in North-west zone, Nigeria. The chapter is presented under the following subheadings: Summary, Conclusions, Recommendations, Contributions to knowledge and Suggestions for Further Studies.

5.2 Summary

This study assesses the teachers' qualification and competence in implementation of civic education curriculum in senior secondary schools in north-west zone, Nigeria. It generated seven specific objectives answered seven research questions and tested seven null hypotheses at 0.05 levels of significance. The finding of this study will be beneficial to relevant stake holders in education such as policy makers, curriculum planners and developers, Nigerian Research and Development Council (NERDC), Ministries of Education (State and Federal), parent teachers association (PTA), Social Studies and Civic Educators Association of Nigeria (SOSCEAN), National Orientation Agency (NOA), department of political science at the university, the mass media, The Independent National Electoral Commission (INEC), examination bodies (WAEC, NECO) as well as curriculum planners, responsible for curriculum development. Chapter two of this work reviewed constructivism theory as it relates to the constructs of the study, concept of curriculum implementation, concept of curriculum, concept of civic education, historical development of civic education, general objectives of civic education, objective of civic education in senior secondary school, importance of civic education in promotion patriotism, importance of civic education promoting national consciousness, importance of civic education

in promotion national development, importance of civic education in promotion good citizenship, challenges to the implementation of civic education in Nigeria and review of related empirical studies.

The study adopted descriptive survey research design method. The population of the study comprised 3497 senior secondary schools' civic education teachers. Questionnaire was used as instrument for data collection. Descriptive statistics of frequency and percentages were used to describe the demographic variables of the respondents while means and standard deviations were used to answer research questions. Inferential statistics of ANOVA was used to test all the null hypotheses. The results revealed that; Civic education curriculum content is not well implemented in senior secondary schools in North-western Nigeria as perceived by teachers irrespective of their gender, qualification experience and location and the difference in teachers' opinions regarding the implementation is not statistically significant (F=0.283, P=0.754). Teachers who implement civic education curriculum in senior secondary schools are generally competent by qualification and no significant difference in their opinions (F=0.815, P=0.457). Pedagogical methods used by teachers in the implementation of civic education curriculum in senior secondary schools in North-western Nigeria are not adequate and difference in teachers' opinions regarding the inadequacy is not statistically significant (F=1.857, P=0.185). Teachers generally use instructional materials and resources for the implementation of civic education curriculum in senior secondary schools in relation to their gender, location, qualification and experience and their opinions did not significantly vary (F=0.750, P=0.312). Learning environment for the implementation of civic education curriculum in senior secondary schools is adequate and the difference in teachers' opinions regarding the adequacy is not statistically significant (F=2.615, P=0.811). Use of assessment techniques by teachers for the implementation

of civic education curriculum in senior secondary schools is adequate and the difference in teachers' opinions regarding the adequacy is not statistically significant (F=0.190, P=0.483). Quality assurance plays important role in the implementation of civic education curriculum in senior secondary schools and the difference in teachers' opinions regarding the role is not statistically significant (F=0.387, P=0.511).

5.3 Conclusions

Based on the findings of this study, the researcher concluded as follows.

i. Implementation of civic education curriculum content in senior secondary schools in North-western Nigeria is at all level.
ii. The traditional Pedagogical methods being used by teachers in the implementation of civic education curriculum in senior secondary schools in North-western Nigeria is inadequate and ineffective.
iii. Use of instructional materials and resources by teachers for the implementation of civic education curriculum in senior secondary schools is adequate.
iv. Learning environment for the implementation of civic education curriculum in senior secondary schools is adequate.
v. Use of assessment techniques by teachers for the implementation of civic education curriculum in senior secondary schools is adequate.
vi. Quality assurance plays significant role in the implementation of civic education curriculum in senior secondary schools.

5.4 Contributions to Knowledge

This research has contributed to the existing body of knowledge in the following areas:

i. The study established that implementers of civic education curriculum in senior secondary schools are competent in terms of qualification but the implementation of the subject is still at low level.

ii. It is also established that inadequate use of good pedagogical methods impedes effective implementation of civic education curriculum in senior secondary schools.

iii. The study also added that teachers' use instructional materials and resources and learning environment for the implementation of civic education curriculum in senior secondary schools are just fairly adequate.

5.5 Recommendations

Based on the findings of this study, the following recommendations are made:

i. Secondary school authorities should ensure effective implementation of civic education curriculum in senior secondary schools through proper supervision of teachers who are saddled with the responsibilities of implementing it.

ii. Civic education curriculum in senior secondary schools should be encouraged to use pedagogical methods that are student centered by exposing them to training and retraining for capacity buildings.

iii. Curriculum planners and school authorities should encourage full use instructional materials and resources for the implementation of civic education curriculum in senior secondary schools through making them available and accessible by the teachers.

iv. Government and relevant stakeholders in education should endeavour to make learning environment more friendly and spacious by providing more lands for the schools.

v. There is need for effective use of formative and summative methods of evaluation to better measure students' understanding.

vi. Secondary school board should strengthen quality assurance through supplying them with necessary items needed for effective supervision since they play important role in the implementation of civic education curriculum in senior secondary schools.

5.6 Suggestions for Further Studies

This study was conducted in senior secondary schools in North-west Nigeria. The study could be replicated in other geopolitical zones of the Federation towards achieving adequate implementation of civic education curriculum in Nigeria with the following titles.

i. Assessment of teachers' qualification and competence in implementation of civic education curriculum in senior secondary schools in North-central zone, Nigeria

ii. Assessment of teachers' capacity buildings for the implementation of civic education curriculum in senior secondary schools in North-west zone, Nigeria.

iii. Assessment of teachers' improvement needs and self-efficacy for the implementation of civic education curriculum in senior secondary schools in North-west zone, Nigeria

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APPENDIXES

APPENDIX A

ASSESSMENT OF CIVIC EDUCATION CURRICULUM IMPLEMENTATION QUESTIONNAIRE (ACECIQ)

Section "A" (Demographic Information)

1. Gender: (a) Male [ ] (b) Female [ ]

2. State: _____

3. Teaching qualification: (a) NCE Social Studies [ ] (b) B.Ed. Social Studies [ ] (c) M.Ed. Social Studies (d) Other Specify [ ] _____

4. Teaching experiences (a) 1-5 years [ ] (b) 6-10 years [ ] (c) 11-15 years [ ] (d) 16-20 years [ ] (e) 21-25 years [ ] (f) 26-30 years [ ]

5. Locality: Urban [ ] Rural [ ]

SECTION "B-H": Assessment of the implementation of civic education curriculum. Please tick (√) on the appropriate space provided.

Key

SA = Strongly Agreed

A = Agreed

D =Disagreed

SD =Strongly Disagreed

SECTION 'B': Section B deals with items related to implementation of civic education curriculum contents in secondary schools

S/N	**ITEM STATEMENTS**	SA	A	D	SD
	IMPLEMENTATION OF CURRICULUM CONTENTS				
1	The civic education curriculum content is too wide to be implemented within the senior secondary school Level.				
2	There are adequate civic education teachers to implement the curriculum content.				
3	The civic education teachers are competent enough to implement the curriculum content.				
4	There is conducive atmosphere in school that helps in achieving the implementation of civic education curriculum content.				
5	Civic education curriculum content of senior secondary schools is difficult to implement.				
6	Civic education curriculum content of senior secondary schools is easy to interpret by teachers.				
7	Civic education curriculum content of senior secondary schools can be used to inculcate the right types of values and attitudes in the mind of students.				
8	Senior secondary schools in North-west zone are using the same civic education curriculum contents.				
9	Senior secondary schools in north-west zone have the recent civic education curriculum				
10	Civic education curriculum content of senior secondary schools is relevant to the need of Nigerian society.				
Section C: This deals with items related to competency and qualification of teachers implementation of civic education curriculum contents in secondary schools					
	QUALIFICATION/COMPETENCE OF TEACHERS				
11	Qualified teachers of civic education are usually employed to teach in my school.				
12	Most civic education teachers are not qualified to implement the curriculum in my school. d				
13	Civic education teachers who are opportune to attend training or capacity building workshops perform better in class teaching in my school.				
14	Civic education teachers cannot improvise instructional materials due to lack of professional competence in my school				
Section D This deals with items related to pedagogical methods used by teachers implementation of civic education curriculum contents in secondary schools					
	PEDAGOGICAL METHODS USED BY TEACHERS				
15	Civic education teachers often use traditional methods of teaching.				
16	The students learn better when modern methods and strategies of teaching are used.				

17	Civic education teachers often use modern methods and teaching strategies.				
18	The students become more interested in the lesson when teachers apply learner-centered approach in teaching civic education.				
19	Civic education teachers are capable and intelligent enough to teach using new pedagogical approach.				
20	Civic education teachers are always interested in using new methods and strategies of teaching during the lesson.				
21	There are adequate instructional materials to be used for new pedagogical methods of teaching civic education				
22	Suitable teaching methodologies affect the implementation of civic education curriculum.				
23	Government and non-governmental organizations organize workshop for teachers on new pedagogical methods of teaching civic education.				
24	Some of the new methods can be used effectively by civic education teachers even without attending conference or workshop.				
Section E This deals with items related to instructional materials and resources used by teachers implementation of civic education curriculum contents in secondary schools					
	USE OF INSTRUCTIONAL MATERIALS AND RESOURCES				
25	There is adequate instructional material in my school.				
26	Teachers improvise in terms of instructional materials for effective teaching and learning in my school.				
27	Students are exposed to different instructional materials in teaching and learning situation.				
28	Instructional materials used by teacher sometimes are relevant to the content/concept being taught.				
29	Instructional materials used by teachers sometimes cannot aid in achieving stated expected behavioural objectives.				
30	Instructional materials are too expensive for school to acquire for effective teaching and learning process.				
31	Instructional materials help learners to remember more of what they have learnt in the class from their teachers.				
Section F This deals with items related to adequacy of learning environment in the implementation of civic education curriculum contents in secondary schools					
	ADEQUACY OF LEARNING ENVIRONMENT				
32	The learning environment in my school is conducive.				
33	There are enough classes in my school to cater for the teaching and learning of students in the school.				
34	My school is well secured with a fence round for the pupils in the school.				
35	There are enough toilet facilities and dust bins for waste materials in the school.				
36	My school has enough security personnel that take care for the learning facilities in the school.				
Section G: This deals with items related to assessment techniques used by teachers implementation of civic education curriculum contents in secondary schools					

	ASSESSMENT TECHNIQUES USED BY TEACHERS				
37	Civic education teachers used class work to evaluate students learning				
38	Civic education teachers employ take home assignment to evaluate students understanding				
39	Civic education teachers use summative evaluation technique				
40	I employ diagnostic evaluation technique knowing what to teach				
41	I used summative evaluation technique only				
Section H: This deals with items related to role of quality assurance in the implementation of civic education curriculum contents in secondary schools					
	ROLES OF QUALITY ASSURANCE				
42	Quality assurance officials supervise civic education teachers regularly in my school.				
43	Quality assurance officials perform their duties effectively.				
44	Quality assurance officials evaluate civic education teachers especially the newly recruited ones.				
45	Quality assurance officials assess both teachers and students of civic education when they visit my school.				
46	Quality assurance officers contribute to advancement of teaching civic education.				
47	Quality assurance officers discuss the educational theory and current development in schools with professional staff.				
48	Quality assurance officers participate in curriculum development by offering useful suggestions to the body responsible for curriculum planning and development.				
49	Quality assurance officers co-ordinate all that are involved in the school business.				
50	Quality assurance unit provide leadership for participation of citizens in school affairs.				
51	Quality assurance unit participate in the selection of teachers and organization of schools to provide high quality instructions.				

APPENDIX B
TABLE FOR DETERMINING SAMPLE SIZE

Population Size	Confidence 95.00% — Degree of Accuracy/Margin of Error				Confidence 99.00% — Degree of Accuracy/Margin of Error			
	0.05	0.035	0.025	0.01	0.05	0.035	0.025	0.01
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
200	132	160	177	196	154	174	186	198
250	152	190	215	244	182	211	229	246
300	169	217	251	291	207	246	270	295
400	196	265	318	384	250	309	348	391
500	217	306	377	475	285	365	421	485
600	234	340	432	565	315	416	490	579
700	248	370	481	653	341	462	554	672
800	260	396	526	739	363	503	615	763
900	269	419	568	823	382	541	672	854
1,000	278	440	606	906	399	575	727	943
1,200	291	474	674	1067	427	636	827	1119
1,500	306	515	759	1297	460	712	959	1376
2,000	322	563	869	1655	498	808	1141	1785
2,500	333	597	952	1984	524	879	1288	2173
3,500	346	641	1068	2565	558	977	1510	2890
5,000	357	678	1176	3288	586	1066	1734	3842
7,500	365	710	1275	4211	610	1147	1960	5165
10,000	370	727	1332	4899	622	1193	2098	6239
25,000	378	760	1448	6939	646	1285	2399	9972
50,000	381	772	1491	8056	655	1318	2520	12455
75,000	382	776	1506	8514	658	1330	2563	13583
100,000	383	778	1513	8762	659	1336	2585	14227
250,000	384	782	1527	9248	662	1347	2626	15555
500,000	384	783	1532	9423	663	1350	2640	16055
1,000,000	384	783	1534	9512	663	1352	2647	16317
2,500,000	384	784	1536	9567	663	1353	2651	16478
10,000,000	384	784	1536	9594	663	1354	2653	16560
100,000,000	384	784	1537	9603	663	1354	2654	16584
264,000,000	384	784	1537	9603	663	1354	2654	16586

Source: Research advisor (2010)

APPENDIX C
Introduction Letter

AHMADU BELLO UNIVERSITY, ZARIA
FACULTY OF EDUCATION
DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION

Our Ref: DASSE/S.1

Date: 23/06/18

Dear Sir,

STUDENTS' FIELD RESEARCH

The Department of Arts and Social Science Education, Ahmadu Bello University, Zaria requires each student working for a Degree to complete a research Thesis/Project. Our students entering the final year of their studies will be collecting data during the year.

Most of them will need to be allowed access to certain relevant documents and some valuable information which you may have.

Please give assistance as much as possible.

TOPIC OF RESEARCH:
ASSESSMENT OF TEACHER'S PERCEPTION ON STAFF QUALIFICATION AND COMPETENCE IN THE IMPLEMENTATION OF CIVIC EDUCATION CURRICULUM IN NORTH WEST ZONE, NIGERIA

Thank you for your continuing cooperation.

Yours sincerely,

Research Adviser

APPENDIX D
Reliability indices for the 7-subscales of ACECIQ

```
RELIABILITY
  /VARIABLES=q1 q2 q3 q4 q5 q6 q7 q8 q9 q10
  /SCALE ('Implementation of Civic Education Curriculum Contents') ALL
Aq22   wq\az  /MODEL=ALPHA
  /STATISTICS=CORR.
```

Reliability

[DataSet0] C:\Users\umar\Documents\umar Usman Data.sav

Scale: Implementation of Civic Education Curriculum Contents

Case Processing Summary

		N	%
Cases	Valid	31	100.0
	Excluded[a]	0	.0
	Total	31	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.782	.776	10

Inter-Item Correlation Matrix

	q1	q2	q3	q4	q5	q6	q7	q8	q9	q10
q1	1.000	.635	.851	.427	.271	-.008	-.079	-.311	-.051	-.070
q2	.635	1.000	.647	.228	.120	.078	-.035	-.190	-.120	.078
q3	.851	.647	1.000	.459	.339	.029	-.032	-.254	.003	.148
q4	.427	.228	.459	1.000	.665	.397	-.160	.057	.220	.055
q5	.271	.120	.339	.665	1.000	.498	-.099	.087	.395	.084
q6	-.008	.078	.029	.397	.498	1.000	.309	.308	.416	.301
q7	-.079	-.035	-.032	-.160	-.099	.309	1.000	.221	.181	.468
q8	-.311	-.190	-.254	.057	.087	.308	.221	1.000	.556	.424
q9	-.051	-.120	.003	.220	.395	.416	.181	.556	1.000	.566
q10	-.070	.078	.148	.055	.084	.301	.468	.424	.566	1.000

```
RELIABILITY
/VARIABLES=q11 q12 q13 q14 q15 q16 q17 q18 q19
/SCALE ((‘Implementation of Civic Education Curriculum Contents') ALL
  /MODEL=ALPHA
  /STATISTICS=CORR.
```

Reliability

[DataSet0] C:\Users\umar\Documents\umar Usman Data.sav

Scale: QUALIFICATION/COMPETENCE OF TEACHERS

Case Processing Summary

		N	%
Cases	Valid	29	93.5
	Excluded[a]	2	6.5
	Total	31	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.756	.753	4

Inter-Item Correlation Matrix

q11	1.000	.635	-.121	-.177	-.145	.106	-.276	.063	.418
q12	.635	1.000	-.257	.049	-.168	-.073	-.294	.105	.310
q13	-.121	-.257	1.000	.287	.400	.183	.194	-.230	-.403
q14	-.177	.049	.287	1.000	.502	.303	-.055	-.277	.003

```
RELIABILITY
  /VARIABLES=q20 q21 q22 q23 q24
  /SCALE(QUALIFICATION/COMPETENCE OF TEACHERS
) ALL
  /MODEL=ALPHA
  /STATISTICS=CORR.
```

Reliability

[DataSet0] C:\Users\umar\Documents\umar usman Data.sav

Scale: PEDAGOGICAL METHODS USED BY TEACHERS

Case Processing Summary

		N	%
Cases	Valid	30	96.8
	Excluded[a]	1	3.2
	Total	31	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.705	.695	10

Inter-Item Correlation Matrix

Q15	1.000	.278	.095	.084	.134
Q16	.278	1.000	.487	.296	.056
Q17	.095	.487	1.000	.710	.536
Q18	.084	.296	.710	1.000	.455
Q19	.134	.056	.536	.455	1.000
Q20	.095	.487	1.000	.710	.536
Q21	1.000	.278	.095	.084	.134
Q22	.278	1.000	.487	.296	.056
Q23	.084	.296	.710	1.000	.455
Q24	.134	.056	.536	.455	1.000

```
RELIABILITY
  /VARIABLES=q25 q26 q27 q28 q29 q30
  /SCALE('USE OF INSTRUCTIONAL MATERIALS AND RESOURCES') ALL
  /MODEL=ALPHA
  /STATISTICS=CORR.
```

Reliability

[DataSet0] C:\Users\umar\Documents\umar usman Data.sav

Scale: USE OF INSTRUCTIONAL MATERIALS AND RESOURCES

Case Processing Summary

		N	%
Cases	Valid	30	96.8
	Excluded[a]	1	3.2
	Total	31	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.609	.621	6

Inter-Item Correlation Matrix

	q25	q26	q27	q28	q29	q30
q25	1.000	.531	.106	.118	-.055	-.106
q26	.531	1.000	.299	.182	.415	-.139
q27	.106	.299	1.000	.519	.176	.011
q28	.118	.182	.519	1.000	.426	.406
q29	-.055	.415	.176	.426	1.000	.335
q30	-.106	-.139	.011	.406	.335	1.000

```
RELIABILITY
  /VARIABLES=q1 q2 q3 q4 q5 q6 q7 q8 q9 q10 q11 q12 q13 q14 q15 q16 q17 q18 q19 q20 q21
q22 q23 q24 q25 q26 q27 q28 q29 q30
  /SCALE (ADEQUACY OF LEARNING ENVIRONMENT) ALL
  /MODEL=ALPHA
  /STATISTICS=CORR.
```

Reliability

[DataSet0] C:\Users\umar\Documents\umar usman Data.sav

Scale: ADEQUACY OF LEARNING ENVIRONMENT

Case Processing Summary

		N	%
Cases	Valid	29	93.5
	Excluded[a]	2	6.5
	Total	31	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.799	.801	5

```
RELIABILITY
  /VARIABLES=q1 q2 q3 q4 q5 q6 q7 q8 q9 q10
  /SCALE (‘Implementation of Civic Education Curriculum Contents') ALL
  /MODEL=ALPHA
  /STATISTICS=CORR.
```

Reliability

[DataSet0] C:\Users\umar\Documents\umar Usman Data.sav

Scale: ASSESSMENT TECHNIQUES USED BY TEACHERS

Case Processing Summary

		N	%
Cases	Valid	31	100.0
	Excluded[a]	0	.0
	Total	31	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.784	.776	5

Inter-Item Correlation Matrix

q1	1.000	.635	.851	.427	.271	-.008	-.079	-.311	-.051	-.070
q2	.635	1.000	.647	.228	.120	.078	-.035	-.190	-.120	.078
q3	.851	.647	1.000	.459	.339	.029	-.032	-.254	.003	.148
q4	.427	.228	.459	1.000	.665	.397	-.160	.057	.220	.055
q5	.271	.120	.339	.665	1.000	.498	-.099	.087	.395	.084

Reliability

[DataSet0] C:\Users\umar\Documents\umar Usman Data.sav

Scale: ROLES OF QUALITY ASSURANCE

Case Processing Summary

		N	%
Cases	Valid	29	93.5
	Excluded[a]	2	6.5
	Total	31	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.756	.753	10

	q1	q2	q3	q4	q5	q6	q7	q8	q9	q10
q1	1.000	.635	.851	.427	.271	-.008	-.079	-.311	-.051	-.070
q2	.635	1.000	.647	.228	.120	.078	-.035	-.190	-.120	.078
q3	.851	.647	1.000	.459	.339	.029	-.032	-.254	.003	.148
q4	.427	.228	.459	1.000	.665	.397	-.160	.057	.220	.055
q5	.271	.120	.339	.665	1.000	.498	-.099	.087	.395	.084
q6	-.008	.078	.029	.397	.498	1.000	.309	.308	.416	.301
q7	-.079	-.035	-.032	-.160	-.099	.309	1.000	.221	.181	.468
q8	-.311	-.190	-.254	.057	.087	.308	.221	1.000	.556	.424
q9	-.051	-.120	.003	.220	.395	.416	.181	.556	1.000	.566
q10	-.070	.078	.148	.055	.084	.301	.468	.424	.566	1.000

```
T-TEST
  /TESTVAL=0
  /MISSING=ANALYSIS
  /VARIABLES=MALE FEMALE NCE B.Ed M.Ed OTHERS E1 E2 E3 E4 E5 URBAN RURAL
  /CRITERIA=CI(.95).
```

T-Test

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
MALE	226	2.2788	.65128	.04332
FEMALE	85	2.3059	.51231	.05557
NCE	98	1.9898	.95782	.09675
B.Ed	168	2.3690	.66169	.05105
M.Ed	9	1.6667	.50000	.16667
OTHERS	39	2.3974	.64051	.10256
E1	83	2.2530	.60169	.06604
E2	114	2.4982	1.09851	.10288
E3	59	2.4746	.97124	.12644
E4	37	2.3784	.59401	.09766
E5	18	1.8333	.38348	.09039
URBAN	214	2.3570	1.10348	.07543
RURAL	97	2.0412	.97807	.09931

```
DATASET ACTIVATE DataSet5.
T-TEST
  /TESTVAL=0
  /MISSING=ANALYSIS
  /VARIABLES=MALE FEMALE NCE BEd MEd OTHERS E1 E2 E3 E4 E5 URBAN RURAL
  /CRITERIA=CI(.95).
```

T-Test

[DataSet5]

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
MALE	226	3.2566	.67037	.04459
FEMALE	85	3.0235	.95090	.10314
NCE	98	2.2245	1.04072	.10513
Bed	168	3.3690	.66169	.05105
Med	9	1.6667	.50000	.16667
OTHERS	39	3.0000	.72548	.11617
E1	83	3.4096	.66325	.07280
E2	114	2.7982	1.09851	.10288
E3	59	2.4746	.97124	.12644
E4	37	3.3784	.59401	.09766
E5	18	3.8333	.38348	.09039
URBAN	214	2.7523	1.10457	.07551
RURAL	97	2.4330	1.12645	.11437

```
DATASET ACTIVATE DataSet6.
T-TEST
  /TESTVAL=0
  /MISSING=ANALYSIS
```

/T-Test

[DataSet6]

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
MALE	226	2.8894	.97578	.06491
FEMALE	85	2.1059	.91318	.09905
NCE	98	1.7857	.70711	.07143
Bed	168	2.6012	1.03900	.08016
Med	6	1.6667	.51640	.21082
OTHERS	39	3.1026	.50236	.08044
E1	83	2.6386	.99484	.10920
E2	114	2.4737	1.20626	.11298
E3	59	2.2203	.96611	.12578
E4	37	3.2162	.82108	.13498
E5	18	3.8333	.38348	.09039
URBAN	214	2.7570	1.10348	.07543
RURAL	97	2.0412	.97807	.09931

```
DATASET ACTIVATE DataSet7.
T-TEST
  /TESTVAL=0
  /MISSING=ANALYSIS
  /VARIABLES=MALE FEMALE NCE BEd MEd OTHERS E1 E2 E3 E4 E5 URBAN RURAL
  /CRITERIA=CI(.95).
```

T-Test

[DataSet7]

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
MALE	226	3.7788	.65128	.04332
FEMALE	85	3.5559	.51231	.05557
NCE	98	1.9898	.95782	.09675
Bed	168	3.3690	.66169	.05105
Med	9	1.6667	.50000	.16667
OTHERS	39	2.8974	.64051	.10256
E1	83	3.2530	.60169	.06604
E2	114	2.7982	1.09851	.10288
E3	59	2.7746	.97124	.12644
E4	37	3.3784	.59401	.09766
E5	18	3.8333	.38348	.09039
URBAN	214	2.7570	1.10348	.07543
RURAL	97	2.4412	.97807	.09931

```
DATASET ACTIVATE DataSet8.
T-TEST
  /TESTVAL=0
  /MISSING=ANALYSIS
  /VARIABLES=MALE FEMALE NCE BEd MEd OTHERS E1 E2 E3 E4 E5 URBAN RURAL
  /CRITERIA=CI(.95).
```

T-Test

[DataSet8]

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
MALE	226	2.8788	.65128	.04332
FEMALE	85	2.9059	.51231	.05557
NCE	98	1.9898	.95782	.09675
Bed	168	2.3690	.66169	.05105
Med	9	2.6667	.50000	.16667
OTHERS	39	2.8974	.64051	.10256
E1	83	1.2530	.60169	.06604
E2	114	2.7982	1.09851	.10288
E3	59	3.4746	.97124	.12644
E4	37	2.7784	.59401	.09766
E5	18	3.8333	.38348	.09039
URBAN	214	2.7570	1.10348	.07543
RURAL	97	3.2812	.97807	.09931

```
DATASET ACTIVATE DataSet9.
T-TEST
  /TESTVAL=0
  /MISSING=ANALYSIS
  /VARIABLES=MALE FEMALE NCE BEd MEd OTHERS E1 E2 E3 E4 E5 URBAN RURAL
  /CRITERIA=CI(.95).
```

T-Test

[DataSet9]

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
MALE	226	2.3894	1.37878	.09172
FEMALE	95	2.1579	1.67151	.17149
NCE	98	1.9898	.95782	.09675
Bed	168	3.3690	.66169	.05105
Med	9	1.6667	.50000	.16667
OTHERS	39	2.8974	.64051	.10256
E1	83	2.7470	.96073	.10545
E2	114	3.0614	.98919	.09265
E3	59	2.4915	.95363	.12415
E4	37	3.7297	.50819	.08355
E5	95	2.6632	1.09942	.11280
URBAN	214	2.1168	1.75505	.11997
RURAL	0[a,b]	3.2326	87656.	.

```
DATASET ACTIVATE DataSet10.
T-TEST
  /TESTVAL=0
  /MISSING=ANALYSIS
  /VARIABLES=MALE FEMALE NCE BEd MEd OTHERS E1 E2 E3 E4 E5 URBAN RURAL
  /CRITERIA=CI(.95).
```

T-Test

[DataSet10]

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
MALE	226	3.3097	.64745	.04307
FEMALE	85	3.1765	.91517	.09926
NCE	98	2.9898	.95782	.09675
Bed	168	3.4690	.66169	.05105
Med	9	2.6667	.50000	.16667
OTHERS	39	2.8974	.64051	.10256
E1	83	3.2530	.60169	.06604
E2	114	2.7982	1.09851	.10288
E3	59	2.5932	1.13135	.14729
E4	41	2.6098	1.33937	.20917
E5	18	3.8333	.38348	.09039
URBAN	214	3.7570	1.10348	.07543
RURAL	0[a,b]	2.5985	.	.

a. t cannot be computed because the sum of caseweights is less than or equal 1.
b. t cannot be computed. There are no valid cases for this analysis because all caseweights are not positive.

```
DATASET ACTIVATE DataSet0.
ONEWAY
  /STATISTICS DESCRIPTIVES
  /MISSING ANALYSIS.
```

Oneway

[DataSet0]

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.328	3	.164	.283	.754
Within Groups	75.236	307	.579		
Total	75.564	310			

```
ONEWAY
  /MISSING ANALYSIS.
```

Oneway

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.697	3	.174	.815	.457
Within Groups	93.559	307	.731		
Total	94.256	310			

```
DATASET ACTIVATE DataSet2.
ONEWAY
  /MISSING ANALYSIS.
```

Oneway

[DataSet2]

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.572	3	2.393	1.857	.185
Within Groups	47.526	307	.371		
Total	57.098	310			

```
DATASET ACTIVATE DataSet3.
ONEWAY MGT.STAFF ACAD.STAFF BY NON.ACAD.STAFF
  /MISSING ANALYSIS.
```

Oneway

[DataSet3]

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.572	3	2.393	0.750	0.312
Within Groups	47.526	307	.371		
Total	57.098	310			

```
DATASET ACTIVATE DataSet3.
ONEWAY MGT.STAFF ACAD.STAFF BY NON.ACAD.STAFF
  /MISSING ANALYSIS.
```

Oneway

[DataSet3]

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.697	3	.174	2.615	0.811
Within Groups	93.559	307	.731		
Total	94.256	310			

```
DATASET ACTIVATE DataSet3.
ONEWAY
  /MISSING ANALYSIS.
```

Oneway

[DataSet3]

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	17.496	3	5.832	.190	.483
Within Groups	75.211	307	.583		
Total	92.707	310			

```
DATASET ACTIVATE DataSet4.
```

T-Test

[DataSet0]

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	MALE	2.7516	310	.92410	.05249
	FEMALE	2.9710	310	.96666	.05490

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	MALE & FEMALE	310	-.171	.003

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	MALE - FEMALE	-.21935	1.44711	.08219	-.38108	-.05763	-2.669	309	.008

```
NEW FILE.
DATASET NAME DataSet1 WINDOW=FRONT.
T-TEST PAIRS=RURAL WITH URBAN (PAIRED)
  /CRITERIA=CI(.9500)
  /MISSING=ANALYSIS.
```

T-Test

[DataSet1]

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	RURAL	2.1706	309	.97837	.05566
	URBAN	2.7411	309	.99232	.05645

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	RURAL & URBAN	309	-.349	.000

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	RURAL - URBAN	.1294 5	1.61850	.09207	-.05172	.31062	1.406	308	.161

[DataSet4]

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6.394	4	1.599	.387	.511
Within Groups	60.418	128	.472		
Total	66.812	132			