ASSESSMENT OF THE EFFECTS OF SIMULATION GAME AND DRAMATIZATION STRATEGIES ON PUPILS' PERFORMANCE IN CIVIC EDUCATION IN PRIMARY SCHOOLS IN YOBE STATE, NIGERIA

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DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM,
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APRIL, 2018

DECLARATION

I hereby declare that the work in the thesis entitled "Assessment of the Effects of Simulation Game and Dramatization Strategies on Pupils' Performance in Civic Education in Primary Schools in Yobe State, Nigeria" has been carried out by me in the Department of Educational Foundations and Curriculum. 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.

_____ _____

BABA BABO Date

CERTIFICATION

This thesis entitled ASSESSMENT OF THE EFFECTS OF SIMULATION GAME AND DRAMATIZATION STRATEGIES ON PUPILS' PERFORMANCE IN CIVIC EDUCATION IN PRIMARY SCHOOLS IN YOBE STATE, NIGERIA BY BABA BABO meets the regulations governing the award of Doctor of Philosophy Degree of Curriculum and Instruction of the Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

_____	_____
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Prof. S. Z. Abubakar Dean, School of Postgraduate Studies	Date

DEDICATION

This thesis is dedicated to my beloved parents, Late Alhaji Babo Dalhatu, Amina Yusha'u and my sister Maimuna (Aunty Baby).

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ABSTRACT

The study examined the Effects of Simulation Game and Dramatization Strategies on Pupils' Performance in Civic Education in Primary Schools in Yobe State, Nigeria. The study was conducted with six objectives viz to: examine the performance of pupils taught civic education using simulation game instructional strategy and those taught using conventional method of teaching in primary schools in Yobe State; ascertain the performance of pupils taught concept of loyalty using simulation game instructional strategy and those taught concept of loyalty using conventional method of teaching in primary schools in Yobe State; determine the performance of pupils taught civic education using dramatization strategy and those taught using conventional method of teaching in primary schools in Yobe State among others. The six guided objectives were transformed in to research questions and hypotheses. The study adopted quasi-experimental design using a total of twenty four thousand nine hundred and ninety eight (24,998) pupils as the population of the study, while two hundred and sixteen (216) primary five pupils were used as sample size. The sampling technique used was purposive sampling. Data for the study was collected through the pre-test and post-test, using a teacher made test. The instruments used were tagged Civic Education Performance Test I and Civic Education Performance Test II and found reliable at 0.74 and 0.77 respectively. The data collected was analyzed using descriptive statistics of mean and standard deviation and inferential statistics of independent t-test. Findings of the study revealed that: pupils taught civic education using simulation game instructional strategy performed significantly better than those taught using conventional method of teaching in primary schools in Yobe State; significant difference exists between the performance of pupils taught concept of loyalty using simulation game instructional strategy and those taught concept of loyalty using conventional method of teaching in primary schools in Yobe State; pupils taught civic education using dramatization strategy performed significantly better than those taught using conventional method of teaching in primary schools in Yobe State among other findings. It was concluded that simulation and dramatization strategies as learner-centered have positive effects in teaching civic education. Based on the findings of the study, the researcher recommended that: civic education teachers should make use of simulation game instructional strategy since it was found suitable for teaching-learning and capable of yielding positive pupils' academic performance; curriculum planners should incorporate simulation game instructional strategy as pedagogical strategy while planning a curricular. The incorporation of this strategy should be done considering the nature of learning experiences for the strategy in question to be most appropriate among other teaching strategies; dramatization strategy should be given more consideration by stakeholders in the process of planning, designing and implementation of civic education and other related disciplines as it was found suitable and effective in teaching civic education in primary schools in Yobe State; relevant costumes that can be used to teach various concepts in civic education and other disciplines should be made available at schools, so as to encourage the appropriate use of dramatization strategy among other recommendations. Babo Model of Ludo Game for Simulation Strategy was also developed by the researcher, with a view to guide teachers on how to effectively deliver a lesson using simulation game strategy with a ludo game.

TABLE OF CONTENTS

COVER PAGE		i
TITLE PAGE		ii
DECLARATION PAGE		iii
CERTIFICATION PAGE		iv
DEDICATION		v
ACKNOWLEDGMENTS		vi
ABSTRACT		viii
TABLE OF CONTENTS		ix
LIST OF FIGURES		xiii
LIST OF TABLES		xiv
LIST OF APPENDICES		xvi
OPERATIONAL DEFINITION OF TERMS		xvii
CHAPTER ONE: INTRODUCTION		
1.1	Background to the Study	1
1.2	Statement of the Problem	5
1.3	Objectives of the Study	7
1.4	Research Questions	8
1.5	Research Hypotheses	9
1.6	Basic Assumptions	10
1.7	Significance of the Study	11
1.8	Scope of the Study	14

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1	Introduction	15
2.2	Theoretical Framework	15
2.2.1	Human Capital Theory	16
2.2.2	Symbolic Interactionism Theory	18
2.2.3	Social Constructivism Theory	20
2.3	Conceptual Framework	22
2.3.1	Concept of Simulation Game Strategy	22
2.3.2	Concept of Dramatization Strategy	30
2.3.3	Concept of Conventional/Traditional Method	34
2.3.4	Concept of Students' Interest	37
2.3.5	Concept of Academic Performance	40
2.3.6	Concept of Primary Education	41
2.3.7	Concept of Civic Education	44
2.4	History of Civic Education in Britain	49
2.4.1	Lack of Tradition of Citizenship Education in England	50
2.4.2	Relationship Between Citizenship and Citizenship Education	50
2.4.3	Continuities in Citizenship Education Policy in England	53
2.4.4	Renewed Interest in Citizenship Education	54
2.5	History of Civic Education in Switzerland	55
2.6	History of Civic Education in Germany	57
2.7	History of Civic Education in Nigeria	59
2.8	Aims and Objectives of Civic Education in Nigeria	65

2.9 Contents of Civic Education at Middle Basic (Primary 4-6) 68

2.10 Civic Education and Social Engineering in Nigeria 70

2.11 Socio-Economic Values Inculcated through Civic Education 72

2.12 Civic Education and Sustainable Development 73

2.13 Challenges Confronting Civic Education Programme in Nigeria 75

2.14 Empirical Studies 77

2.15 Summary 108

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction 111

3.2 Research Design 111

3.3 Population of the Study 112

3.4 Sample and Sampling Techniques 113

3.4.1 Determination of Sample Homogeneity 114

3.5 Instrumentation 115

3.5.1 Treatment Package 117

3.5.2 Validity of the Instrument 118

3.5.3 Pilot Study 118

3.5.4 Reliability of the Instrument 119

3.6 Procedure for Data Collection 119

3.6.1 Treatment Procedure 120

3.6.2 Treatment Plan for the Groups 131

3.6.3 Control of Extraneous Variables 131

3.7 Procedure for Data Analysis 132

CHAPTER FOUR: DATA PRESENTATION AND DISCUSSIONS

4.1	Introduction	133
4.2	Description of Study Variables	133
4.3	Response to Research Questions	134
4.4	Hypotheses Testing	140
4.5	Summary of Major Findings	147
4.6	Discussions of Findings	149

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1	Summary	155
5.2	Conclusion	156
5.3	Recommendations	157
5.4	Babo Model of Ludo Game for Simulation Strategy	158
5.5	Contribution to Knowledge	159
5.6	Suggestions for Further Study	161
	References	162
	Appendices	175

LIST OF FIGURES

Figure 1: Illustration of How Social Constructivism is Being Useful 21

Figure 2: Illustration of Non-Equivalent Group Design 112

LIST OF TABLES

1	Distribution of Target Population	113
2	Distribution of Sample Size	114
3	Table of Specification for Civic Education Performance Test I (CEPT I)	115
4	Table of Specification for Civic Education Performance Test II (CEPT II)	116
5	Items Specification for Civic Education Performance Test I (CEPT I)	116
6	Items Specification for Civic Education Performance Test II (CEPT II)	117
7	Treatment plan of the groups	131
8	Frequency and percentage of Experimental 1 and Control 1	133
9	Frequency and percentage of Experimental 2 and Control 2	134
10	Descriptive statistics of mean and standard deviation for research question 1	135
11	Descriptive statistics of mean and standard deviation for research question 2	136
12	Descriptive statistics of mean and standard deviation for research question 3	137
13	Descriptive statistics of mean and standard deviation for research question 4	138
14	Descriptive statistics of mean and standard deviation for research question 5	139
15	Descriptive statistics of mean and standard deviation for research question 6	140
16	Independent sample t-test on hypothesis 1	141
17	Independent sample t-test on hypothesis 2	142
18	Independent sample t-test on hypothesis 3	143
19	Independent sample t-test on hypothesis 4	144
20	Independent sample t-test on hypothesis 5	145

21 Independent sample t-test on hypothesis 3 146

LIST OF APPENDICES

Appendix A:	Lesson Plan I for Experimental Group I	175
Appendix B:	Lesson Plan II for Experimental Group I	178
Appendix C:	Lesson Plan I for Control Group I	181
Appendix D:	Lesson Plan II for Control Group I	183
Appendix E:	Lesson Plan I for Experimental Group II	185
Appendix F:	Lesson Plan II for Experimental Group II	188
Appendix G:	Lesson Plan I for Control Group II	191
Appendix H:	Lesson Plan II for Control Group II	193
Appendix I:	Civic Education Performance Test I (CEPT I)	195
Appendix J:	Civic Education Performance Test II (CEPT II)	197
Appendix K:	Marking Scheme for Civic Education Performance Test I (CEPT I)	199
Appendix L:	Marking Scheme for Civic Education Performance Test II (CEPT II)	200

OPERATIONAL DEFINITION OF TERMS

Civic Education this means a course of study taught at primary, junior and senior secondary schools extracted from religions and national values curriculum with the solely aim to develop civic and patriotic competence and skills in the mind of Nigerian citizens.

Simulation Game Strategy in the context of this work, simulation game strategy is an instructional strategy that can be used to teach civic education using ludo game as instructional tool.

Dramatization Strategy in this study, dramatization strategy simply means instructional strategy that can be used to teach civic education using drama play by pupils.

Academic Performance means pupils outcome after the teaching of civic education using conventional lecture method, simulation game and dramatization strategies to be obtained through the administration of Civic Education Performance Test I and II (that is CEPT I and CEPT II).

CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

In Nigeria, education is seen as the pivot of any meaningful development, be it social, economic, technological and political (Ezekwesili, 2006). It is the process of providing information to an inexperienced person to help him/her develop physically, mentally, socially, emotionally, politically and economically (Offorma, 2009). It is also seen as the process through which individuals are made functional members of their society (Ocho, 2005 in Oyenuga, 2010). Thus, it is a process through which the young or inexperienced person acquires knowledge, values and skills, which are needed to enhance his/her potentialities and self-actualization. Evident to this, the Federal Republic of Nigeria (2013), sees the school as a socializing agent that is responsible for realising the values, attitude and needs of the learners upon which the policy states the educational goals for Nigeria to include: the inculcation of national consciousness and national unity; the inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society; the training of the mind in the understanding of the world around; and the acquisition of appropriate skills, abilities and competencies both mental and physical as equipment for the individual to live and contribute to the development of his society. These national educational aims and objectives have sufficiently proposed an effective civic education that inculcates desired attitudes, values, skills, abilities, competences and knowledge for the survival of the individual, the Nigerian society and the world around.

For Nigeria to successfully attend the aforementioned goals, relevant subjects have to be taught in schools as contained in the National curriculum among which Civic Education as a sub-set of religion and national values curriculum is included; where it is concerned with how citizens exercise their rights as free human beings (Kerr, Nelson & cleaver, 2006). In this respect, Etetegwung (2007), perceives civic education as the bedrock of national co-existence, values and identity in Nigeria. The main philosophy behind the teaching and learning of civic education in Nigerian schools at primary, junior and senior secondary levels according to National Orientation Agency (NOA, 2006) was to produce an effective citizens and of forging a cohesive society that will support nation building by a way of classroom mediation of curriculum programmes. In the same vein, Civic Education has been viewed by many academics as a course of study that is geared towards producing responsible and law abiding citizens (Ukegbu, Mezieobi, Ajileye, Abdulrahaman & Anyaoha, 2009 & Ogundare, 2011). For instance, Ukegbu et al. (2009) outlined objectives of Civic Education to include: developing and transforming the Nigeria youths into effective and responsible citizens by making them law-abiding; creating awareness of one's rights, duties and obligations as citizens of this great nation and also to appreciate the rights of other citizens; and helping the young people to acquire a sense of loyalty, honesty, discipline, courage, dedication, respect, patriotism, hard work. It inculcates in students, the spirit of nationalism and desirable habits, values and attitudes.

Primary school pupils that are within the range of 6-12 years are in better position to be taught Civic Education considering their curiosity and young nature in order to inculcate

in them the spirit of nationalism and desirable habits, values and attitudes for democratic and general wellbeing of themselves and the society at large.

Civic Education as it was harmonized in religion and national values curriculum, aimed at giving learners an opportunity to shape such a worldview that symbolizes the culture and takes into consideration the humanistic values at the same time. The content should support the development of patriotic and citizenship upbringing, evaluate and protect the national and world cultural heritage and human values. Moreover, the classroom practice should not be limited within the school walls. The learning should take place in nature, streets, business organizations, governmental offices, cultural sites, public and private libraries. The school itself is considered as a model of a democratic institution, where the citizens should shape, practice and improve their analytical, creative, participatory decision making, leadership, and active citizenship skills and abilities. Additionally, in this uncertain world, Civic Education is the channel through which the citizens of a new generation develop the peace culture, where the national values are protected (Gyulbudaghyan, Petrosyan, Tovmasyan, & Zohrabyan, 2007).

The teaching and learning methods and learning opportunities are also important in achieving the goals and objectives of teaching Civic Education. Civic Educations' teachers are free to select the appropriate learning activity depending on the aim of a lesson, classroom environment, peculiarities of learners, discussed topics and other educational factors. Reference to this, Gyulbudaghyan, et al. (2007), encouraged the Armenian Civic Education teachers to utilize an army of teaching methods and techniques like simulation games, dramatization, and brainstorming among other

strategies. They further stressed that the practical experience will develop active citizenship skills and dispositions among students, willingness and skills for realizing personal responsibility as a citizen. The school graduates should be able to analyse various situations independently, express and defend personal opinions and attitudes, and develop action plans.

Despite the recommendations of innovative strategies like simulation games, dramatization, and brainstorming among other strategies for Civic Education teaching by Gyulbudaghyan, et al. (2007), it was still reported in a study conducted by Ezegbe, Oyeokuku, Mezieobi and Okeke (2016), that the lecture method dominates other approaches in the teaching of Civic Education at Upper Basic Education level, students were made passive learners. Teachers' poor usage of participatory approaches to instruction like simulation game, field trip, discussion, dramatization, debate and inquiry as indicated in their study is a big challenge to implementation of Civic Education contents at Upper Basic Education level. Perhaps the challenges to interactive and or participatory teaching and learning at the classroom level are compounded by the traditional structures and culture of the teacher-centered approach that perpetuates the one way teacher transmission of ideas but encourages limited engagement in teaching. According to Adediran, Ibrahim and Adelegun (2012), most of the Nigerian Civic Education teachers seem not to carry out instruction using participatory approaches such as simulation game, field trips, inquiry and dramatization despite their relative advantage. It could probably be that Civic Education teachers don't use participatory approach either because they lack knowledge of such method or because they are not fully aware of the efficacy of Civic Education in solving social problems in the society.

It is in line of the above notion that a feasibility study was carried out by the researcher to see whether simulation game and dramatization strategies are being employed by Civic Education teachers in primary schools in Yobe State, Nigeria, and they were found not employed by Civic Education teachers in the study area which appears to be one of the basis for low pupils' performance in Civic Education, and as well seems to be one of the factors resulting to poor inculcation and acquisition of social, democratic, moral values and citizenship skills in the mind of Nigerian younger generation.

It is on the basis of this that the researcher was prompted to embark on this study to examine the Effects of Simulation Game and Dramatization Strategies on Pupils' Performance in Civic Education in Primary Schools in Yobe State, Nigeria, with the intent to reveal the suitability or otherwise of simulation game and dramatization strategies in teaching Civic Education in Primary Schools. And this will be of great relevance to curriculum planners, civic education teachers among others in the selection of appropriate teaching strategies.

1.2 Statement of the Problem

Civic Education as it is being taught in school as part of religion and national values curriculum was introduced in to Nigerian primary, junior and senior secondary schools with the view to prepare learners especially the youths, to carry out their roles as citizens of the country. However, civic education teaching ought to be taught using innovative teaching strategies such as simulation game and dramatization among other teaching strategies as recommended by Gyulbudaghyan, Petrosyan, Tovmasyan, and Zohrabyan, (2007), for the learners to perform academically better and develop active citizenship

skills and dispositions, willingness and skills to realize personal responsibility as a citizen.

Instead of the foregoing ideal, it was concluded in a study conducted by Ezegbe, Oyeokuku, Mezieobi and Okeke, (2016), that the lecture method dominates other approaches in the teaching of Civic Education at Upper Basic Education level, students were made passive learners. Teachers' poor usage of participatory approaches to instruction like simulation game, field trip, discussion, dramatization, debate and inquiry as indicated in their study is one of the big challenge to implementation of Civic Education at Upper Basic Education level. Perhaps the challenges to interactive and/or participatory teaching and learning at the classroom level are compounded by the traditional structures and culture of the teacher-centered approach that perpetuates the one way teacher transmission of ideas but encourages limited engagement in teaching. According to Adediran, Ibrahim and Adelegun (2012), most of the Nigerian Civic Education teachers seem not to carry out instruction using participatory approaches such as simulation game, field trips, inquiry and dramatization despite their relative advantages.

Feasibility study conducted by the researcher shows that innovative strategies like simulation game and dramatization strategies are not being employed by Civic Education teachers in primary schools in Yobe State, Nigeria. This appears to be one of the bases for low pupils' performance in Civic Education, and as well seems to be one of the factors resulting to poor inculcation and acquisition of social, democratic, moral values and citizenship skills in the mind of Nigerian younger generation.

Consequent to this, the researcher examined the Effects of Simulation Game and Dramatization Strategies on Pupils' Performance in Civic Education in Primary Schools in Yobe State, Nigeria to see whether the two strategies can be used to improve the academic performance of civic education pupils in the study area, and to what extent do the strategies identified could help in arousing the pupils' interest when taught using such strategies and thereafter assist in the development of active citizenship skills and dispositions among pupils, willingness and skills for realizing personal responsibility as a citizen.

1.3 Objectives of the Study

The objectives of the study are to:

1. examine the performance of pupils taught civic education using simulation game instructional strategy and those taught using conventional method of teaching in primary schools in Yobe State;

2. ascertain the performance of pupils taught concept of loyalty using simulation game instructional strategy and those taught concept of loyalty using conventional method of teaching in primary schools in Yobe State;

3. assess the performance of pupils taught concept of social injustice using simulation game instructional strategy and those taught concept of social injustice using conventional method of teaching in primary schools in Yobe State;

4. determine the performance of pupils taught civic education using dramatization strategy and those taught using conventional method of teaching in primary schools in Yobe State;

5. assess the performance of pupils taught concept of pressure group using dramatization strategy and those taught concept of pressure group using conventional method of teaching in primary schools in Yobe State; and

6. ascertain the performance of pupils taught concept of arms of government using dramatization strategy and those taught concept of arms of government using conventional method of teaching in primary schools in Yobe State.

1.4 Research Questions

The following research questions were used to guide the study:

1. what is the performance of pupils taught civic education using simulation game instructional strategy and those taught using conventional method of teaching in primary schools in Yobe State?

2. to what extent do the performance of pupils taught concept of loyalty using simulation game instructional strategy and those taught concept of loyalty using conventional method of teaching differ in primary schools in Yobe State?

3. to what extent do the performance of pupils taught concept of social injustice using simulation game instructional strategy and those taught concept of social

injustice using conventional method of teaching differ in primary schools in Yobe State?

4. What is the performance of pupils taught civic education using dramatization strategy and those taught using conventional method of teaching in primary schools in Yobe State?

5. to what extent do the performance of pupils taught concept of pressure group using dramatization strategy and those taught concept of pressure group using conventional method of teaching differ in primary schools in Yobe State?

6. to what extent do the performance of pupils taught concept of arms of government using dramatization strategy and those taught concept of arms of government using conventional method of teaching differ in primary schools in Yobe State?

1.5 Research Hypotheses

The following hypotheses were put forward to guide the study:

Ho_1: there is no significant difference between the performance of pupils taught civic education using simulation game instructional strategy and those taught using conventional method of teaching in primary schools in Yobe State;

Ho_2: there is no significant difference between the performance of pupils taught concept of loyalty using simulation game instructional strategy and those taught concept of loyalty using conventional method of teaching in primary schools in Yobe State;

Ho_3: there is no significant difference between the performance of pupils taught concept of social injustice using simulation game instructional strategy and those taught concept of social injustice using conventional method of teaching in primary schools in Yobe State;

Ho_4: there is no significant difference between the performance of pupils taught civic education using dramatization strategy and those taught using conventional method of teaching in primary schools in Yobe State;

Ho_5: there is no significant difference between the performance of pupils taught concept of pressure group using dramatization strategy and those taught concept of pressure group using conventional method of teaching in primary schools in Yobe State; and

Ho_6: there is no significant difference between the performance of pupils taught concept of arms of government using dramatization strategy and those taught concept of arms of government using conventional method of teaching in primary schools in Yobe State.

1.6 Basic Assumptions

The study presents the following assumptions that:

1. the pupils taught civic education using simulation game instructional strategy would perform better than those taught using conventional method of teaching in primary schools in Yobe State;

2. the pupils taught concept of loyalty using simulation game instructional strategy are likely to perform better than those taught concept of loyalty using conventional method of teaching in primary schools in Yobe State;

3. the pupils taught concept of social injustice using simulation game instructional strategy are likely to perform better than those taught concept of social injustice using conventional method of teaching in primary schools in Yobe State;

4. the pupils taught civic education using dramatization strategy are likely to perform better than those taught using conventional method of teaching in primary schools in Yobe State;

5. the pupils taught concept of pressure group using dramatization strategy would perform better than the other group taught concept of pressure group using conventional method of teaching in primary schools in Yobe State; and

6. the pupils taught concept of arms of government using dramatization strategy would perform better than the other group taught concept of arms of government using conventional method of teaching in primary schools in Yobe State.

1.7 Significance of the Study

The study titled Effects of Simulation Game and Dramatization Strategies on Performance of Pupils in Civic Education in Primary Schools in Yobe State, Nigeria will be beneficial to civic education pupils, civic education teachers, curriculum planners, parents, Nigerian Educational Research and Development Council (NERDC), Educational Research Centers (ERC), Government at federal, state and local level and

other researchers that can further embark on research that is relatively relevant to the present study.

The research in question will be significantly important to civic education pupils by guiding and showing them the need to actively participate in the lesson and the role they play that will lead to the successful achievement of the educational objectives and excellence academic performance.

The study is also beneficial to civic education teachers where it could be used to inform them whether simulation game and dramatization strategies are appropriate to the teaching and learning of civic education and whether the strategies identified can be used to improve the performance of pupils in civic education in primary schools in Yobe State. It will also assist them in grooming themselves and be extremely acquainted with the knowledge and skills relating to innovative teaching strategies.

The curriculum planners will greatly benefit from the study by exploring to them the suitability, relevant, effectiveness or otherwise of simulation game and dramatization strategies in teaching civic education at primary school level. Therefore, the findings from this study will guide them to propose the appropriate methods and strategies to be used in teaching civic education at all levels of education, particularly at primary school level.

Parents will not be left out from the beneficiaries, as the findings of the study can be used to enlighten them on the pupils' performance using conventional teaching method, simulation game and dramatization strategies and finally decide the best among them.

And similarly contribute when they are call for curriculum review or any educational interactive session that has to do with the teaching methods and strategies.

The study will also be beneficial to some other persons that may wish to embark on research that is relatively relevant to the present study. This category of people could be able to use the literature reviewed in this study and they can also use the findings of the present study as part of their empirical studies in order to indentify the gap to be bridged.

Nigerian Educational Research and Development Council (NERDC) will greatly be beneficial from the findings of the study under discussion, as the study will definitely reveal the suitability, effectiveness or otherwise of the method and strategies tested in the study in question. To know the extent to which findings of this study is important to Nigerian Educational Research and Development Council, one should compares their role in curriculum designing and development with the objectives of the present study.

Educational Research Centers (ERC) will also benefit from the findings of this study. Because, it is considered as one of the key actors in planning, designing, development, distributing, implementing and evaluating school curriculum.

Government at federal, state and local levels will benefit from the study, as the findings of the study will encourage them to partake in organizing conferences and workshops for teachers of all disciplines and civic education teachers in particular. So as to make them competent and capable to employ the use of innovative teaching strategies and methods that are favourable to the learners' understanding; develop critical thinking skills; accommodate pupils' participation as well as encouraging students' initiatives.

1.8 Scope of the Study

The study assessed the Effects of Simulation Game and Dramatization Strategies on Performance of Pupils in Civic Education in Primary Schools in the North Senatorial Zone of Yobe State. The zone under the study consists of six Local Government Areas namely: Bade (Gashua), Jakusko, Karasuwa, Machina, Nguru and Yusufari Local Government Areas with three hundred and forty six (346) primary schools. The researcher used primary five (5A) pupils from four (4) primary schools due to the experimental nature of the study. The study is limited to investigating the performance of pupils taught civic education using simulation game, dramatization and those taught using conventional method of teaching. The study will focus on but not limited to the concept of loyalty, the concept of social injustice, the concept of arms of government and the concept of pressure group.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Introduction

The researcher in this chapter reviewed theoretical framework; where the theory of human capital theory, symbolic interactionism theory and social constructivism were reviewed and shown how they are relevant to the study. The work also reviewed conceptual framework under which the concepts of simulation game strategy, dramatization strategy, conventional/traditional method, academic performance, students' interest and civic education were presented. The researcher went further and reviewed historical background of civic education in British, Switzerland, Germany and Nigeria, aims and objectives of civic education, contents of civic education at middle basic (primary 4-6), civic education and social engineering in Nigeria, socio-economic values inculcated through civic education, civic education and sustainable development, challenges confronting civic education Programme in Nigeria, empirical studies and summary.

2.2 Theoretical Framework

The study reviews three theories that are relevant to the variable of the study among which include; human capital theory, symbolic interactionism theory and social constructivism theory. The details of these theories were presented as follows:

2.2.1 Human Capital Theory

The proponent of human capital theory was an economist known as Adam Smith who published a book titled Wealth of Nations in 1776, which formulated the basis of what later became the science of human capital. Human capital theory is seen in different ways, all of which primarily acknowledged that investment in acquired education or schooling and other sources of knowledge have a positive impact on productivity and wages (Hanushek & Woessmann, 2007; Nafukho, Haritson & Brooks, 2004; Olaniyan & Okemakinde, 2008; Psacharopoulos, 2006; Zula & Chermack, 2007). Also, Levin (1993) stated, "The theory was predicated on awareness that a society can increase its national output, or an individual can increase his or her income, by investing in either physical capital (example, a plan and equipment, to increase productivity) or in human capital (for instance, education and health, which also increase human productivity".

Furthermore, Weiss (1995), while explaining the use of schooling as a sorting model, in hiring decisions, of unobservable difference in productivity, defined human capital theory as that which "is concerned with the role of learning in determining the returns to schooling". Dearden, Meghir, and Sianesi (2014), perceived education as a formation in human capital from the perspective similar to the decision which business leaders build and strengthen their work force. Human capital theory is more of an economic theory, but in regard to education Olaniyan and Okemakinde (2008) maintained that, "The development of skills is an important factor in production activities". Therefore, potentially, the provision of education will help in the acquisition of these skills (Lochner, 2004; Psacharopoulos, 2006) and, thereby, the citizenry and their living

standards are improved. Similarly, Sweetland (1996) in Dearden etal (2014), wrote that "Individuals and societies have some economic benefits from their investments in people".

In modern human capital theory, human behaviour is based on the economic self-interest of individuals operating within freely competitive markets. According to Babalola (2014), the rationality behind investment in human capital is based on three arguments:

1. the new generation must be given the appropriate parts of the knowledge which has already been accumulated by previous generations;
2. the new generation should be taught how existing knowledge should be used to develop new products, to introduce new processes and production methods and social services; and
3. people must be encouraged to develop entirely new ideas, products, processes, and methods through creative approaches.

Human capital theory provides a basic justification for large public expenditure on education in both developing and developed nations. The theory is consistent with the ideologies of democracy and liberal progression found in most western societies. Its appeal is based upon the presumed economic return of investment in education at both the macro and micro levels: efforts to promote investment in human capital are seen to result in rapid economic growth for society, while for individuals, such investment is seen to provide returns in the form of individual economic success and achievement (Fagerlind & Saha, 2015).

This theory provides the basis for the huge government expenditure on education, including hiring of professional teachers who are supposed to be resourceful and versatile in the use of diverse teaching methods and strategies. The human capital theory proposes that education investment should focus on providing the best of education and training. This is in line with this study as the intent of the study is to examine Effects of Simulation Game and Dramatization Strategies on Performance of Pupils in Civic Education in Primary Schools in Yobe State.

2.2.2 Symbolic Interactionism Theory

The fact that this study is concern with teaching strategies where simulation game strategy is included using ludo game that has to do with sings and symbols guiding the reward and punishment during the lesson delivery. Therefore, this work can be hanged on the theory of symbolic interactionism. The founders of symbolic interactionism include Blumer (1969), Dewey (1938), among other American Educationist. Symbolic interactionism is a theory which is predicated upon the following assumptions:

1. that human beings act toward things on the basis of the meanings that these things have for them;

2. that the meaning of such things is derived from, and arises out of, the social interaction that one has with one's fellows; and

3. that these meanings are handled in, and modified through an interpretative process used by the person in dealing with the things he encounters.

An emphasis was made by Crotty (2007), who notes that symbolic interactionism is born out of American, and particularly, Deweyian, pragmatism. That is, there is a focus on learning through one's culture or experience. Dewey believed that students learned though their surroundings and experience. "The principle of continuity of experience means that every experience both takes up something from those which have gone before and modifies in some way the quality of those which come after" (Dewey, 1938). These experiences and definitions of objects, as mentioned previously, derive from conversation, or connection with others. Objects are given a cultural or societal framework within which to work. When students in a class participate in the same simulation or game, they create a shared experience which they can now communicate with their classmates. Their familiarity with some games and simulations brings them to the classroom with a similar context; the participation in the educational game adds an additional layer of context with which the educator lead discussions based on the content. Simulations assumedly raise levels of engagement, which allows for a greater understanding of the content.

Educators must also keep the shortcoming of symbolic interactionism in mind; there is no objective truth and that the experience that one is sharing with others may or may not be educative. In fact, Dewey argues that educators and students must be concerned with un-educative or mis-educative experiences. "Any experience is mis-educative that has the effect of arresting or distorting the growth of further experience….An experience maybe immediately enjoyable and yet promote the formation of a slack and careless attitude…" (Dewey, 1938). It is important that educators identify these miseducative and uneducative

experiences and, with the help of other students that shared their experience, correct that experience to a properly educative one. Having students participate in the same experience, such as a simulation, creates that sort of environment.

This study is on the symbolic interactionism theory due to the fact the theory in question is concerned with how students interact and share experiences in classroom interaction using simulation game for the betterment of students' learning which is happen to be part of the aim of this study.

2.2.3 Social Constructivism Theory

Social constructivism is a theory of learning which was drawn heavily from the work of the Soviet psychologist Lev Vygotsky (1896-1934). It suggests that learners add to and reshape their mental models of reality through social collaboration, building new understandings as they actively engage in learning experiences. Scaffolding, or guidance, is provided by teachers or more experienced peers in the learner's zone of proximal development, that is, the zone between what a learner can achieve independently and what she/he may achieve with support.

Social constructivism theory was perceived by Doolittle and Hicks (2003), as theory that "shares the world views that an individual cannot come to know ontological reality in any meaningful way and emphasizes social interaction as the sources of knowledge, rather than individual cognizing". Social constructivism relies on communication from participants in learning in order to construct learning. Learning is relative to the learner. It is said to mean that learners learn concepts or construct meaning about ideas through

their interaction with others, with their world, and through interpretations of that world by actively constructing meaning. Learners construct knowledge or understanding as a result of active learning, thinking and doing in social contexts. Furthermore, Doolittle and Hicks draw a direct link to the use of interactional game within a constructivist theoretical framework. The proposition that interactional game has a role to play in the fulfillment of civic education pedagogy in undeniable. Papert (1991), also relies on the use of context and language to determine what students learn. It then adds the idea that this happens especially felicitously in a context where the learner is consciously engaged in any social and interactive class activity that is relevant to the learning experiences. The illustration of how social constructivism is being useful is presented in figure 1.

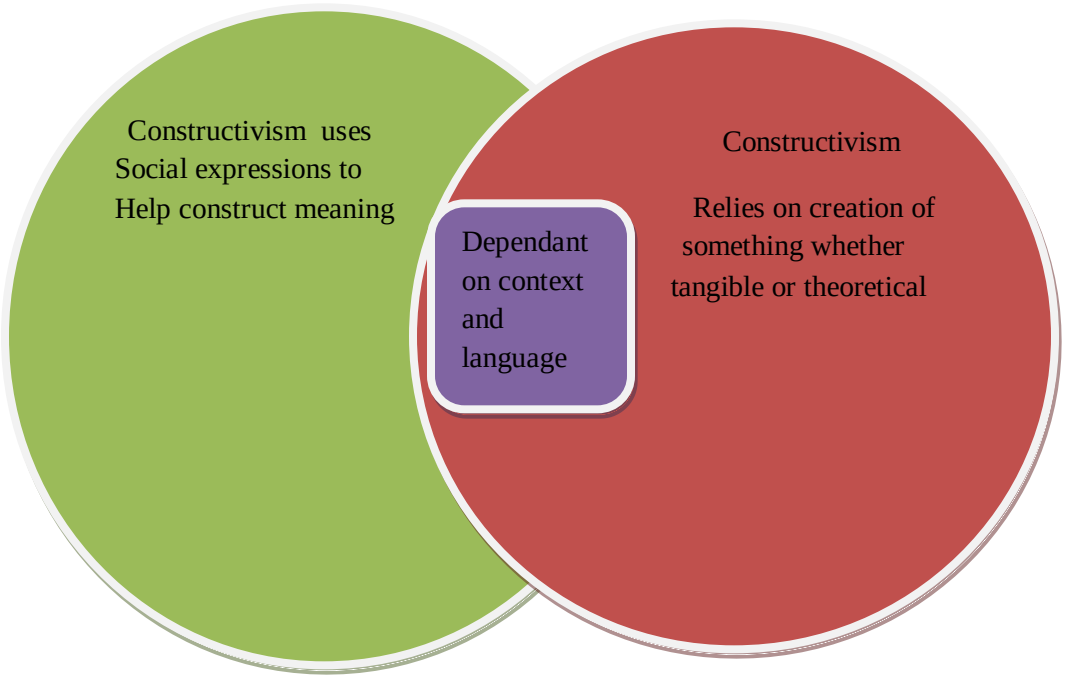


Figure 1: Illustration of How Social Constructivism is Being Useful

In view of the designed diagram above, students should be given more freedom to learn in their particular way, through the social interactions and expressions, not the rigidly defined methods of the educational system. Therefore, this theory of learning is closely related to the pedagogical strategies that emphasized the learners' active engagement and interaction with both the peers and the facilitator. Some of these strategies include; simulation game and dramatization among other strategies.

2.3 Conceptual Framework

The study discusses key concepts that are relevant towards proper understanding of the reader and guide the successful completion of the study. These concepts include: concepts of simulation game strategy, dramatization strategy, conventional/traditional method, academic performance, civic education and primary education.

2.3.1 Concepts of Simulation Game

Simulations have been used in the social sciences since the early 1960s (Axelrod, 2007). According to Axelrod, simulations can be used for many purposes such as entertainment, prediction, and performance, but they can also be used for education and scientific discoveries. Within the educational learning from simulations, Axelrod argues that "a simulation need not be rich enough to suggest a complete real or imaginary world. The main use of simulation in education is to allow the users to learn principles for themselves. Simulations historically refer to both management/business simulations, and computer simulations. In general, simulations are models that express complex real world systems. A simulation is used to analyze specific systems, developmental models in

learners, or research artificial environments. A difference between games and simulations is intent: 'the intent of games and simulation games is to engage players in a fun and entertaining experience, while the intent of simulators is to train and develop the skills of its operators. A training simulation also simulates real world processes by re-enacting a specific type of system or process in order to improve performance, and maximize efficiency of the user (Fullan & Langworthy, 2014).

The term simulation game has been used interchangeably with "games with simulated environments," "teaching games," "learning games," "instructional games," and "educational games". Simulation game is a game based strategy that can be used for teaching and learning at any level of education. Simulation games in the classroom are used to copy what are found in real life situations. According to Enciso (2001), simulation game is defined as an activity that works, fully or partially, on basis of players' decision. Academic games can be divided into two: simulation or non-simulation games. Cruickshank and Telfer, cited in Sowunmi and Aladejana (2013), distinguished between the two types of academic games: non-simulation games are those in which a player solves problems in a school subject such as spelling or mathematics by making use of principles of the subject or discipline. The other type of academic game is the simulation game in which participants are provided with a simulated environment or simulating activities in which to play. These games are intended to provide learners with insight into the process or event from the real world which is being simulated.

Simulation also perceived by Tobias and Fletcher (2011), as "interpersonal interactions, with and without computers, to achieve specified goals that are likely to depend on skill

and may involve chance, competition and/or imaginary settings". Simulations are noted for creating learning environments that are much more cost effective than the real life setting that they facsimile. Games involve some level of chance, but there are breakdowns even further in defining games based on the number of players: Individual-player games, multi-player games and massive multi-player online games (Richter & Livingstone, 2011). However, at its base, games involve chance in order to achieve a specific result. Games are also categorized as belonging to serious games, instructional games, learning games, or computer games, but, again, no hard line definition exists that genuinely separates these categories based upon researchers' agreed-to meanings (Tobias & Fletcher, 2011). Simulation games in the civic education classroom can be pivotal pedagogical tools to engaging students, specifically those who do not like the subject matter.

Simulation game is encountering the collection of pedagogical decisions necessary for success. McCall (2014) detailed these decisions as necessary for guiding students' learning rather than dictating a specific learning path. Specifically, teachers should plan time for game play training, allocate time for observing and recording observation notes, construct analytical exercises related to the simulation game, and provide a culminating experience with opportunities to reflect and critique (McCall, 2014). Saunders and Gaston, cited in Adeyemi and Ajibade (2011), state that simulation games are popular techniques used by many educational developers and technologists in subject areas such as Business, Management, Statistics, International Relations, Health Studies, Social Sciences and Science Education. Magney, cited in Adeyemi and Ajibade (2011), cites

three basic rational methods for designing and developing simulation games. They are cognitive, motivational and attitudinal. In the cognitive dimension, he highlights its benefits which include: gains in factual learning, improved decision making skills and better understanding of general principles. In the attitudinal dimension, the benefits include: more positive attitude towards the subject matter and the teacher. Also, in the motivational dimension, the benefits include: increased level of interest in learning and increased enthusiasm towards learning.

Simulation games described by Pulos and Sneider and the Society for the Advancement of Games and Simulation (SAGS) in Adeyemi and Ajibade (2011), as an enjoyable and competitive social activity with goals, rules and educational objectives. Simulation Games generally attempt to reveal certain basic structures in the environment by simplifying them so that attention can be paid to them. Simulation games also refer to board games which are sold in the market or those different types of games prepared by teachers for classroom use. These games are usually based on the social, economic, political or other aspects of life of the community. A game might be a high level exercise carried out by students such as the use of toys, numbers, alphabets, ludo among others. Examples of games include: Monopoly, Ludo, Snakes and Ladders, or jigsaws. Such games essentially try to lay emphasis on processes and relationships. The essence is not limited to the pleasure that the pupils get from such games but allow pupils to discuss and take practical decisions, they also facilitate the development of the imagination. Pupils usually find them very stimulating and motivating. The purpose of simulation game is not for winning but for developing the spirit of the game, that is the spirit of tolerance,

planning and give and take. There is now a growing variety of board games which cover a large spectrum of the civic education curriculum. Some of them deal with military, democracy, right, duties and obligation of citizen, loyalty, social justice and political conflicts among others. Other games deal with economic realities such as career patterns, life in the rural areas, and election.

The use of simulation games in teaching-learning situation is due to the fact that simulation games provide fascinating challenges to learners and add interest, activity and novelty to the lesson (Anikweze, in Adeyemi & Ajibade 2011). The use of games should help students to achieve better in civic education considering its attributes and the nature of civic education. It can also use to facilitate teaching and learning of school subjects particularly those whose objectives can be clearly stated. Civic education belongs to such a group of subjects. According to Enciso (2001) in Olubola and Aldejena (2013), simulation game is defined as an activity that works, fully or partially, on basis of players' decision.

Simulation games are representation of an actual physical or social situation reduced to manageable proportions to serve a specific purpose, or any context or play among adversaries, operating under constraints or rules for an objective like winning, victory, or play-off, which have two characteristics: overt competition and rules (Yerima, 2007). Adoke (2015), maintained that simulation games combine unique characteristics, which makes it suited to situations where the stress is on interactive learning. It produces fun, effective learning and approximately the real world. It is described as a contrived activity which corresponds to some aspect of reality. Simulation games provides opportunities for

students to analyze problems, make decision, manage real life situations, control projects and experience the consequences of their actions. They are design to help student to learn to achieve specific objectives actively rather than passively. Simulation games take learning out of area of abstraction and make it participatory skills. It involves learning by doing and this is of particular benefit where human relations, interactions and emotions are involved. Skills are required through practice and enables participants to learn facts, processes and alternative strategies. There are various strategies available for achieving effectiveness and the teacher has full responsibility for selecting the most appropriate one in order to deliver successfully.

When designing both simulations and gaming environments can facilitate students learning of both specific domain of knowledge and concepts. Cognitive skills like pattern recognition, decision making and problem-solving will be enhanced and rapidly articulated. From his review, Randel, (2008) in Sulaiman, Mustapha and Ibrahim (2016), concluded that educational gaming could be used effectively to provoke Mathematics, Physics, language arts, social and civic education when specific instructional objectives were targeted. Funk, (2006) in Sulaiman, Mustapha and Ibrahim (2016), it use to guide information processing, problem-solving, social development and academic abilities. Other educational strengths of using simulation games include developing a variety of cognitive objectives transferable process skills student-centered learning initiative, creative thinking, affective objectives sense of completion and knowledge integration (Ellington, 2011 in Sulaiman, Mustapha & Ibrahim, 2016). In a related development, the National Teachers' Institute (2000), in Adoke (2015), in discussing the importance of

simulation methods in social studies classified the educational strength of the methods into 4 categories namely: social skills, knowledge goals, valuing and problem solving. In discussing the strength of the simulation methods in developing social skills among the learners, the National Teachers' Institute (2000) further opined that since each and every learner is an active participant, the shy ones do observed and tried to communicate effectively with peers. The aggressive learner is also forced to modify his interaction habits since new peer relationship develop during the game. Most simulations depend on peer interaction and pupils are forced to share their ideas with others. Social skills are developed as pupils are forced to obey the rules of the game and work with classmates for the benefit of the group team goals.

Simulation games according to Obeka (2009), are activities designed to mimic the reality of the external world, within the classroom with the goal of instruction. The major purpose for the use of simulation in teaching is to test the behavior of simple theoretical models, which would otherwise involve series of activities that guide the learner to easily understand the desired concept. Games are a form of enjoyable play or sport which is bound by rules to achieve specified goals that depend on skill and often involve chance while simulation is a role- playing, which involve people adopting roles in a mock - up of a situation. Simulation games are argued to be an excellent supplement to the standard lecture. As evidence, both computerized and non-computer based simulation and games have been showing significant levels of growth in education (Lean, Moizer, Towler, & Abbey, 2006). Some of the key benefits of simulation games as teaching and learning tools or game-based tools identified are that they can help to:

1. adapt to the level of the individual while providing support; games are learner-centered;
2. provide multiple levels; ensuring user's skills are challenged;
3. engage users for some time in pursuit of a goal;
4. learners to play with others; online communities provide engagement;
5. provide immediate and contextualized feedback; and
6. encourage creative expression, problem solving in complex situations, and experiential/active learning.

Simulation is similarly seen as one of the most popular instructional tools for delivering quality instruction. The use of realistic simulation often requires students to apply newly acquired skills while motivating them toward advanced learning (Hsu & Thomas, 2002; Moreno & Mayer, 2007; Weller, 2004). Frequently, students participating in a simulation perceived the experience as helpful in providing a clear context for the application of learned knowledge and in being a motivating experience (Spinello & Fischbach, 2004).

Having seen the opinion of some authors with regard to simulation game strategy, the researcher is viewing it as mimic activities that encourage the full participation of the learner under the guidance of a teacher with the view to assimilating learning experiences desired to be achieved using the relevant game tool. It is also seen as teaching strategy that gives learner the opportunity to be involved actively in the learning process. It allows students to take part in both the preparation and presentation of their lessons.

Through the roles students play in the simulation process, they construct new knowledge through what the constructivist call the process of accommodation and assimilation.

2.3.2 Concept of Dramatization Strategy

Drama was first developed in the Prussian Army as a simulation technique for use with the recruitment of officers. The Prussians discovered that they were able to recruit officers who may appear qualified from paper and pencil tests but in fact, lacked strategic military decision-making skills when it came to commanding troops in the field. The solution was to introduce behavioural tests through simulation activities (Miccoli, 2003). Without risk to life, the potential officer's tactical skills could be observed and thus demonstrated in a suitable manner. Officers who were able to commandeer troops successfully under the pressure of simulated battle were the ones successfully chosen as officers. These simulation techniques were further developed by the British Army as Tactical Exercises without Troops (TEWTs). Command decisions were made at 'staff headquarters' without the use of troops or bullets, using the reality of analyzing intelligence reports as well as in-battle strategies and tactics.

The United States also began to develop training techniques for spies and agents during World War 2 using simulation, drama and improvisation techniques which proved to be effective. Partly as a result of this Office of Strategic Services (OSS) experience, the simulation technique was developed after the war as a tool of assessment in business management in America. Apparently, a successful spy bears a close relationship to a successful manager. American Telephone and Telegraph, British Civil Service Selection Board began to use drama and simulation exercises in training and recruitment, especially

to prepare astronauts for anti-gravity and space travel. Such drama and simulation teaching techniques have been further developed in sports training and are also used by motivational speakers who encourage listeners to visualize and use the power of the brain for positive reflective imaginings. Finally, education began to develop and use drama teaching techniques with the beginning of Communicative Language Teaching, particularly during the 1970's. With communication at the center of the curriculum, classroom activities that develop this capability began to emerge (Baldwin, 2009). This brief sketch of the background and development of drama through military, government, business and educational institutions demonstrates the ability of drama to successfully teach and train across a broad range of interests. The power of the brain to engage with authentic and understanding-based learning in a self-controlled, goal-oriented and active environment is apparent. Although drama is a fairly recent teaching strategy, more and more teachers are beginning to discover the increased capacity and benefits of drama to motivate, enable valuable learning and create more motivated engagement with learners in the classroom.

Dramatization can be defined as a method to develop skills through the performance of activities in situations that simulate real life. It is possible to simulate, for instance, a job interview, a police interrogation, a product sale, an exhibition, a speech on contraceptive method, functions of government and so forth. Awoniyi cited in Abatan (2014), views dramatization as real life situation by student. It is also natural method of learning. The method can be said to accomplish other objectives like self development, skill acquisition and to facilitate the understanding of other behaviour and emotion of other people.

Dramatization involves the use of acting to teach or learn. Peregoy and Boyle cited in Pravamayee (2014), state that "drama activities provide students with a variety of contextualized and scaffold activities that gradually involve more participation and more oral language proficiency, they are also non-threatening and have a lot of fun". According to Savela cited in Pravamayee (2014), dramatization activities help students to use their language skills and learn of life through these real life activities. It is believe that, in this method the learner is both participant and observer, playing a role while interacting with others in role.

Drama is highly regarded as an effective and valuable teaching strategy because of its unique ability to engage reflective, constructive and active learning in the classroom as well as enhancing oral skills development (Miccoli, 2003). Drama in education is a concern which has stimulated scholarly interest since the symbols of human communication have been known to have been recorded. At its best, drama is one of the most salutary pastimes for a nation's citizenry, providing a rich avenue for continuous education and development. The art of stage performance is a powerful educational tool. Drama in education involves a playing out of life situations which challenges the child's social attitude, his verbal control and language ability, his unselfishness, his physical energies and his imagination, as he lives through the situations of interest to him (Plato, in Harley, 2006). Dramatization is synonymous with educational drama, a kind of exploratory drama that takes the individual child involved on a voyage of self discovery through the free but creative process of self expression. In its simplest form,

dramatization can be seen as an organized and scientific application of drama in educational communication (Umukoro, 2002 in Abatan, 2014).

Educational drama proposes the utilization of the rich cultural elements of Nigerian life in instruction to better achieve the aims of education in Nigeria and for Nigerians. It seeks to inculcate cultural pride, national consciousness and the ability to make valid judgment as a way of ensuring relevance in Nigerian's educational system. The educational institutions exists to prepare young people for the future and therefore works towards a better future for Nigeria, a future less fraught with bias, suspicion, fear and hatred and therefore a more united future for the nation. Thus, ten basic objectives of drama identified by Umukoro (2002), in Abatan, (2014), they are enumerated as:

1. to encourage self-expression which leads to self discovery;
2. to promote self-awareness and diminish negative self-consciousness;
3. to develop the listening powers (as different from the natural hearing faculty) in the child;
4. to sharpen the child's perception and capability;
5. to observe minute details (as different from the natural use of the eyes);
6. to develop the other human senses to the full maximum effectiveness;
7. to sharpen the child's power of imagination and concentration resulting in specific forms of creativity based on individual talent;

8. to promote and refine the powers of speech and effective communication;
9. to facilitate social integration through group interaction and a sense of mutual understanding; and
10. to assist the child to develop into a full and rounded personality.

All these merits are in addition to the basic goal of effective impartation of knowledge and the vivification of other academic disciplines. Dramatization learning strategy according to Baldwin (2008). involves social, active learning; creates a powerful learning environment; is authentic and understanding-based; cooperative and collaborative; self-controlled; goal-oriented and draws on emotional intelligence. Constructivist learning helps to build confidence in students who are developing new skills. It enhances all of these skills, engages multiple intelligences and also increases the power of reflection in constructing knowledge. All of these attributes contribute to the power of drama in engaging all learning styles.

On the basis of the above facts and opinions by different authors, the researcher also consider dramatization strategy as a way of imparting knowledge, skills and different behavioural patterns within and outside the classroom activities using drama play as a tool for instructional pedagogy that will guide and ease the successful attainment of a desirable lesson objectives.

2.3.3 Conventional/Traditional Method

Conventional/Traditional institutional methods are seen to dwell largely on the area of teacher-centered approach. In a traditional talk-chalk method of teaching in the

classroom, the teacher does the talking as the students listen and this type of method is referred to as lecture method. Studies show that the lecture method is seen as the most commonly used method of teaching (Okwo, 2004). In lecture method, the teacher lecture while the students only take notes and the blackboard is used for illustration. Onwuka in Oyenuga (2010), highlights some of the characteristics of lecture method. This he does by pointing out that the lecture method is also the telling method. The method pre-supposes that the teacher is an embodiment of knowledge and that the learner is blank. With this assumption, the teacher proceeds to dish out what he knows to his pupils. This method makes students to be passive listeners and does not demand an active involvement of students physically, psychologically, and intellectually.

The lecture method is the most commonly used mode by the teachers. This expects the students to quietly sit and listen to the talk about the subject matter. In this situation, students are expected to cake notes and sometimes the teacher may write notes on the chalkboard. Often the lesson may end up with a summary and few recapitulate questions. Lecture method described by Ezeudu cited in Oyenuga (2010), as a teacher-centered method; the technique is instruction centered and does not challenge the teacher's ability, thus teachers could be ill prepared; dull and less challenging; does not create opportunity for creativity and self discovery for learners to rationalize and explore; do not promote excellence and hard work, thus it leads to failure. According to Okwo (2004), it does appear that the innovations and recommendations by various professional associations for effective teaching are not being implemented at the classroom levels. He said teachers have continued to dominate the instructional process through the use of authoritarian

teaching methods. Saylor and Alexander (2007) in Oyenuga (2010), identified the following as challenges of lecture method:

a. the lecture method is a teacher-centred and teacher oriented;

b. the method shows no regard for individual differences among learners;

c. it does not provide opportunity for adequate class participation;

d. the students learn comparatively little of what has been taught as they only hear and see the teacher;

e. the class is, in most cases, passive;

f. boredom is easily associated with the method; and

g. the lecture method has been to the detriment of the students in terms of appropriateness of the use in relation to the students‟ learning outcomes.

Lecture method belongs to the information processing models of teaching and it involves the teacher telling students facts about a particular topic and expecting the students to memorize what they have been told (Aguokabue, 2003 in Oyenuga, 2010). Aguokabue further stressed that lecture method does not consider the learners' prior knowledge; it does not facilitate recall of facts and create room for the teacher to cover his ignorance, as there is sometimes no room for questioning the teacher. According to Neekpoa (2007), when using lecture method, teachers launch into monologues when giving examples, explaining concepts, pointing out relationships and as such, the method has been severally criticized by educators. The intellectual passivity of listeners and lack of

discussion are said to be a contradiction of the process of the free flow of information and exchange of ideas which learning demands.

Similarly, Ogwo, (2001) in Oyenuga (2010), described lecture method as a typical teaching skill involving sole performance and one-way communication. Corroborating the views of Ogwo, Oyenuga (2010), describe lecture method as the "sage on the stage method" because the teacher (the sage) only read his note in the class, make few explanations if he likes and may not even entertain suggestions or questions from the students, there is only one-way communication. Shield, (2007) in Oyenuga (2010), described the lecture method on the basis that the transfer of knowledge by didactic exchange or role learning leads to the acquisition of low level fact and knowledge which is far below what is required in this current complex technological dispensation.

To this end, it is the researchers' opinion to say that, conventional lecture method is the one that teacher dominates the classroom activity and make the students passive. It is normally discourages the students' creativity and participation upon which allow the teacher to partakes all the activity without given consideration to whether the teacher is in the right direction or not. In lecture method, the teacher is regarded as alpha and omega.

2.3.4 Concept of Students' Interest

Interest is an affective behaviour that can be aroused and sustained in teaching and learning through appropriate teaching strategy. Therefore, if the teaching strategy is fascinating, students' interest would be aroused. However, in order to facilitate teaching and learning, interest of the students is also a relevant factor. Chukwu (2002), stated that

interest has been viewed as emotionally oriented behavioral trait which determines a student's vim and vigour in tackling educational programmes or other activities. According to Osuafor (2009), the affective disposition of a student has direct relevance to his/her interest in learning. He further stressed that interest is that attraction which forces or compels a student to respond to a particular stimulus. According to Moore, (2002) in Oyenuga (2010), opined that the teacher should maintain order in the classroom such as laying down rules and procedures for learning and use of motivational techniques to secure and sustain the attention and interest of the learner. In the same way Ogwo and Oranu (2006), laid emphasis on the need for teachers to stimulate students' interest in learning without which students' achievement will be minimal. Interest is a persisting tendency to pay attention and enjoy some activities (Jimoh, 2010).

However, it is pertinent that teachers should use teaching strategy which ensures the active involvement of the learner and provide suitable learning environment to improve achievement and stimulate the interest of high and low ability students. Interest is seen to play a mediational role in academic achievement, especially between instructional and academic outcomes. Possessing the knowledge alone may not ensure successes if the "will" is lacking. The "will" is the interest shown by the students in the course of learning. However, interest of a student in any subject is borne out of motivation and attitude exhibited by the teacher in the course of his teaching. Also, students' morale and interest can be dampened if a teacher uses ineffective teaching technique/strategy (Oyenuga, 2010). Okafor (2000), described interest as the attraction which forces or compels a child to a particular stimulus. Similarly, the students' interest plays a major

role in any undertaking as it influences devotion to duties, fairness, firmness, honesty, endurance, and discipline. Nworgu, (2006) in Oyenuga (2010), also seen interest as a particular class of attitudes which are always positive, satisfying, and pleasure giving. He further ahead to said that students' interest is indispensable for learning and that many held the view that there can be no real education without students' interest.

Another effort was made by Ezeike (2000) in Oyenuga (2010), who stressed interest as the motive which serves as important influence in producing both activities and attitudes that are favourable to learning. It is seen as the cause of certain actions. In his views, interest act as a drive or motivation that propels people to act in certain ways. He also sees interest as a type of attitude which share in same characteristics namely: the cognitive (knowledge) component, affective (feeling) component, and action (behaviour) component. He further advised that in studying learners' interest, care must be taken to identify those undesirable interest areas. Learner's interest has to be guided so that educational objective might be directed towards eliminating undesired activities. Nwachukwu (2001), in Chen and Howard (2010), stated that the learners' interest is very important in the study of any subject because the interest of a learner is in many ways the reflections of his/her deeds. Therefore, it is pertinent to say that the interest of a student in a particular trade or career has a long way in the academic performance of such student. Udoekoriko (2006), indicated that there is a very close relationship between a student's interest and his academic performance. He further explained that individual interest have personal significance and are usually associated with high level of knowledge and value, positive emotions and increased reference value. Okafor (2002),

submitted that it is up to a teacher to make a subject or course interesting. He further stressed that the teacher can help in setting up certain conditions which will enable the students to take or create interest in the subject or course.

Having gone this far, trying to see how different scholars and authors perceived the concept of students' interest, the researcher also has the view to say that the students' interest is a key motive that is use to assist learner in assimilating, imitating, and learning the skills, facts, concepts and ideas during in-class or out-class interaction and finally yield the attainment of excellence academic performance. Thus, teaching and learning activities has to be done in such a way that the interest of the learner will be aroused.

2.3.5 Concept of Academic Performance

The students' performance (academic achievement) plays an important role in producing the best quality graduates who will become great leader and manpower for the country that responsible for the country's economic and social development (Ali, 2009). According to Pruett (2010), performance is the level of achievement attain via the combination of inputs from student motivation and conduct. Similarly, Adediwura and Tayo (2007), asserted that, performance is generally referred to how well a student is accomplishing his or her tasks and studies, but there are quite number of factors that determine the level and quality of students' performance. Louis (2012), also stressed that, performance is the ability of students to obtain high grades and standard test scores in school courses, especially courses that are part of the core curriculum. Academic performance is defined as the measure of what a person has accomplished after exposure to educational programmed (Harry & Newcomb, 2000).

The researcher in this respect perceived academic performance as student's academic outcomes generated through the school programme after the rigorous intellectual, social and skillful interaction between the learner and the facilitator (teacher), where such academic outcomes usually determine the worth or otherwise of the whole interaction exist between the learner and the facilitator. However, for the pupil's academic outcome or students' academic performance be considered worthy, favourable, interesting and appreciable by the students, parents, teachers, school administration, government and all concerned, the rigorous intellectual, social and skillful interaction between the learner and the facilitator stated above should be carried out using the teaching strategies that are purely learner-centered, where the learner is considered as active participant, thereby developing much interest during the interaction and finally acquire the desired skills and behaviuor.

2.3.6 Concept of Primary Education

Primary education is the type of education categorised as lower and middle levels Universal and Compulsory Basic Education. Therefore, according to FRN (2013), primary education is a type of education given to the children aged between the ages of 6 and 11 plus since the rest of the education system is built upon it, the primary is the key to the success or failure of the whole system. The duration shall be six years. The goals of primary education are to:

1. inculcate permanent literacy and numeracy, and ability to communicate effectively;

2. lay a sound basis for scientific and reflective thinking;
3. give citizenship education as a basis for effective participation and contribution to the life of the society;
4. mould the character and develop sound attitude and morals in the child;
5. develop in the child the ability to adapt to the child's hanging environment;
6. give the child opportunities for developing manipulative skills that will enable the child function effectively in the society within the limits of the child's capacity; and
7. provide the child with basic tools for further educational advancement, including preparation for trades and crafts of the locality (FRN, 2013).

Primary education is the foundation of the education system and the anchor of Universal Basic Education. The curriculum is discipline-based, with subjects including English language, Nigerian languages, basic science, mathematics, writing, creative arts, agricultural science, physical and health education, computer studies religious and values which include: civic education, social studies, security education, Islamic studies and Christian religious studies. Primary school pupils require passing entrance exams before they can gain admission into the juniour secondary schools (FRN, 2013; Olubadewo, 2010). The National Policy on Education of 2013 cater for the national language policy that guides language of instruction in schools. The documents state that learners should be taught in their mother tongues for the first three years of schooling. Moreover, English should be the main language of instruction from the fourth year of primary school till

tertiary education level. Primary education in Nigeria emphasises the need for equilibrium between physical and intellectual development (Moja, 2000; Olaniyan & Obadara, 2008).

Characteristics of Primary School Pupils (6-12 year old)

Generally speaking, children have certain characteristics associated with their age and stage of development. According to Olubadewo (2010), the characteristics of children from 6-12 years which could be effectively tapped to facilitate learning include:

a. **physical:** this is the observable growth in the individual pupil in chronological order (i.e. in age). Physical could also mean the maturity displayed in the growth of bodily size and sexual maturity (the appearance) children are not the same in physical growth. The growth may be determined by genetic inheritance, environmental interference, exercise and agility;

b. **social:** at this stage, children want to interact together and learn from each other. They are usually eager to make friends. They are very inquisitive to learn things around them. They are engage in any kind of competition raging from individual to group competition;

c. **emotional:** children are emotionally carried away by the happenings around them. They are sympathetic with situations that occur around them;

d. **intellectual:** children between the age 6-12 easily assimilate concepts, figures, facts as part of their intellectual development. Children are often very curious and would ask several questions and try out virtually everything, if they allowed to.

They do a lot of experimentation. They are constantly on the move and have to be engaged except when they are tired, sleep or hungry. This high activity level could be applied in several ways in the learning environment; and

e. **psychological:** children at this stage form impressions that cannot be easily erased.

Going by the above characteristics of primary school pupils, the researcher is thinking of, likely the use of dramatization and simulation game strategies at primary school level will improve the understanding of facts, concepts and the acquisition of skills and behavioural changes as well as improving academic performance of primary school pupils considering their curious nature and redness to interact.

2.3.7 Concept of Civic Education

Civic education simply defined as that education which assists citizens to become actively involved in their own governance. Indeed, participation which is vital to civic is not merely for its own sake but based on informed critical reflection, understanding and acceptance of the roles and responsibilities that go with being a citizen. In a related sense, civic education is concerned with promoting understanding of the ideals of democracy and a reasoned commitment to its values and principles in a very realistic manner. This could be done by making political teaching real and relevant to the child's environmental needs, situation and demands. It is a teaching given to citizens on how to play their civic roles especially within the context and confines of national and global citizenship. It is concerned with how citizens exercise their rights as free human beings (Kerr, Ireland,

Lopes, Craig, & Cleaver, 2006). In this respect, Etetegwum (2007), perceived civic education as the bedrock of national co-existence, values and identity in Nigeria.

Civic education is capable of inducing values, attitudes and skills that will enable the learner to live patriotic and democratic lives and contribute meaningfully to the progress of the nation (United State Agency for International Development, 2002; United Nations Development Programme, 2004). Finkel (2000), in Nonenmacher (2010), reported that Civic education aims at providing learners with useful information on their rights, responsibilities and requirements for political engagements with the purpose of enabling the citizens to make meaningful contribution to the political system. He went further and said that, the introduction of civic education into the Nigeria system of education is to enhance the attainment of the objectives of education. Teaching of this subject in Nigarian schools will lay a strong and effective citizenship education and public participation in governance and other ethical issues that affect our lives and culture as Nigerians. Simulation is an innovative teaching method which is a learner centred activity-oriented teaching strategy. Thus, Simulations are activities or materials that presents real life situation, past events or organisation in such a way that students will learn and understand more about them (Uchegbu, 2006). According to Goldsim (2011), simulation helps to identify and understand factors which control the system and or to predict the future behaviour of the system.

Civic education is concerned with the development of values, social norms, skills and democratic ideals in the citizens. According to Utulu (2011), Civic Education becomes very relevant since it essentially seeks to introduce learners to the process of democratic

socialization by promoting support for democratic behaviours and values among citizens. Mezieobi, (2007), in Okam and Lawal (2011), said civic education is seen as the educative means in a sovereign state whereby the citizens or individuals become socially and politically aware, socially integrated into the social milieu, acquire social skills and competence, become socially responsible for maximum productivity and development, all in the interest of the state. Starkey, (2011), in Falade and Adeyemi (2015), described civic education as a programme that helps children to know that they have rights but also duties. It enables the 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 life and its fundamental principles. Civic education teaches about the political system; it emphasizes the rights, roles and duties of every member of the society. Civic education is the training for equity, justice, responsibility, freedom, patriotism, honesty and obedience to rules and regulations guiding the civil society (Falade, 2012). Civic education is a set of practices and activities aimed at making young people and adults better equipped to participate actively in democratic life by assuming and exercising their rights and responsibilities in the society (Birzea, Harrison, Krek & Spajicurkas, 2005).

Civic education has been widely conceived as a type of education that aids effective democratic process (Wahab, 2011). Collaborating with this view, Oyesiku (2010), described Civic Education as a school subject that prepares people, especially the youths, to carry out their roles as citizens. In the same vein the National Orientation Agency (NOA, 2006), was of the view that, the main philosophy behind the teaching and learning of Civic education Curriculum in Nigerian schools is the production of effective citizens

and of forging a cohesive society that will support nation building by a way of classroom mediation of curriculum programmes. Generally, Civic Education has been viewed by many academics as a course of study that is geared towards producing responsible and law abiding citizens (Ukegbu, Mezieobi, Ajileye, Abdulrahaman & Anyaoha, 2009 & Ogundare, 2011). Ajibade (2011), also revealed that this system of education is concerned with the democratic skills and values that citizens need to function effectively in participatory democracy towards civilization. Similarly, Osuagwu and Ogbonnaya in Okam (2011), described civic education as the process of imparting knowledge, virtues, norms, values, attitudes and acceptable manner of conduct and behaviour into the citizens of a community or nation aimed at building a strong community or nation. Indeed, civic education is a boon for producing Nigerian youths for citizenship through the Nigerian school system.

Civic education is said to be a veritable tool for improving the capacity of the people to address environment and development issues. Civic education is concerned with three different elements: civic knowledge, civic skills and civic disposition. Civic knowledge refers to citizens' understanding of the workings of the political system and of their own political and civic rights and responsibilities (example the rights to freedom of expression and to vote and run for public office, and the responsibilities to respect the rule of law and the rights and interests of others). Civic skills refer to citizens' ability to analyze, evaluate, take and defend positions on public issues, and to use their knowledge to participate in civic and political processes (example, to monitor government performance, or mobilize other citizens around particular issues). Civic dispositions are defined as the

citizen traits necessary for a democracy (example, tolerance, public spiritedness, civility, critical mindedness and willingness to listen, negotiate, and compromise). For Azebanwan (2010), elements of civic education are real because they actually affect peoples' lives. They are topical, current today and relevant. The issues are moral, because they relate to making responsible citizen.

The researcher at this end viewed civic education as a sub-set of religion and national values curriculum established in to the Nigerian school system in accordance with governments' effort to complement the national educational objectives which include among others to: provide a free and democratic society and to bridge the gap left by other disciplines and school subjects regarding the inculcation of full knowledge of being citizen, acquisition of democratic awareness, civic consciousness, right, obligation, duties and responsibilities among other civic responsibilities.

Characteristics of Civic Education

Civic education in Nigeria is characterized by the followings as identified by Birzea, Harrison, Krek and Spajicurkas (2005) in Falade (2012), that the characteristics of civic education according to them are:

i. a life-long learning experiences: civic cducation is life-long 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 education includes a series of learning environment inside and outside formal institutions;

ii. an educational programme 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 democratic skills;

iii. programme that implies respecting rights and accepting responsibilities; and

iv. a programme that values cultural and social 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.

2.4 History of Civic Education in Britain

The evolution of civic education in England began in the name citizenship education following a series of trends of happenings and challenges at different stages. The series of happenings with regard to the history of civic education inform citizenship education was discussed under the following headings:

i. lack of tradition of citizenship education in England;

ii. the relationship between citizenship and citizenship education;

iii. continuities in citizenship education policy in England; and

iv. renewed interest in citizenship education.

2.4.1 Lack of Tradition of Citizenship Education in England

The first lesson to emerge from past policy approaches in the context of England is that there is no great tradition of explicit teaching of citizenship education in English schools or of voluntary and community service for young people. As a result, there is no consistent framework in which to posit discussion of this area and, thus, no solid knowledge and research base on which to make judgments about the effectiveness of practice. Many of the past approaches of policy makers have foundered because of a lack of consensus on definition and approach. This is despite general agreement that the development of citizenship education in English schools is important. Therefore, a major task of the Crick Group was to achieve an acceptable working definition of citizenship education (David, 2003).

2.4.2 Relationship Between Citizenship and Citizenship Education

The second lesson to emerge from past policy approaches is the complex relationship between citizenship and education for citizenship. Citizenship is a contested concept. Indeed, Davies (2000) in David (2003), has counted over 300 known definitions of democracy associated with citizenship education. At the heart of the context are differing views about the function and organisation of society. The periodic redefinition of citizenship education is a by-product of a much larger, wide-ranging debate concerning the changing nature of citizenship in modern society and the role of education within that society. Attempts to redefine citizenship and per se citizenship education are often borne out of perceived crises in society at large. The latest attempt to redefine citizenship education, undertaken by the Crick Group, is no exception to this rule. The current debate

about society has been triggered by the rapid pace of change in the modern world. The pace of change is having significant influence on the nature of relationships in modern society at a number of levels, including within, between and across individuals, community groups, states, nations, regions and economic and political blocs. This period of unprecedented and seemingly relentless change has succeeded in shifting and straining the traditional, stable boundaries of citizenship in many societies. It has triggered a fundamental review across societies of the concepts and practices that underpin citizenship. The review of citizenship has led academics and commentators to question whether a water shed has been reached, namely; the end of modern, liberal democratic society and the onset of a less certain post modern world. They have begun to redefine the concept of citizenship in this postmodern world (Beck, 2000). This redefinition has concentrated on four particular aspects of citizenship, namely:

i. rights and responsibilities;

ii. access;

iii. belonging; and

iv. other identities.

These dimensions are interrelated and have been dubbed by some commentators as the 'new dimensions' of citizenship (Page, 2002 in David, 2003). They are viewed as the dimensions that are most in need of redefinition in modern society. The review has focused, in particular, on how these dimensions should respond to four particular

challenges to citizenship in modern societies. These are the challenges associated with the following:

i. diversity of living in increasingly socially and culturally diverse communities and societies;

ii. location of the nation-state no longer being the 'traditional location' of citizenship and the possibility of other locations within and across countries, including notions of 'European', 'international', 'transnational' or 'cosmopolitan' citizenship;

iii. social rights of changes in the social dimension of citizenship brought by the impact of an increasingly global economy; and

iv. participation of engagement and participation in democratic society at local, national and international levels.

The attempts to redefine citizenship are important to understand for they have had a considerable knock-on effect on citizenship education. They have triggered and influenced debates about the definition and nature of citizenship education and the role to be played by schools, curricula and teachers. Reshaping citizenship has also meant reformulating citizenship education at the same time. The two go hand in hand. Interestingly, the debates about citizenship education in schools in England are a microcosm of the broader debates about citizenship in society.

2.4.3 Continuities in Citizenship Education Policy in England

The third lesson to emerge from past policy approaches is the extent to which definitions of citizenship are very much a product of the spirit and concerns of the age. The definition of citizenship education put forward by the Crick Group deliberately has strong echoes with the past. The Group took into consideration the definitions of citizenship education put forward, in the late1980s and early 1990s, by the then Conservative Government. The Conservative Government championed the individualism of the free market and placed an emphasis on the importance of civic obligation or 'active citizenship' (Macgregor, 2000 in David, 2003). The Conservative Government urged individuals to take up actively their civic responsibilities rather than leave it to the government to carry them out. It backed up the call with policies that encouraged greater private ownership and the privacy of consumer rights in all areas of life, including education. The new Labour Government, which came to power in May 1997, championed a different approach to citizenship and citizenship education. This was a definition associated with the communitarian movement with a particular emphasis on 'civic morality'. This is part of the wider philosophy of 'new Labour' based on the civic responsibilities of the individual in partnership with the state. The Labour Government is urging individuals to act as caring people aware of the needs and views of others and motivated to contribute positively to wider society. This is part of what is commonly referred to as the 'Third Way' (Giddens, 2000).

2.4.4 Renewed Interest in Citizenship Education

The final lesson to emerge from past policy approaches is the renewed interest in citizenship education over the past two decades. This lesson was the one most keenly absorbed by the Crick Group. The renewed interest was instrumental in establishing the conditions for the Group's existence and the parameters for its work. It helped to fuel the calls, within and across parties and groups in society, for citizenship education to be reconsidered as part of the 2000 review of the National Curriculum; to provide a clear indication of the major concerns in society that a redefined citizenship education must address, and to pave the way for the favourable reception of the Group's recommendations. The explanation as to why the Group was set up lies in a complex interplay of factors, some deep-seated and others more immediate. Perhaps, above all, the main reason was that by the late1990s there was broad support, from within and outside the education system, for a review of this area. The time was right. The conditions necessary to sustain a review were in place (Page, 2002 in David, 2003).

There was growing concern, in particular, about the rapidly changing relationships between the individual and the government and the decline in traditional forms of civic cohesion: what has been termed a 'democratic deficit'. This was supported by increasing calls for action to address the worrying signs of alienation and cynicism among young people about public life and participation, leading to their possible disconnection and disengagement with it. Such signs are apparent in a number of industrialised nations across the world, though there is debate as to whether they are a natural feature of the life cycle - engagement increasing with age or a more permanent phenomenon (Putnam,

2009). The final catalyst for action was the existence of a strong political will. This had not always been present in past policy approaches, particularly in the early 1990s, and goes some way to explain their failure. The political will came not just from the new Secretary of State for Education and Employment, David Blunkett, a long-time supporter of the area, but also from the new Labour Government supported by the other major parties. The political will, combined with growing public and professional calls for action, paved the way for the establishment of the Crick Group.

The emphasis in the definition and in the subsequent framework set down for schools is on creating a flexible but rigorous framework, which encourages schools to develop effective citizenship education which best suits their needs, contexts and strengths. The onus is very much on schools, in partnership with their local communities, to turn the aims and goals into meaningful citizenship education practice and experiences for all pupils. The Crick Group's work has led, following a period of public consultation, to the formal introduction of citizenship education in the school curriculum in England for pupils age 5 to 16, for the very first time. Citizenship is part of a non-statutory framework for personal, social and health education (PSHE) and citizenship at key stages 1 and 2 (pupils age 5 to 11) and a new statutory foundation subject at key stages 3 and 4 (pupils age 11 to16). Schools have been legally required to deliver citizenship education at key stages 3 and 4 from September 2002.

2.5 History of Civic Education in Switzerland

There was a period in Switzerland where political participation and voter-turnout were low in the country. Furthermore, compared to their peers in other countries, Swiss

adolescents consistently fail to understand the importance of democratic attitudes (Torney-Purta, 2002). One of the reasons is the lack of civic education. Before, the subject has traditionally had a low status in school. When civic education was completely infused in the school curriculum, it takes on a completely different form than the one of service and volunteering. Civic education in Switzerland has traditionally been limited to teaching factual knowledge about political institutions, electoral and legislative processes. Most pupils in Switzerland will at one point have heard in school that the National Council has 200 seats or that it takes 100,000 valid signatures to launch a federal initiative. These are important facts. But studies suggest that Swiss teenager have difficulties in retaining this kind of information overtime (Oser, 2003). What is needed to retain knowledge, is a certain interest in the field and some motivation to further occupy oneself with the matter. Schools can act as a source of extrinsic motivation by demanding from students to study certain fields. Success in a subject does, however, require that students internalize this motivation (Ryan & Deci, 2000 in Putnam, 2009).

The extrinsic motivation set by schools to study factual knowledge about Swiss politics seems not to suffice to induce a certain intrinsic motivation necessary to develop an interest in active participation and citizenship. Given that a good part of the teenagers are not motivated to use their knowledge about politics in the future, the knowledge becomes obsolete and is consequently forgotten. This may have different reasons. First of all, institutions and legislative processes are complex and difficult to grasp when learnt through books or traditional face-to-face teaching methods. As opposed to the participatory approach outlined above, focusing on factual knowledge has furthermore

the drawback that the content is geographically and temporally distant from the living environment of the pupils. Given that the under aged are not allowed to vote, and the fact that most teenagers will hardly ever have heard about other forms of participation, it may just be rational for them to forget about political knowledge once they have been examined in the subject. Focusing on factual knowledge does have other down sides. Even if a person recalls such things like the fact that a referendum at state level can be launched by collecting 50,000 signatures within 100 days, it is unlikely that remembering this will influence the person's behavior in such a way that political participation and involvement becomes more likely. Furthermore, remembering mere facts about referendum does not imply that the person also understood why this political tool is so important for Swiss democracy, by which groups it is often used, or how the thread of a referendum can alter a new law at a very early stage of the legislative process. Thus, even if such simple factual knowledge is not forgotten, it is still incomplete.

2.6 History of Civic Education in Germany

In Germany, civic education through schools goes back to the German Empire. Later, the Nazi regime successfully promoted its values through the educational system (Sander, 2005). After World War II, the Allies started denazification in Western Germany. The school system was thereby seen as the central institution to promote democratic values and ultimately establish a working democracy (Sander, 2004). Up to today, the main premise of civic education in Germany is the strengthening of democracy. As such, it is also an attempt to legitimize a current system and power structures, and thus highly normative. Indeed, a certain normative orientation is at the core of any system of civic

education and cannot be avoided (Nonenmacher, 2010). It does, however, differ from systems of indoctrination in the sense that maintaining the democratic system should be achieved through a politically mature and enlightened population (Oeftering, 2013). A feature of politically mature and enlightened people is the ability to independently use their minds. By stressing the notion of maturity, civic education is not only a process of integration, but also of emancipation. These divergent goals lead to certain tensions.

On the one hand, civic education was meant to encourage people to accept a certain political order and also enable a person to view the society with a certain critical distance. Civic education in German-speaking countries is currently undergoing an intensive debate about what competencies schools need to instill, in order to enable students to become politically mature, democracy promoting, yet also critical citizens. Given that centuries of philosophical and academic debates have not lead to a generally acknowledged and uncontested model of good citizenship (Denters, Gabriel, & Torcal, 2007). It is unlikely that civic educators will ever agree upon a conclusive list of civic competencies which should be promoted. Most models of civic competency are, however, rather similar and share many points in common. Detjen, Massing, Richter, and Weisseno, (2012), have for example, proposed a model with four dimensions which should be fostered. Promoting each of these dimensions at school should at least enable an individual to become an informed spectator of the political process, and an active citizen at best:

1. factual political knowledge;
2. ability of political judgment;

3. capacity to act politically; and

4. political attitude and motivation Each dimension is split into different measurable elements.

Factual political knowledge is thereby the foundation which facilitates the other three dimensions of civic competency. An individual is competent in this dimension, if the person can conceptually understand the basic concepts of political order, political decisions, and welfare. These concepts are chosen because, according to the authors, anything that happens in the political sphere can be associated to one of these concepts (Weibeno, Detjen, Juchler, Massing, & Richter, 2010). The ability of political judgment is split into two concepts. Individuals should at least be able to judge apolitical events in a normative and objective way, and be able to understand their own reasons and justifications for these judgments. The ability to act politically is divided into communicative and participative action. The last dimension, political attitude and motivation should ensure that individuals have at least a minimal amount of interest and motivation to participate in the political process.

2.7 History of Civic Education in Nigeria

The history of Civic education in Nigeria can be categorized into the following stages:

i. the informal or traditional era;

ii. single subject era;

iii. integrated era;

iv. disarticulation era; and

v. merging and harmonization era.

(i) The Informal or Traditional Era

Civic training is not a recent development in Nigeria. Before Nigeria came into existence in 1914, civic education was part of the informal or traditional education in the different localities that were merged together as a single nation. Training for civic responsibility and effective citizenship were essential aspects of traditional education in various parts of Nigeria. Before the introduction of western education in Nigeria, the existing traditional education was concerned with training the children for social responsibility and political participation. Fafunwa (2004), explained that indigenous African education places considerable emphasis on character training. It emphasizes social responsibility, job orientation, political participation, spiritual and moral values. In the traditional Nigerian society, all parents want their children to be upright, honest, kind and helpful to others. Therefore training for civic responsibility is one of the major goals of the traditional education. The child is made to acquire the skills and values that will make him to function effectively and efficiently in the civil society. Adeyemi and Salawudeen (2014), identified some of the virtues that are emphasized in the traditional Yoruba society as: justice and fair play, hard work, respect and humility, decency and morality, patience and endurance, honesty and transparency, cooperation and good behaviours.

(ii) Single Subject Era

During the colonial era and shortly after the Nigeria independence, civics was taught as a single subject in the Nigeria elementary schools. Ogundare (2011), pointed out that in Nigeria, before and immediately after independence in 1960, the upper primary and lower classes of secondary schools were offering civics to their pupils. The subject lost its status and identity to what was called General Knowledge and with the coming of Social Studies in 1971, civics became an integral part of Social Studies. Commenting on the goals of civics at that time, Falaye (2008), emphasized that civics teaches the learner how men and women organize, regulate and manage their desires, feelings, works and their lives in such a way that peace, law and order exist in the society. The subject deals with the qualities which every member of the community must possess, the duties expected from each citizen and the rights, which each citizen should enjoy. The purpose of teaching this subject at that time was to develop in the child those attitudes and skills required for participation in the civil society. Some of the contents of the subject are: Levels, arms and duties of the government; Nigeria and the outside world; the individual in the society; voluntary organizations; democracy, rights and duties of the citizen.

Apart from the formal teaching of civic education concepts in the primary and secondary schools, voluntary youth associations were organized. Some of the youth organizations that were established include: Boy Scout, Girls' Guides and Boys' Brigade. These organizations were meant to give the youth the opportunity to serve the community. The operation and activities of the voluntary associations were meant to inculcate in the youths the values and traits of good citizenship.

(iii) Integrated Era

After the Nigeria independence in 1960, it was discovered that the inherited school programmes were foreign in nature. They had little or no relevance to the prevailing problems and situations in the country. As a result of this, there was the need to revamp the school curriculum. The search for the kind of school programme that could develop in the citizens certain knowledge, skills and attitudes that they need to be useful to themselves and the society at large led to the introduction of the integrated Social Studies in Nigeria in the 1960s. With the coming of Social Studies, civics became an integral part of Social Studies in 1971 (Ogundare, 2011). Civic concepts like citizenship, democracy, civic rights and responsibilities, leadership and followership were incorporated into the Social Studies curriculum. The integration of civic concepts into Social Studies curriculum was possible because Social Studies teaches values and social norms. According to Mezieobi (2011), Social Studies curriculum provides wide arrays of contents and learning experiences to promote the frontiers of civic education. Udoh cited by Ogundare (2011), pointed out that during the 1991 Curriculum Review Conference, it was decided that citizenship education should be taught as part of Social Studies at certain levels of education in Nigeria.

(iv) Disarticulation Era

The Nigerian government started a 9 Year Basic Education Programme in order to attain the Millennium Development Goals (MDGs) by 2015. The 9 Year Basic Education Programme was also aimed at implementing the objectives of the National Economic and Empowerment Development Strategies (NEEDS). The objectives of NEEDS are: value-

reorientation, poverty eradication, job creation, wealth generation and using education to empower people (Nigerian Educational Research and Development Council- NERDC, 2007). In view of this, there was the need to review, re-structure and re-align the existing primary and junior secondary school curricula into a 9 Year Basic Education Programme. In 2005, the National Council on Education approved a new curriculum structure for primary and junior secondary schools in Nigeria. The newly approved curriculum is referred to as the Universal Basic Education (UBE) curriculum. The UBE curriculum structure provided for Lower Basic Education Curriculum (Primaries 1-3); Middle Basic Education Curriculum (Primaries 4-6) and Upper Basic Education Curriculum (JSS 1-3). An important aspect of the new UBE curriculum was the introduction of new school subjects at the Lower, Middle and Upper Basic Education levels. This was responsible for the re-emergence of civic education, as a separate school subjects, at the primary and secondary school levels. Civic education contents were disarticulated from Social Studies and by 2007 a 9 Year Civic education curriculum for the Basic Education Programme was designed. Since then, Civic education is taught as a separate and compulsory school subject in Nigerian primary and secondary schools.

Commenting on the introduction of civic education as a compulsory subject, Sam Egwu, a former Minister of Education declared that it was part of President Umaru Yar'Adua's 7 point agenda geared towards the enhancement of human capital development. The introduction of the subject was designed to refocus, re-invigorate and reposition our great country to further realize her full potentials as envisioned by our founding fathers (Jekayinfa, Mofoluwawo & Oladiran, 2011).

(v) Merging and Harmonization Era

In October 2010, the President of the Federal Republic of Nigeria convened a National Stakeholders Forum to deliberate on the State of Education in Nigeria. Delegates at the summit called for immediate action to reduce the number of subjects offered at the Basic Education level. Consequently, NERDC was directed to review the 9 Year Basic Education Curriculum (BEC) in line with the recommendations of the Summit (NERDC, 2012). In view of this, related UBE school subjects were merged to form new subjects. For instance, Islamic Studies, Christian Religious Studies, Social Studies, Civic Education and Security Education were merged to form a new school subject called Religion and National Values. According to NERDC (2012), in the context of the current reduction, selection and harmonization of the UBE Curriculum title, Religion and National Values is the umbrella embracing the previously autonomous subjects of Religious Studies (Christian Religion and/Islamic Studies), Civic Education, Social Studies and a new addition, Security Education. The rationale for the new title is the need to emphasize the importance of values across the educational spectrum. In this new arrangement, each of the subjects that were merged becomes a theme under the umbrella subject title.

As presented above, civic education in England followed a series of trends in form of citizenship education. Such trends of events include: lack of tradition of citizenship education in England; the relationship between citizenship and citizenship education; continuities in citizenship education policy in England; and renewed interest in citizenship education. While, civic education in Switzerland began in a traditional way

where it was limited to teaching factual knowledge about political institutions, electoral and legislative processes, to the period of intrinsic motivation necessary to develop an interest in active participation in politics and it was still pave way to referendum where they launched the collection of 50,000 signatures within 100 days, thinking that political participation and involvement becomes more likely. In Germany, the issue of civic education started from the German Empire. Later, the Nazi regime successfully promoted its values through the educational system, to the period of argument where an intensive debate was held about what competencies schools need to instill, in order to enable students to become politically mature, democratic promotion in the mind of German citizens. It was also observed that Nigeria too have experienced a series of trends starting from the informal or traditional era; single subject era; integrated era; disarticulation era; and merging and harmonization era.

2.8 Aims and Objectives of Civic Education in Nigeria

Civic education was established according to Ukegbu, Mezieobi, Ajileye, Abdulrahaman, and Anyaoch (2009), with the view to achieving the following objectives:

i. developing and transforming the Nigeria youths into effective and responsible citizens by making them law-abiding;

ii. creating awareness of one's rights, duties and obligations as citizens of this great nation and also to appreciate the rights of other citizens;

iii. helping the young people to acquire a sense of loyalty, honesty, discipline, courage, dedication, respect, patriotism, hard work;

iv. inculcates in students, the spirit of nationalism and desirable habits, values and attitudes.

The general objectives of civic education according to Mamser in Philip – Ogoh (2011), are presented as follows:

i. educating Nigerians to realize that democracy is an indispensable precondition for rapid national development;

ii. educating Nigerians about the rights and duties as citizens of Nigeria;

iii. educating Nigerians about the dangers of apathy and political silence;

iv. promoting the formation of revitalisation of popular organisations at all levels of our society to ensure transparent democracy and social justice;

v. raising the consciousness of the Nigerian masses to realize that their poverty derives from exploitation , domination and lack of good democracy in the nation;

vi. educating Nigerians through popular organisations such as Labour Unions, Cooperatives, Women Associations, Farmers' Associations, Community Development Association, and so forth to take democratic decisions of public issues affecting their lives;

vii. educating and mobilising masses to realise that they (and they alone) are the best defenders of democracy and social justice;

viii. educating Nigerians to view government as their agency, and government officials as Public Servants, and not 'Masters' and that is their own national duty to intervene and correct such officials when they go wrong or abuse their offices or positions;

ix. removing institutional obstacles to popular participation of the masses in public and private affairs and development process;

x. educating and mobilising Nigerians against ethnic religious and sectional intolerance and manipulations;

xi. educating and mobilising Nigerians against ethnic religious and sectional intolerance and manipulations;

xii. educating and mobilising Nigerians to identify, expose and reject corruption in all ramifications in the nation;

xiii. educating and equipping Nigerians the right to vote for the right candidate of their choice;

xiv. educating and mobilising Nigerians to identify with the Nigerian Nation and to reject any manipulation of acts which threatens the unity and integrity of the nation;

xv. educating and mobilising Nigerians to identifying with just and democratic struggles of Africans and other oppressed peoples in any part of the world; and

xvi. the attainment of a national democratic society where the masses are conscious, vigilant and organised and in which social justice, poverty and foreign denomination of economy are totally eliminated.

2.9 Contents of Civic Education Taught at Middle Basic (Primary 4-6)

The contents of civic education taught at middle basic (primary 4-6) was presented by Nigerian Educational Research and Development Council (2012), in the curriculum tiled 'Religion and National Values' which embraced civic education as a segment of such curriculum. The presentation of the contents was done according to classes under certain sub-themes. Thus, sub-themes and topics taught at these classes can be seen as follows:

Sub-Themes and Topics Taught at Primary Four

Sub-Theme: Governance:

1. meaning and importance of good governance; and
2. types of government.

Sub-Theme: National Consciousness:

1. national values;
2. nation;
3. building our nation; and
4. ethnicity and its problems.

Sub-Themes and Topics Taught at Primary Five

Sub-Theme: National Consciousness:

1. meaning of loyalty.

Sub-Theme: Governance:

1. meaning and types of leadership;
2. leadership of different levels;
3. good and bad leadership; and
4. arms of government.

Sub-Theme: Democracy:

1. pressure group;
2. values (hard work); and
3. social injustice.

Sub-Themes and Topics Taught at Primary Six

Sub-Theme: Civic Education:

1. national honours award.

Sub-Theme: National Consciousness:

1. valuing Nigerian goods; and

2. national values.

Note that, the above listed sub-themes and topics are the contents taught at middle basic (primary 4-6) with the view to achieving the targeted behaviour expected as a result of teaching and learning of civic education in Nigerian schools. Therefore, it is the researchers' interest to see how these contents would be taught effectively in Yobe state primary schools, using appropriate teaching strategies and methods that can yield positive pupils' outcome and academic excellence as well as producing sound, responsible and competent citizens in Nigeria.

2.10 Civic Education and Social Engineering in Nigeria

Civic education and social engineering are Siamese twins. Ololobou (2007), described social engineering as the enrichment of the people with knowledge and understanding of the environment; assisting them to acquire functional skills and cultivating in them values and attitudes such as cooperation, creativity, productivity, peaceful co-existence, resource conservation and so forth, so that the cumulative impact on society is the enhancement of its quality. The focus is the upliftment of the quality of life in society; contribution to the growth and development of the Nigerian society. Civic education is therefore the study of the process through which people acquire knowledge, skills, attitudes, values and positive disposition (norms) that are needed for effective democratic citizenship. It is the study of the national ideals, values and principles of state with the aim of making the individual become an effective citizen of such a democratic state; it is the study of what Nigeria wants her citizens to become in order to participate effectively within the Nigerian and global democracy. In doing so, civic education tries to equip the learners with the

knowledge, skills, aspirations, attitudes, norms and values that will help them to live peacefully with others and contribute effectively to the development of the Nigerian state. For example, when a learner acquires the knowledge of the fact that "Nigeria is a multi-ethnic, multi-religious country" he should develop values and imbibe attitudes that can help him live peacefully with people of other ethnic and religious groups. In order to do this, the individual would be expected to have attitudes like tolerance and respect for others (Usman & Anyle, 2014).

Civic education was described as the process of imparting knowledge, virtues, norms, values, attitudes and acceptable manner of conduct and behaviour into the citizens of a community or nation aimed at building a strong community or nation. Indeed, civic education is a boon for producing Nigerian youths for citizenship through the Nigerian school system (Osuagwu & Ogbonnaya in Okam & Lawal, 2011).

It is the researchers' opinion to say that, civic education and social engineering are two things but heading towards same direction, this is because, civic education is a subject taught at primary, junior and senior secondary schools with the solely aim to inculcate in the Nigerian citizens the right attitudes, knowledge, skills, aspirations, norms and values that will help them to live peacefully with others and contribute effectively to the development of the Nigerian society where as the term social engineering is also use to mean the ways, manners and strategies used to develop peoples' knowledge and understanding of the environment in order to assist them to acquire fundamental skills and values and attitudes which include: cooperation, creativity, productivity, peaceful co-existence, resource conservation among others.

2.11 Socio-Economic Values Inculcated Through Civic Education

Values is one of topic appears at several levels of primary and secondary schools civic education curriculum due to the vertical, horizontal, sequential as well as the spiral nature of religion and values' curriculum that embraced civic education. The multiple appearance of the topic 'values' in civic education was not a mistake rather it was deliberate to fulfill it spiral arrangement in order to impart in the Nigerian citizens the right attitudes, skills, knowledge, aspirations, norms, tolerance, respect for others among other positive skills and behaviours. Thus, Values are those objects we cherish, appreciate, desire, want or need. They may be social, religious, moral, spiritual, aesthetic, political, economic, technological or material. Uduigwomen (2006) scholarly opined that survey reveals that Nigerians commonly cherish the following values: recognition by others, a happy home, honesty, good character, faith in the Supreme Being, friendship, mature love, success in career, procreation as a major goal of marriage, sufficient education to achieve good things in life, equality of opportunities, kindness, helping others with one's good turn, a sense of accomplishment, loyalty, truthfulness, industry, respect for elders and for other people's rights and property and being humane. Civic education intends to inculcate in students the following values: tolerance, modesty, selflessness, vivacity, patriotism, honesty, contentment, respect for elders and constituted authority, merit, pride in Nigeria's culture, courage, hard work, unity in diversity, compassion, enterprise and industry, social justice, care for the weak (orphans, elderly, refugees and destitute), cooperation, dignity of honest labour and personal discipline/self

control. Note that, when the aforementioned values are made permanent in individuals, then the society can easily attain the apex position in the socio-economic spheres.

2.12 Civic Education and Sustainable Development

Civic education is a school subject established to develop moral values, attitudes and the spirit of patriotism in the mind of Nigerian citizens. However, when civic education is taught in schools the way it should be, it will lead to nations' sustainable development. Thus, Dahal (2010), observed that civic education consolidates social fabrics and galvanizes relations each other for common cause. Through civic education, an individual becomes sensible and disciplined member of their communities. This ultimately promotes good governance and national development. There is every need to provide moral education in formal course of study at various school levels. Beyond political reason, the importance of civic education has been recognized in economic status quo of Nigeria. According to Olaitan (2013), economy of the nation is based on three components namely: state, private sector and cooperative. If the economy fails to support politics, there will be a dearth of participation that ultimately affects democracy, human dignity and values. Thus, the country's politics has become more capital-centric. Politics, guide economic activities and economic activities are the fundamental to the politics. Without civic education, people cannot realize the essence of politics.

Civic education teaches people to be responsible and dutiful. It also teaches citizens to be good citizen. Indeed, this is a catalyst to development. In a study by Oyetade and Olaniran (2013), titled "Developing knowledge and attitudes of civic education in students for sustainable development in Nigeria" it was discovered that students'

exposure to participatory civic programme leads to some gain or improvement in knowledge and attitudes when compared to those not exposed to participatory civic programme. This indicates that continued implementation of the programme would pave way for the pre-service teachers to develop rational and the right type of attitudes towards civic issues within and outside the school premises.

In the same vein, Obasanjo (2007), in his farewell broadcast presented this challenge: We have set for ourselves ambitious targets that will make us one of the largest economies in the world by the year 2020. It is attainable and achievable but if we divert from the part of economic prudence, reform and realities, we can miss the road. Then the year 2020 will be a mirage. To buttress the above, Nwachukwu (2007), summed it this way: "Putting Nigeria education in a more responsive shape in order to plant the nation and it continent, Africa, on the map will need a whole lot of initiatives for new realities in paradigm creations. Education is the pivot of expected Millennium national transformation as to the responsiveness of curriculum in order to address the challenges of sustainable development. Emah (2009), observed that such a curriculum takes cognizance of vital changes and challenges in the environment and prepares the learners to meet them. Such a curriculum addresses their learning differences. The researcher is however is of the opinion that, introduction of civic education into the Nigerian school system is well responsive enough to equip pupils with requisite skills that will make them function effectively and contribute productively to the growth and development of society.

2.13 Challenges Confronting Civic Education Programme in Nigeria

Civic education in Nigeria is faced with a number of obstacles. According to Falade and Adeyemi (2015), the following are some of the challenges faced by civic education in Nigeria :

1. lack of emphasis on civic education and character training: civic education is not given the required prominence in the Nigeria school programme. Before independence in 1960, the colonial education had little or no relevance to the socio-cultural and political situations in Nigeria. At present, the Nigeria 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-Imam & Obadan, 2004);

2. 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 implemented at the senior secondary school in Nigeria. This implies that, at the critical time when the Nigerian youths need effective civic training, there was no adequate provision for civic contents in the school programme. According to Jekayinfa, Mofoluwawo and Oladiran (2011), who asserted that, it became evident that the lack of civic education and patriotic orientation had led to disorientation in schools and the larger society. The consequences were being felt at all strata of our society. The

prevalence of trend of corruption, indiscipline, disrespect for both elders and the rule of law, indifference to duty are some of the manifestations of negative trends in the Nigerian society;

3. unstable civic education programme: after 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 school 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 bereft of the rich cultural heritage of our people and formal education pays less attention to the moral training of the youths. This has resulted into immoral laxity in the society; and

4. lack of adequate human resources for civic education: it has been observed by Shetu (2011), "Teachers are critical to the success of this bold initiative by committing themselves to professional development so as to effectively handle civics in schools". 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. Similarly, 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 concepts at the primary school level. This finding

corroborates the position of Adeyemi (2012), that in some schools, History and Geography teachers who do not have in-depth knowledge about the subject are saddled with the responsibility of teaching it. Recitation and rote learning method has been the mode of transaction between the teachers and students, where participatory approach is not often adopted in teaching civic values in Nigerian schools. The conventional teaching method use in our schools hinder learners from acquiring and demonstrating civic values and skills. In cases where students learn civic values and contents through recitation and rote learning, they are not well prepared for civic engagement and group role mechanism when they become adults.

The aforementioned challenges must be tackled in order for Nigeria to have successful and effective civic education in her schools, which could lead to the achievement of inculcation of civic responsibilities, patriotism, moral values and attitudes, political and democratic awareness among other positive values and civic awareness. Note that, the participatory approaches are very much important as far as the teaching of civic education as observed by Adeyemi (2012). It is however a concerned of the present study to determine suitable teaching approach (es) in the teaching of civic education in primary schools in Yobe state.

2.14 Empirical Studies

The researcher here intends to review relevant and related empirical studies with the aim to clearly explore the gaps to be bridged by the present study. A study was conducted by Sulaiman, Mustapha and Ibrahim (2016), on the effect of simulation technique and

lecture method on students' academic performance in Mafoni day secondary school, Maiduguri. The study used both simulation technique and lecture method of teaching at the basic level of education in the teaching/learning environment. The study aimed at determining the best predictor among the simulation technique and lecture method. Using quasi-experiment as a design for the study, a sample of ninety students was purposively sampled across the 3 levels of junior secondary classes in the school. Instrument called basic science achievement test (BASAT) was used as a guide for testing the academic performance of basic science students across the levels both in experimental and control groups. Using t-test of independent variable, the study found simulation technique very significant predictor as the mean performances of student taught with simulation game technique was much higher and better than those taught using lecture method in the cause of lesson presentation in their respective classes.

The study conducted by Sulaiman, Mustapha and Ibrahim was significantly relevant to the present study; in a situation where by both of the two studies are concerned with the relevant, suitability or otherwise of simulation game strategy in teaching civic education. However, the two studies differ as the present study does not limited to test the use of simulation game strategy only, but went ahead to embraced the test of dramatization strategy. They also differ in terms of level and location, where the former study was carried out in Mafoni day secondary school, Maiduguri, Borno state, while the present study was conducted in primary schools in Yobe state.

Another study was carried out by Nwodo (2015), on the effect of simulation method on students' achievement and retention in some concepts in government at senior secondary

school in Nsukka education zone. The objectives of the study were to determine the performance of government students taught using simulation method and those taught using conventional method and performance of male and female students taught government using simulation method. A quasi-experimental design of the pre- test post-test non equivalent research design was adopted. Four research questions and four hypotheses guided the study. The population drawn from the study area was 3476. A sample of 287 SSII students (140 males and 147 females) was selected from four schools using multi stage sampling technique. The blue print of the instruments Government Achievement Test (GAT) and Government Retention Test (GRT) were subjected to face and content validation by experts in the field. Two instruments were used for data collection. They are government achievement Test (GAT) and government Retention Test (GRT) the reliability of the interment using Kuder Richardson formula 20 (KR-20) and the reliability coefficient of 0.91 was obtained. It was found that simulation method is more superior to lecture method in terms of student achievement and retention. It terms of gender (male and female) students taught with simulation method achieved and retained almost equality.

This study reviewed is relevant with the present study in terms of testing the simulation strategy, design of the study and the used of performance test as an instrument for data collection. The two studies were also differ in terms of location, level and the present study forge forward to include the test of dramatization strategy. The former study was conducted at senior secondary school level in Nsukka education zone while the present study was conducted in primary schools in Yobe state.

Gilbert (2009), conducted a study on the effect of simulation teaching method on the academic achievement of chemistry students in Etche Local Government Area of Rivers State. The study aimed at finding out the performance of male and female students taught chemistry using simulation teaching method in Etche Local Government Area of Rivers State among other objective. The design adopted for the study was quasi experimental design. It involved one hundred and fifty (150) senior secondary two (SS2) students. Chemistry achievement test instrument developed by the researcher and validated by experts was used for data collection. The data collected were analyzed using mean and standard deviation while t-test was use to test the research hypotheses. The study found out that there is no significant difference in male and female students' achievement when exposed to the same teaching method. This study carried out by Gilbert is similar with the present study as the two studies are concerned in testing the suitability or otherwise of the simulation teaching strategy on students' performance. The two studies under discussion were however differ as the former study was on the effect of simulation teaching method on the academic achievement of chemistry students in Etche Local Government Area of Rivers State. While, the present study is on the effect of simulation game and dramatization strategies on pupils' performance in civic education in primary schools in Yobe state. Thus, this shows that the two studies differ in terms of subject, number of strategies testing, level as well as location or area of studies.

Eke (2004), carried out a study on the effect of simulation method on students achievement and retention in biology. The study was conducted in Afikpo education zone of Ebonyi State. The study was conducted to determine the performance of biology

students taugh using simulation and those taught using conventional method in Afikpo education zone of Ebonyi State among others. Quasi-experimental design was adopted. A total number of one hundred and forty (140) students sample from an intact class was used for the study. Students' achievement test in biology and students' retention test in biology were used for data collection. Mean and standard deviation were used to answer the research questions while t-test was used to analyze the research hypotheses. The findings of the study among other things showed that the simulation method significantly improve students' achievement and retention in biology. The study under review is similar with the present study as both the former and present study were interested in testing the effectiveness or otherwise of simulation strategy in teaching leaning which is in turn yield excellence or poor academic performance as the case may be. The two studies were however differ as the Ekes' study limited to test the use of simulation game strategy only, but present study went ahead to embraced the test of dramatization strategy. They also differ in terms of level and location, where the former study was carried out in senior secondary schools in Afikpo education zone of Ebonyi State, while the present study was conducted in primary schools in Yobe state. The studies in question were also differ in terms of subject matter as the former study was on biology subject, while the present study is on civic education subject.

Similarly, Yearwood (2005), conducted a study on the effect of simulation method on students' achievement in economic. The study was carried out in senior secondary schools in Bayelsa State of Nigeria. The study used quasi experimental design, with one hundred and thirty senior secondary school students as the sample of the study. The

instrument used for data collection was economic achievement test. The instrument was developed by the researcher and validated by experts. Data collected were analyzed using mean and standard deviation while the research hypotheses were analyzed using t-test. The major finding of the study was that simulation teaching method influenced students' achievement in economics.

This study conducted by Yearwood has direct relevant with the present study where the two studies are purely concerned in testing the use of simulation strategy. However, the studies concerned were also differ in a situation where by the former study was conducted on the effect of simulation method on students' achievement in economics in senior secondary schools in Bayelsa State of Nigeria, while the present study is on the effect of simulation game and dramatization strategies on pupils' performance in civic education in primary schools in Yobe state. It is therefore shows that the two studies differ in terms of subject, as the former study was on economics and the present study is on civic education. The former study was also limited to simulation strategy, while the present study was forged forward to include the test of dramatization strategy. The levels and the locations of the studies under discussion were also differ as the former study was carried out in senior secondary schools in Bayelsa State of Nigeria, and the present study was conducted in primary schools in Yobe state.

Another study was carried out by Ekwe (2013), on the effect of simulation teaching method on students' achievement in Biology. The study was conducted in Nsukka education zone of Enugu State to examine among other the performance of biology students taught using simulation method and those taught using traditional lecture

method. Quasi-experimental design was employed using three hundred (300) senior secondary two (SS2) Biology students. Biology achievement test instrument developed by the researcher and validated by experts was used for data collection. The data collected were analyzed using mean and standard deviation to answer the research questions while t-test was used to test the hypotheses. The findings of the study showed that there is no significant difference in male and female students' achievement in biology when exposed to the same teaching method. The relevance of the highlighted work to the present study is that, it helped the researcher to identify the interactional effect of simulation method on students' performance elsewhere and how it (simulation strategy) could affect the performance of primary school pupils in the present study area. The study under review can also be used to identify the gap to be bridged by the present study as it was shown that, despite the two studies were similar in terms of testing the suitability or effect of simulation strategy, they were however differ in terms of subject, number of strategies tested, levels of the two studies as well as study areas or location of the studies.

Furthermore, Abdullahi (2010), carried out a study on the effect of simulation method on students' achievement in civic education. The study was conducted in junior secondary schools in Kafanchan area of Kaduna State to determine the performance of civic education students taught using simulation strategy and those taught with traditional method among other objectives. The study has two thousand four hundred and sixty seven (2467) as population and made use of one hundred and fifty (150) students as sample size. Quasi-experimental design was used, where achievement test in civic

education developed by the researcher and validated by experts and it was used for data collection. Mean and standard deviation was used for data analysis in order to answer the research questions while t-test was used to analyze the research hypotheses. The findings of the study among other things showed that the use of simulation teaching method increase students' achievement in civic education. The study conducted by Abdullahi is greatly relevant with the present study as the two studies sought to find out the effect of simulation teaching strategy in the same subject area which civic education. The studies in question were however differ as the former study was limited to compare simulation and conventional teaching methods, while the present study went ahead to include the test of dramatization strategy in addition to simulation and conventional methods. The two studies were also differ in terms of location and level as the former study was conducted in junior secondary schools in Kafanchan area of Kaduna State, and the present study was carried out in primary schools in Yobe state.

Similar study was also conducted by Okebukola (2005), on the influence of simulation method on Junior Secondary students' academic achievement in basic science using cooperative learning teaching strategy. Total number of one hundred and twenty (120) students obtained from the intact classes of the three selected Junior Secondary Schools in the three selected Local Government Areas of Ogun State, participated in the study. This study employed a quasi-experimental design. Lesson note based on the jigsaw II cooperative learning strategy and Achievement Test for Basic Science Students (ATBSS) were the instruments used to collect the relevant data. The data collected were analyzed using descriptive and independent samples t-test statistical methods. Findings of this

study revealed that there was no significant difference in academic achievement of male and female students at the pre-test and post-test levels respectively. The study highlighted is similar to the present study in terms of simulation strategy tested. It is however significantly differ in so many ways which include the difference in terms of tools, where the former study made used of jigsaw II, while the present study made use of ludo game. The highlighted study also conducted in basic science in Junior Secondary Schools in the three selected Local Government Areas of Ogun State, while the present study was conducted in civic education in primary schools in Yobe state.

A comparative study was conducted by Adeyemi and Ajibade (2011), on comparative effects of simulation games and brainstorming instructional strategies on Junior Secondary School Students' achievement in Social Studies in Nigeria. The study adopted a quasi-experimental design (3 x 2 non-randomized pre-test, post-test control group) comprising three groups made up of two experimental groups and one control. Simple random sampling was employed in selecting 240 students from six selected schools comprising two arms of JSS 2. Four instruments namely: "Social Studies Achievement Test" (SSAT), "Operational Guide for Simulation Games" (OGSG), "Operational Guide on Brainstorming" (OGB) and "Operational Guide for Teacher Exposition" (OGTE) were used with reliability coefficients of 0.84, 0.76, 0.81 and 0.78 respectively. Three research hypotheses were generated and tested. Data analysis was done using mean, standard deviation, and Analysis of Covariance (ANCOVA). Results revealed that there was a significant main effect of the treatment on students' achievement in Social Studies ($F(2,233) = 159.321$; $P < 0.05$). Findings also indicated that there was a significant main

effect of gender on students' achievement in Social Studies. ($F(1.233) = 20.687$; $P < 0.05$) and finally, results showed that there was significant interaction effect of treatment and gender on students' achievement in Social Studies ($F(2.233) = 17.644$; $P < 0.05$).

The study carried out by Adeyemi and Ajibade (2011), is similar and relevant to the present study in a situation whereby both of the two studies are concerned with the test of the effectiveness or otherwise of simulation game strategy on students' performance. The two studies were also differ as the highlighted study forged forward to include the test of brainstorming teaching strategy on students' performance in addition to simulation game strategy, while the study went ahead to embraced the test of dramatization strategy on pupils performance in addition to simulation game strategy. The two studies under discussion were also differ in terms of subject area (despite the two subjects under the studies were related and interwoven), level and location or area of the study. To justify this assertion, it can be seen that the former study was conducted on the effects of simulation games and brainstorming instructional strategies on Junior Secondary School Students' achievement in Social Studies in Nigeria, and the present study was carried out on the effects of simulation game and dramatization strategies on pupils' performance in civic education in primary schools in Yobe State.

Another study was conducted by Ezeugwu (2007), on the effect of simulation method on students' achievement in mathematics. The study was carried out in Nsukka education zone of Enugu State to examine the effect of simulation method on the performance mathematics students and the difference between male and female performance taught mathematics using simulation method. Quasi-experimental design was used. The study

involved a total population of two hundred (200) senior secondary two (SS2) students. Mathematics achievement test instrument developed by the researcher and validated by experts was used for data collection. The data collected were analyzed using mean and standard deviation while the research hypotheses were tested using t-test. The study found out among other things that there is no significant difference in male and female students' achievement in mathematics when exposed to the same teaching method.

The study reviewed is similar with the present study since both the former and the present studies were interested in testing the effectiveness or otherwise of simulation strategy in teaching leaning which is in turn yield excellence or poor academic performance as the case may be. The two studies were however differ as the Ezeugwus' study was limited to test the use of simulation game strategy only, while the present study went ahead to embraced the test of dramatization strategy. They also differ in terms of level and location, where the former study was carried out in senior secondary schools in Nsukka education zone of Enugu State, while the present study was conducted in primary schools in Yobe state. The studies in question were also differ in terms of subject matter as the former study was on Mathematics subject, while the present study is on Civic Education.

Chen and Howard (2010), carried out a study on the effect of live simulation on students' science learning and attitude. The study aimed to determine the effect of live simulation on the performance of male and female students in science learning and attitude. A pre/post test design was employed to compare students' science learning and attitude before and after the simulation. A total of 311 middle school students participated in the simulation, which allowed them to access and interpret satellite data and images and to

design investigations. Mean and standard deviation were used for descriptive analysis while, paired sample t-test was used for inferential analysis. The findings revealed positive changes in students' attitudes and perceptions toward scientists, while male students had more positive adoption toward scientific attitudes than females. The study also found that the change in student's science learning was significantly influenced by the teacher. Hence, teacher classroom preparation for the simulation experience proved vital to students' attitudes toward science as well as their scientific understanding. The study carried out by Chen and Howard (2010), is similar and relevant to the present study in a situation whereby both of the two studies are concerned with the test of the effectiveness or otherwise of simulation game strategy on students' performance. They are however differ as the former study was conducted on science learning and attitude, while the present study was carried out on civic education.

A study on the effect of Quadratic Simulation-games on students' achievement and anxiety level in senior secondary school mathematics in Zaria Educational Zone of Kaduna State, Nigeria was also conducted by Joseph and Paul (2015), the study adopted the use of quasi-experimental design; involving pre-test and post-test design. The population of the study comprised 80 students randomly sampled from two public secondary schools. The Quadratic Equation Achievement Test (QEAT) and the Quadratic Equation Anxiety Rating Scale Questionnaire (QEARQ) were used to collect data; these gave a 0.83 consistency with the Pearson Product Moment Correlation (PPMC) and a Cronbach Alpha of 0.81 respectively. The research hypotheses were tested using the t-test was found to be significant at 0.05. The findings from the study revealed that Quadratic

Simulation-games led to improved achievement and reduction in students' anxiety in mathematics. The study concluded that teachers' use of Quadratic Simulation-games in the teaching of quadratic equations would go a long way in sustaining and motivating students' interest in learning mathematics.

This study reviewed is relevant with the present study in terms of testing the effect of simulation game strategy on students' performance. The two studies were however differ in terms of subject area, level and location or area of study as the highlighted study was conducted on mathematics in senior secondary schools in Zaria Educational Zone of Kaduna State, Nigeria, while the present study was carried out on pupils' performance in civic education in primary schools in Yobe state.

Similar study was conducted by Olubola and Aladejena (2013), on the effect of simulation games and computer assisted instruction on teaching basic science among lower primary school pupils in Nigeria. This study therefore examined the comparative effectiveness of Simulation Games and Computer Assisted Instruction for teaching basic science at the lower primary school. The study adopted a pre-test, post-test experimental control group design in which a total number of 150 pupils were subjects of the study. There were two experimental groups and one control group consisting of 50 pupils each. The research instrument "Science Achievement Test" (SAT) was used for the pre-test and the post-test. The pre-test was carried out to determine the entry level of the pupils before they were exposed to the teaching strategies. The first experimental group was exposed to the "Game Tactics Skill package" (GTSP) which involved pupils playing the Simulation Games. The second experimental group was exposed to the "Computer Interactive Skill

Package" (CISP) which involved cluster teaching and individual interaction, while the control group was taught using the conventional teaching strategy. Post-test was conducted at the end of the pupils' exposure to the strategies. The data collected were analyzed using t-test and analysis of co-variance (ANCOVA). The hypotheses formulated wre tested at 0.05 level of significance. The findings showed that there is no significant difference in the performance of pupils exposed to simulation games and computer assisted instruction. The study concluded that simulation games can be very useful in improving teaching and active learning or learning by doing especially when there are minimal facilities for computer assisted instruction.

The study highlighted is similar to the present study, where the two studies intended to investigate the effectiveness or otherwise of simulation game strategy, and the studies also focused on primary schools. However, the highlighted study was conducted at lower primary level, while the present study was conducted at upper primary level. It should be noted however that, the former study was conducted on basic science where the present study was carried out in civic education which shows the difference between the two studies in terms of subject area. The studies in questions were also differ right from the title, where the former study went ahead to include the use of computer assisted instruction in addition to simulation game strategy, while the present study forged forward to embraced the test of dramatization strategy.

Another study was conducted by Mohammed, Gengle and Kabiru (2015), on assessment of the implementation of civic education in secondary schools in Adamawa State. The purpose of the study is to examine the implementation of civic education in secondary

schools in Adamawa State. Two research questions guided the study. The study adapted a descriptive survey research design. The population consists of all teachers and students of SS2 students offering civic education in Adamawa State. The sample of 36 and 300 teachers and students respectively, were drawn by simple random sampling technique. The instrument for the data collection was a structured questionnaire consisting of 10 items which was developed with four (4) options based on likert format. Data collected was analysed using mean descriptive statistics. The result indicated that secondary schools in Adamawa state has implemented civic education and there was no enough and qualified civic education teachers among others. This study conducted by Mohammed, Gengle and Kabiru is relevant to the review of this study, as the former and present studies are on civic education which means the two studies focused on the same subject area. However, the studies were significantly difference in terms of focus, location, level as well as the design.

Ayo-Vaughan and Amosun (2016), also conducted a study on the effects of two modes of active learning strategies (case study and puzzle-based games) on school age children civic competence in leadership value concepts in social studies and civic education in Delta State, Nigeria. The study adopted the pre-test-post-test, control group quasi-experimental design. Junior secondary students in Delta state made up the population of the study. Multi-stage and simple random sampling techniques were employed in arriving at the sample. A total of two hundred and sixty – five students made up the study sample. Civic Competence Scale (r=0.68), Conventional Lecture Method Guide (r=0.78), Case Study Strategy Guide (r=0.60) and Puzzle-Based Instructional Games Strategy Guide

(r=0.67) were used as instruments for data collection. Data were analysed using Analysis of Covariance, Estimated Marginal Mean and Scheffé Pair-wise Comparism at 0.05 level of significance. The findings of the study showed that though there is a significant main effect of treatment on school age childrens' civic competence, the puzzle-based games strategy enhanced their civic competence better than the case study strategy. The highlighted study is relevant to the present study in two ways. They are relevant in terms of subject area and teaching strategy. This is because; the two studies are concerned with civic education and former study made use of puzzle game while the present study made use of ludo game. The two studies were however differ in terms of level and location or study area, as the former study conducted in Junior secondary in Delta State, Nigeria, while the present study was carried out in primary schools in Yobe State.

A study was also conducted by Abatan (2014), on the impact of dramatization and lecture methods on effective teaching of Yoruba Poetry in Secondary Schools in Lagos State. It finds out the effect of using dramatization and lecture methods in widening students understanding of poetry in Yoruba Language. The researcher adopted the descriptive survey research design. the study sampled 10 public secondary schools and 200 students offering the subject using simple random sampling technique. A self-designed achievement test tagged: "Yoruba Poetry Achievement Test (YPAT)" with a reliability coefficient (r) of 0.62 was used to assess the performance of students in order to establish effective teaching of Yoruba poetry. Pearson product moment correlation coefficient (r) and t-test were used to analyse the data. While the null hypotheses developed for the study were tested at 0.5 level of significance. The findings revealed significant

relationship between dramatization method, lecture method, and students' performance in Yoruba poetry. Also, there is significant difference in the performance of students taught Yoruba poetry using lecture method and dramatization method.

This study reviewed is similar with the present study as the former study was conducted with the main focus to compare students' performance taught using dramatization strategy and those taught using conventional lecture method. And it is part of the independent variable of the present study to test the effect of dramatization strategy on pupils' performance. The two studies were significantly different in terms of subject area, number of strategies testing, level and location or area of study. To justify this statement, it can be seen that the former study was conducted on the impact of dramatization and lecture methods on effective teaching of Yoruba Poetry in Secondary Schools in Lagos State, while the present study was conducted on the effect of simulation game and dramatization strategies on pupils' performance in civic education in primary schools in Yobe State.

Relevant study was conducted by Oyenuga (2010), on the effect of models on interest and academic achievement of auto-mechanics students in technical colleges in Lagos State. Six research questions and six hypotheses were formulated to guide the study. quasi-experimental research design was adopted. The type of quasi experimental design used is the non-equivalent control group which involves two groups. Purposive sampling technique was used to select four out of the five technical colleges used for the study. A simple random sampling technique was adopted to select the technical colleges that were in the experimental and the control group respectively. Year one intact classes were used

for the research exercise. The sample consisted of 153 year one auto-mechanics students in the technical colleges. Regular auto-mechanics teachers were trained and used for the study. The instruments used for data collection in this study were: Auto-Mechanics Achievement Test (AMAT) and Auto-Mechanics Interest Inventory (AMII). The AMAT and AMII were developed by the researcher and validated by experts in the Department of Vocational Teacher Education, University of Nigeria, Nsukka. The reliability coefficient of AMAT was found to be 0.61 and that of AMII was 0.81. Mean and standard deviation were used to answer the research questions while the analysis of covariance (ANCOVA) was used for testing the hypotheses at a level of significance of 0.05. The findings of the study were as follows: (1) Using model has a significant effect on the academic achievement and interest of the students in auto-mechanic work. (2) Gender has no effect on the academic achievement of students in auto-mechanic work. (3) Gender was a factor on the interest of students in auto-mechanic work. (4) Ability level has no effect on the academic achievement and interest of the students in auto-mechanic work. The findings identified the implications of study with respect to teachers, educational planners, tertiary institutions and students.

A study conducted by Oyenuga is relatively similar with the present study as the two studies intended to see how innovative teaching strategy or model can be used to arouse the students' interest which can be serve as a tool that might yield an excellence students performance. The two studies were however differ in terms of subject area, location or area of study and level upon which the former study conducted and the present study intended to be conducted. This can simply be justified as the former study was conducted

on the effect of models on interest and academic achievement of auto-mechanics students in technical colleges in Lagos State, while the present study was carried out on the effect of simulation game and dramatization strategies on pupils' performance in civic education in primary schools in Yobe State.

Ifeakor (2004), investigated the influence of production and utilization of instructional materials on secondary school students' attitude in chemistry in Anambra State. Seven hundred SSII students were randomly selected as a subject of the study. A 4-point scale questionnaire was used to assess the attitude of students on the production and use of instructional materials. Having analyzed the data using frequency count and percentage, the result revealed that students showed positive attitude towards the production and utilization of instructional materials by teachers for instructional purposes. The positive attitude of students indicated that they showed greater interest in the production and utilization of instructional materials. The study conducted by Ifeakor is relatively relevant with the present study as the former study revealed that, the students showed greater interest in learning process when teacher the produced and appropriately utilized instructional materials. And the present study is also concerned with how ludo as an instructional tool could be used to arouse pupils' interest and as well resulted to excellence pupils' performance. The two studies were however differ as the Ifeakor's study conducted on the influence of production and utilization of instructional materials on secondary school students' attitude in chemistry in Anambra State, while the present study was carried out on the effect of simulation game and dramatization strategies on pupils' performance in civic education in primary schools in Yobe State.

Also, Koran (2001), carried out investigation on the effect of giving motivation to both teachers and students alike on the effectiveness on students' achievement in Giwa Education Zone of Kaduna State. The sample of the study was 100 students from two schools (the students were randomly selected). Experimental group one were students being motivated why experimental group two were teachers being motivated. A pre-test and post-test achievement test was used and data were collected and analyzed using t-test. The result indicated that the mathematics ability in pre-test has no significant difference between experimental group one and experimental group two. But a significant difference in achievement was recorded in post-test in favour of experimental group one. This implies that students perform higher when their interest is stimulated and sustained. The study conducted by Koran (2001), is relatively relevant with the present study as the former study revealed that, the students showed that the students perform higher when their interest is stimulated and sustained, and the present study is concerned with how innovative strategies which include: simulation game and dramatization strategies can be used to arose pupils' interest and finally assist in achieving great academic performance among primary school pupils.

The studies reviewed were significantly different as the present study was conducted on the effect of simulation game and dramatization strategies on pupils' performance in civic education in primary schools in Yobe State, while the former study was carried out on the effect of giving motivation to both teachers and students alike on the effectiveness on students' achievement in Giwa Education Zone of Kaduna State.

A study was also conducted by Ogbonna cited in Musa (2006), on the effect of constructivist instructional approach on senior secondary school students' achievement and interest in mathematics Umuahia Education Zone of Abia State. The study sought to determine the effect of constructivist instructional approach on the students' interest and the differential effect of the approach on the achievement of male and female students among others in mathematics. The sample for the study was two sampled intact classes from sampled schools in Umuahia Education Zone of Abia State. Two instruments, Mathematics Achievement Test and Quadratic Equation Interest Scale were used. The analysis of data was carried out using mean and ANCOVA. The result of the study indicated that sex was a significant factor in determining the interest of male and female students in mathematics. The mean interest score for males was higher.

The study conducted by Ogbonna is relatively relevant to the present study as the former study is concerned with the constructivist instructional approach and its effect in arousing the students' interest and the present studies is as well concerned with the test of simulation game and dramatization strategies and see how they can be used to arouse pupil's interest and assist in achieving an excellence pupils' performance. The studies in question were however differ as the former study was conducted on the effect of constructivist instructional approach on senior secondary school students' achievement and interest in mathematics in Umuahia Education Zone of Abia State, while the present study was carried out on the effect of simulation game and dramatization strategies on pupils' performance in civic education in primary schools in Yobe State.

Another study also conducted by Kemeh (2015), with the title 'Using solo drama to make the teaching of social studies engaging for students' The author reflects on how he prepares teachers in a graduate drama course to use solo drama as another instructional option to address the problem. The paper also examines integrated solo drama projects by four students in their respective classrooms as case studies. The findings are synthesized to demonstrate the efficacy of this drama strategy for classroom teachers and teacher educators to adopt in making social studies meaningful and engaging for learners. The study conducted by Kemeh failed to present the real scientific process that is used to carry out an empirical study.

A study on Integration of creative drama into science teaching by Arieli (2007), which explored the inclusion of creative drama into science teaching as an instructional strategy for enhancing elementary school students' understanding of scientific concepts. A treatment group of sixth grade students was taught a Full Option Science System (FOSS) science unit on Mixtures and Solutions with the addition of creative drama while a control group was taught using only the FOSS teaching protocol. Quantitative and qualitative data analyses demonstrated that students who studied science through creative drama exhibited a greater understanding of scientific content of the lessons and preferred learning science through creative drama. Treatment group students stated that they enjoyed participating in the activities with their friends and that the creative drama helped them to better understand abstract scientific concepts. Teachers involved with the creative drama activities were positively impressed and believed creative drama is a good tool for teaching science. Observations revealed that creative drama created a positive classroom

environment, improved social interactions and self-esteem, that all students enjoyed creative drama, and that teachers' teaching style affected students' use of creative drama.

The study conducted by Arieli is similar with the present study in terms of their aims to test dramatization strategy, but differ in terms of location, scope, area of study, discipline as well as the number of strategies tested.

Another study conducted by Metcalfe, Abbott, Bray, Exley, and Wisnia in Arieli (2007), investigated the effectiveness of teaching one element of a science syllabus, using drama instead of a traditional-conventional practical work. The research question was: How and why does drama experience affect learning? This study compared two fifth-grade groups of students. The control group was taught traditional science, and the treatment group was taught science through teacher-dominated creative drama activities. Both groups were taught the same topic and for the same length of time by different science teachers. The researchers hypothesized that the treatment group would do better explaining and interpreting questions on the posttest. A posttest was given to the students two weeks after the last lessons, and the results were compared in a two-way ANOVA, which showed a significant difference ($p<.05$) in the performance of the two groups and also significant interaction effects ($p<.001$). The performance of treatment group was significantly better than that of the control group ($p<0.001$). The researchers concluded that even though drama didn't seem to affect memorization of facts, it was a valuable alternative approach to teaching a difficult topic, especially among lower achieving and less able students, whose ability to analyze, synthesize and apply learned concepts is

limited. They also concluded that drama activities could be carried out effectively where laboratory space was restricted.

The study conducted by Metcalfe, Abbott, Bray, Exley, and Wisnia is also similar with the present study in terms of their aims to test dramatization strategy, but differ in terms of location, scope, area of study, discipline as well as the number of strategies tested.

A research carried out by Kamen in Arieli (2007), tested the effectiveness of creative drama as an instructional strategy in the elementary science classroom. This naturalistic research involved two teachers, each teaching a different topic of science to their own classes, through teacher-directed creative drama activities. The ages of the students of each teacher varied, and the length of time spent on the study was not the same. The data gathered included open ended pretests and posttests, pre and post interviews of the two teachers and some of the students, some of whom were interviewed in a group. Results showed improved students' achievement. Students and teachers both reported better understanding of the science concepts as an outcome of the creative drama. The students also reported their enjoyment of the creative drama activities. The former study differ with the present study as the former embraced the used of interview instrument in addition to the test instrument and the teaching of control and experimental groups was done by different teachers not the researcher him-self. While the present study was restricted to only test items and teaching of both the control and experimental groups was done by the researcher him-self in collaboration with research assistants. However, the two studies were also similar in terms of their aims to test dramatization strategy.

In a study conducted by Narang (2015), on Exploring Attitude of Pupils and Teachers towards the use of Drama Activities in teaching of Social Sciences at elementary level. A total of 80 students of class VIIITH and 20 teachers from 2 public schools of Delhi wherein drama as pedagogy was being employed in teaching learning of social science were chosen as a sample. The data was collected by administering a five point attitude scale and structured interviews for both students and teachers. The data was analyzed using the Descriptive Data Analysis Techniques. In both the tools (Attitude Scale and Structured Interview), the frequency of responses for each item was calculated and then it was subjected to percentage analysis. The findings revealed a favorable attitude of both students and teachers for using Drama activities in social science classroom. The study conducted by Narang is significantly differ with the present study because, the former study employed descriptive design. While the present study employed quasi-experimental design. The two researches were also similar as targeted towards testing the effectiveness or otherwise of dramatization strategy.

Mahmoud (2012), conducted a study on the impact of using Educational Drama Intervention (ED) on the Palestinian ninth graders in UNRWA schools. It sought to determine the extent to which ED creates opportunities for students to promote their speaking skills. The intervention was designed to maximize speaking skills by utilizing three strategies of educational drama: role play, simulation and hot seating. For answering the questions of the study, the researcher adopted the experimental approach. The sample of the study consisted of (60) female students distributed into two groups. One of the groups represented the control group of (30) students; and the other

represented the experimental one of (30) students. The groups were randomly chosen from a purposive sample from UNRWA Rafah Prep (D) Girls School in the Gaza Strip where the researcher works as an English Language Supervisor.

The Educational Drama strategy was used in teaching the experimental group while the traditional method was used with the control one in the second semester of the school year (2011-2012) for six weeks covering (21 hours). The researcher utilized two main tools and another five supporting tools employing four types of assessment represented in analytical assessment (an observation card) and the holistic one (a checklist). The internal and external assessment and reflection were also used by getting all the parties involved in the intervention being interviewed; the students shared in the experiment and the drama teacher. A panel of five expert teachers shared in assessing the collective speaking performance of the students using the checklist.

The analysis of the seven tools utilized in this study indicates the superiority of the experimental group which received speaking skills through educational drama compared with the control group who received practicing speaking skills through the traditional way. The data of the study was analyzed using T-test independent sample, which was used to determine significant differences between the groups. Effect size technique was used to measure the effect size of the Educational drama intervention on the experimental group in the total score of the observation card, the checklist and self assessment card. The results indicated that there were statistically significant differences between both groups in favour of the experimental one, in improving speaking skills due to the Educational Drama Intervention.

The study conducted by Mahmoud is also similar with the present study in terms of their aims to test dramatization strategy, but differ in terms of location, scope, area of study, discipline as well as the number of strategies tested.

A further study was conducted by Stinson (2006), it aimed at discovering how the use of drama might improve students' oral communication in English. The writer meant by oral communication skills listening and speaking. Participants of this study involved groups of 16-year-old Singaporean students from about four schools participated in the study, each providing a class of approximately forty students for the drama intervention programme. The participants were divided into a comparison and an intervention group. Two of the schools provided classes at the same year level and stream for pre-and post-test comparison. The research intervention involved the students participating in ten hours of process drama classes, pre-planned by the researchers and facilitated by local drama teachers, and both the intervention and comparison classes were pre- and post-tested using the standard Ministry of Education Oral Communication examination. The results indicated that in the pre-test, the comparison and intervention groups had similar scores while in the post-test, the intervention group performed consistently better in each of the criteria of clarity, vocabulary, relevance to the topic, interaction with the examiner and, the need for prompting.

The study conducted by Stinson is also similar with the present study in terms of their aims to test dramatization strategy, but differ in terms of location, scope, area of study, discipline as well as the number of strategies tested.

In the same context, Gauweile's (2005), conducted a study to describe how two fifth-grade teachers helped their students understand social studies and language arts concepts through simulations. The writer spent 100 hours over a period of eight weeks in the teachers' classrooms. Ten students at the age of eleven were the participants of this study. The questions which guided the research study were: why do teachers use simulation? And how do students respond to simulation. A qualitative approach was the most appropriate way to answer the research questions. The writer collected data in depth and details. To answer these questions, the writer interviewed each study participant three times, analyzed teacher resource materials and student work samples, video-taped and audio-taped the students' and teachers' behaviors, and observed the teachers' and students' interactions. The writer discovered that the two teachers used simulations because simulations helped students to understand and remember the content, be interested in the material, and involved them in the subject matter. The writer also observed that students interacted more and more in different activities through out the simulation.

The study reviewed is slightly different with the present study because, the former employed qualitative approach using interview as an instrument. While the present study employed quantitative approach. The two researches were also similar in terms their aims in determining the worth or otherwise of simulation strategy using primary school pupils as a subjects.

In the study of Akdağ and Tutkun (2010), the authors aimed to determine the effect of drama as a teaching method on the achievement level of primary school fourth grade

students in English lesson. The participants of this study were 50 students from two separate classes at the 4th class whose gender, socio-economic conditions and the previous year academic success resembled each other. Those participants were divided into control and experimental group randomly. As the method of the research, Pretest-Posttest experimental design with control group was used. The data were collected via an achievement test that consisted of the questions concerning knowledge, comprehension and application levels. Research findings revealed that the teaching method based on drama was more effective than the traditional teaching method since drama method gave every individual an opportunity to participate naturally and actively in teaching-learning process.

The two studies are similar in terms of design, used of control and experimental groups, used of primary school pupils and above all tilted towards testing the effectiveness of drama method of teaching. The studies were however different in terms of discipline, location, sample size as well as sampling technique.

Elaldi and Sila (2017), conducted a study on The efficacy of drama in field experience: A qualitatıve study using maxqda. The study attempted to evaluate the views of senior pre-service teachers on the efficacy of drama activities in their field experience in terms of the effect of students' learning, socialization, individual or group work skills and school connectedness and also disclosed the suggestions of senior pre-service teachers for faculty members who give drama lectures regarding the delivery of drama course. The study group included 51 (Female = 37, Male = 14) senior pre-service teachers studying in the Faculty of Education at Cumhuriyet University, Turkey in the spring semester of the

2016-2017 academic year. Data were collected through an interview form including five semi structured questions that were prepared in line with the aim of the study by the researchers. The data were analyzed using MAXQDA-11, qualitative data analysis software, and descriptive analysis technique. Main themes were generated and then the views were aligned under the themes. The findings revealed that senior pre-service teachers had positive views regarding the impact of drama activities in their field experience.

The two studies were significantly differ in terms of design, where the former design employ the descriptive research design. While the later employ quasi-experimental research design. They also differ in terms discipline, location/study area and scope. However, the researches were similar in the sense that both of them targeted towards finding out the extent to which drama strategy can be used to make teaching and learning successful.

An experimental study conducted by Hong (2010), examined the effects of a selected computer simulation on the academic performance of high school students in a technology education. The research question asked, "Does involvement in a selected computer simulation improve high school students' basic knowledge of truss bridge building in secondary technology education classes?" The study used quasi-experimental design via pre- and post-test. Eighty students participated in the study and were recruited from 7 different courses offered by a Career-Technical Education (CTE) academy. There were 42 students in the treatment group and 38 students in the control group. ANOVA test showed no statistically significant difference between learning through computer

simulation and traditional method. Bootstrapping method was used to validate the result. This finding implies that computer simulation may be an alternative to traditional teaching that produces comparable results. The study conducted by Hong is similar with the present study in term of strategy tested. But they differ in terms of subject area, statistical tool used, area of studies among other differences.

This research was conducted by Samuel (2015), to appraise the effective implementation of the school civic curriculum at the basic and senior secondary levels in Lagos and Ogun states, in the south-western geo-political zone of Nigeria. Three sets of stakeholders who are key civic curriculum implementers were selected as participants: twenty-nine teacher educators at colleges and universities; two hundred and ninety-eight civic teachers and five hundred and seventy learners at basic and senior secondary levels. Open and closed questionnaires and focus group discussion were administered on these participants. The study showed that classroom civic curriculum implementation focused more on learners' knowledge constructions with less emphasis on developing skills and dispositions due to inadequate school extracurricular programmes. The above findings were due to the inadequate recruitment of civic teachers leading to personnel improvisation which entailed seconding teachers lacking civic content knowledge and pedagogical skills to teach the subject. Also, the study showed eclectic pedagogical classroom practices whereby teachers mixed active (learner-based) pedagogies with didactic (teacher-based) teaching style to implement classroom civic education.

The study reviewed is similar with the present study because, they all concerned with civic education as teaching subject. They were however differ in terms of design, area of study among other differences.

2.15 Summary

This chapter titled review of related literature, as the name implies the researcher here made effort to review issues that are relatively relevant to the present study which include: theoretical framework where theories like human capital theory, symbolic interactionism theory and social constructivism were reviewed and the researcher explored how they are relevant to the study, concepts were also reviewed as conceptual framework under some headings titled: concepts of simulation game strategy, dramatization strategy, conventional/traditional method, academic performance, interest, academic performance, civic education, where different views and opinions of researchers and authors were dully presented and comment as well as critics were made by researcher on the aforementioned concepts. Historical background of civic education was also reviewed where the researcher presented the history of civic education in Britain, Switzerland, Germany and Nigeria, where the researcher made a thorough review and finally presented the series of stages civic education passed through in Nigeria which include: the informal or traditional era; single subject era; integrated era; disarticulation era; and merging and harmonization era. Aims and objectives of civic education, contents of civic education at middle basic (primary 4-6), civic education and social engineering in Nigeria, socio-economic values inculcated through civic education, civic education and sustainable development were also reviewed in a simple and interesting term. Challenges

confronting civic education Programme in Nigeria were presented, which include: lack of emphasis on civic education and character training; non implementation of Social Studies programme at the senior secondary school level; unstable civic education programme; lack of adequate human resources for civic education among other challenges.

Review of related and relevant empirical studies was also done by the researcher, so as to identify and clearly explore the gaps left by the previous researches and how the present study could be used to bridge the existing gaps. It is in support of that the researcher reviewed some related, similar and relevant studies which include the study on the: effect of simulation technique and lecture method on students' academic performance in Mafoni day secondary school, Maiduguri by Sulaiman, Mustapha and Ibrahim (2016); effect of simulation method on students' achievement and retention in some concepts in government at senior secondary school in Nsukka education zone by Nwodo (2015); effect of simulation teaching method on the academic achievement of chemistry students in Etche Local Government Area of Rivers State by Gilbert (2009); effect of simulation method on students achievement and retention in biology in Afikpo education zone of Ebonyi State by Eke (2004); effect of simulation method on students' achievement in economic. The study was carried out in senior secondary schools in Bayelsa State of Nigeria by Yearwood (2005); effect of simulation teaching method on students' achievement in Biology in Nsukka education zone of Enugu State by Ekwe (2013); effect of simulation method on students' achievement in civic education in junior secondary schools in Kafanchan area of Kaduna State by Abdullahi (2010); influence of simulation method on Junior Secondary students' academic achievement in basic science using

cooperative learning teaching strategy by Okebukola (2005); comparative effects of simulation games and brainstorming instructional strategies on Junior Secondary School Students' achievement in Social Studies in Nigeria by Adeyemi and Ajibade (2011); effect of simulation method on students' achievement in mathematics. The study was carried out in Nsukka education zone of Enugu State by Ezeugwu (2007); the effect of live simulation on students' science learning and attitude by Chen and Howard (2010); effect of Quadratic Simulation-games on students' achievement and anxiety level in senior secondary school mathematics in Zaria Educational Zone of Kaduna State, Nigeria was also conducted by Joseph and Paul (2015); impact of dramatization and lecture methods on effective teaching of Yoruba Poetry in Secondary Schools in Lagos State by Abatan (2014); effect of models on interest and academic achievement of auto-mechanics students in technical colleges in Lagos State by Oyenuga (2010) among other relevant empirical studies.

On the basis of empirical studies presented in this research work, it is very interesting to say that, upon all the studies reviewed best on the researchers' knowledge, no single research was ever conducted with same variables, level and location of the present study. This however justified the need to carry out this study in order to fill or bridge the gaps left by the previous researches.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter is concerned with the methodology used in the conduct of this study which comprises of research design, population, sample and sampling techniques, sample homogeneity, treatment package, instrumentation, validity of the instruments, pilot study, and reliability of the instruments, procedure for data collection, treatment procedure, treatment plan for the groups, control of the extraneous variables and procedure for data analysis.

3.2 Research Design

The design used in the conduct of this study was quasi-experimental design, to examine the Effects of Simulation Game and Dramatization Strategies on Performance of Pupils in Civic Education in Primary Schools in the North Senatorial Zone of Yobe State. It employed the use of non-equivalent groups design as a type of quasi-experimental design involving at least two groups, both of which may be pretested; one group receives the experimental treatment, and both groups will be post-tested. Individuals are not randomly assigned to treatments**.** In quasi-experimental studies, researchers do not randomly assign participants to groups (Cook & Campbell, 2006). It should be noted however that the non-equivalent control group design will involve at least two groups, both of which may be pretested; one group receives the experimental treatment, and both groups are to be post-tested. Whereas this study has two experimental and two control groups upon which

all the groups were pre-tested and post-tested. The illustration of the groups is presented in figure 2.

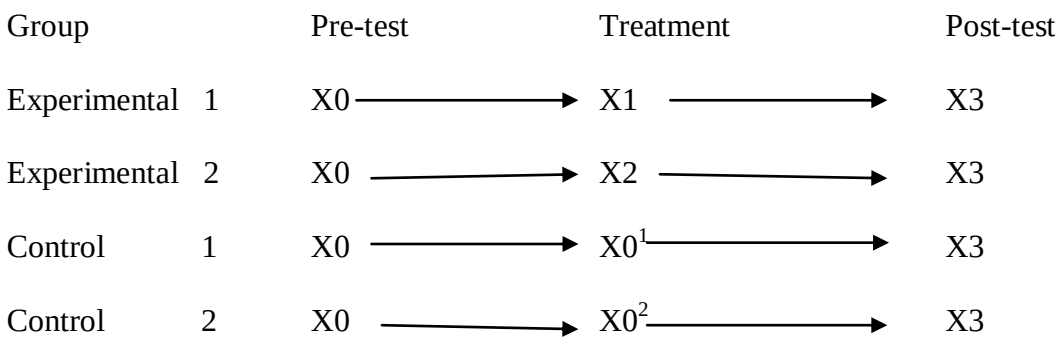


Figure 2: Illustration for non-equivalent group Design

Experimental 1 indicates group taught using simulation game strategy, experimental 2 indicates group taught using dramatization strategy, control 1 indicates control group 1 taught using convention method of teaching, control 2 indicates control group 2 taught using convention method of teaching, X0 signifies pre-test for experimental group 1, experimental group 2, control group 1 and control group 2, where X1 and X2 represent treatment for experimental group 1 and experimental group 2 respectively while $X0^1$ and $X0^2$ represents no treatment for control group 1 and control group 2 respectively. In the same illustration X3, X3, X3 and X3 signifies post-test for experimental group 1, experimental group 2, control group 1 and control group 2 respectively.

3.3 Population of the Study

The target population for this study consists of all primary five (5) Civic Education Pupils in the North Senatorial Zone of Yobe State which covers six Local Government Areas namely: Bade (Gashua), Jakusko, Karasuwa, Machina, Nguru and Yusufari Local

Government Areas, with three hundred and forty six (346) primary schools, having fourteen thousand two hundred and twenty nine (14,229) male and ten thousand seven hundred and sixty nine (10,769) female pupils which made the total of twenty four thousand nine hundred and ninety eight (24,998) pupils as population. The distribution of population by Local Government Areas is presented in table 1.

Table 1 Distribution of Target Population

S/N	Local Government Areas	Number of Schools	Number of Pupils		Total
			Male	Female	
1	Bade (Gashua) Local Government Area	56	2679	2413	5092
2	Jakusko Local Government Area	86	5334	3179	8513
3	Karasuwa Local Government Area	49	831	803	1634
4	Machina Local Government Area	30	1213	747	1960
5	Nguru Local Government Area	64	1566	1963	3529
6	Yusufari Local Government Area	61	2606	1664	4270
	Total	**346**	**14,229**	**10,769**	**24,998**

Source: Bade (Gashua), Jakusko, Karasuwa, Machina, Nguru and Yusufari Local Government Education Authorities (2016/17).

3.4 Sample and Sampling Techniques

The sample size for this study consists of one hundred and twenty (120) male and ninety six (96) female pupils which made up of two hundred and sixteen (216) primary five pupils used as the sample size. Primary (5A) pupils were purposively selected from

Girgiri, Bulaulin, Central and Nglewa primary schools as experimental group 1, experimental group 2, control group 1 and control group 2 respectively. The sample size distribution is presented in table 2.

Table 2 Distribution of Sample Size

S/N	Name of Schools	Local Government Areas	Groups	Number of Pupils		Total
				Male	Female	
1	Girgiri primary school Nguru	Nguru	Experimental 1	20	22	42
2	Ramat primary school Gashua	Bade	Control 1	26	19	45
3	Central primary school Jakusko	Jakusko	Experimental 2	39	21	60
4	Nglewa primary school Nguru	Nguru	Control 2	35	34	69
	Total			**120**	**96**	**216**

3.4.1 Determination of Sample Homogeneity

The researcher determined the homogeneity of the sample through the selection of primary five pupils offering civic education within Yobe State sharing the same geographical location. In addition, the sampled schools that were purposively selected make use of similar curriculum, having teachers with similar qualifications and the same instruments were administered to the sampled pupils.

3.5 Instrumentation

The researcher made use of teacher made test that are of two different categories as the instruments for the conduct of this study, namely: Civic Education Performance Test I (CEPT I) and Civic Education Performance Test II (CEPT II). Civic Education Performance Test I (CEPT I) and Civic Education Performance Test II (CEPT II), were designed by the researcher using multiple choice objective tests with ten items each, making the total of twenty (20) items. Table of specification and items specification for the two instruments were presented in table 3, 4, 5 and 6.

Table 3: Table of Specification for Civic Education Performance Test I (CEPT I)

Content/Objective	Knowledge	Comprehension	Application	Synthesis	Total
Loyalty	1	0	2	2	5
Social Injustice	1	1	2	1	5
Total	2	1	4	3	10

Table 3 illustrated both the content and objectives of the topics treated as contained in Civic Education Performance Test I (CEPT I) during the experiment based on the cognitive domain. The table also identified the expected knowledge of students, their expected comprehension level, application of the topics learned and the synthesis of the teaching-learning process.

Table 4: Table of Specification for Civic Education Performance Test II (CEPT II)

Content	Knowledge	Comprehension	Application	Synthesis	Total
Pressure Group	1	0	2	2	5
Arms of Government	0	2	2	1	5
Total	1	2	4	3	10

Table 4 described the content and objectives of the topics treated as contained in Civic Education Performance Test II (CEPT II) during the experiment based on the cognitive domain. The table also identified the expected knowledge of students, their expected comprehension level, application of the topics learned and the synthesis of the teaching-learning process.

Table 5: Items Analysis for Civic Education Performance Test I (CEPT I)

S/N	Topics	No of items	Total
1	Loyalty	1,2,3,4,5	5
2	Social Injustice	6,7,8,9,10	5
Total			10

Table 5 described the topics covered by Civic Education Performance Test I (CEPT I) and the number of items derived from each topic.

Table 6: Items Analysis for Civic Education Performance Test II (CEPT II)

S/N	Topics	No of items	Total
1	Pressure Group	1,2,3,4,5	5
2	Arms of Government	6,7,8,9,10	5
Total			10

Table 6 contained topics covered by Civic Education Performance Test II (CEPT II) and the number of items derived from each topic.

The two tests were administered on the four groups by the researcher and the research assistants. Where Civic Education Performance Test I (CEPT I) administered on the experimental group 1 and control group 1 while, Civic Education Performance Test II (CEPT II) administered on the experimental group 2 and control group 2.

3.5.1 Treatment Package

The researcher after formal introduction to sampled schools, and the administration of pre-test, later prepared the total of eight lesson plans and delivered accordingly. Out of eight lesson plans two were prepared for experimental group 1 whom the researcher taught concepts of loyalty and social injustice using simulation game strategy, two for control group 1 whom the researcher taught concepts of loyalty and social injustice using conventional lecture method, two for experimental group 2 whom the researcher taught the concepts of pressure group and arms of government using dramatization strategy, and

another two were for the control group 2 whom the researcher taught concepts of pressure group and arms of government using conventional lecture method, therefore arriving at eight different lesson plans for all of the groups under study. Civic Education Performance Test I (CEPT I) was administered to experimental group 1 and control group1while Civic Education Performance Test II (CEPT II) was administered to experimental group 2 and control group 2. Finally the test was marked and the results were collated and analyzed using the appropriate statistical tools.

3.5.2 Validity of the Instrument

The instruments were subjected to face and content validation, where the research supervisors and the experts from the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria, took part in scrutinizing the instruments under the study. Corrections and suggestions were made that could improve the face and content validity of the instrument by the supervisors and the experts from the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria. The corrections were duly effected before the final draft of the instruments was produced and used for the study.

3.5.3 Pilot Study

Pilot tests were conducted to discover the reliability of the instruments. Thus, the researcher administered Civic Education Performance Test I (CEPT I) and Civic Education Performance Test II (CEPT II) to 20 pupils from Galadima Maikyari and Sabon Garin Kanuri I Primary Schools, this is because Galadima Maikyari and Sabon Garin Kanuri I Primary Schools were not among the sampled schools selected for the

study but they are within the population upon which they share the same characteristics with the sampled schools, the data collected from the tests were used to determine the reliability coefficient of the instruments.

3.5.4 Reliability of the Instrument

In order to make the instruments reliable, Civic Education Performance Test I (CEPT I) and Civic Education Performance Test II (CEPT II) were administered to the group of twenty (20) pupils but the tests were administered to same groups of pupils twice. The first and second test scores of the two schools were calculated using Pearson Product Moment Co-relation Co-efficient (PPMCC) formula. The two instruments titled; Civic Education Performance Test I (CEPT I) and Civic Education Performance Test II (CEPT II) were found reliable at 0.74 and 0.77. These signify that, the instruments under this study are considered reliable. This is in line with the Stephen (2002), who stresses that an instrument is reliable if its reliability coefficient lies between 0 and 1 that is, the closer to 1 the more reliable it is and the closer to 0 the less reliable it is. In the same vein Spiegel Cited in Babo (2015), opines that an instrument is considered reliable if its reliability coefficient lies between 0 and 1, and that the closer the calculated reliability coefficient to zero, the less reliable is the instrument, and the closer the calculated reliability co-efficient to 1, the more reliable is the instrument.

3.6 Procedure for Data Collection

The researcher requested for letter of introduction from the Department of Educational Foundations and Curriculum and it was used through out to seek for permission from the school authorities in order to have contact and interact with both teachers and pupils. The

researcher divided the groups into four that is, experimental groups 1 and 2 and control groups 1and 2 which were pre-tested and taught separately. Thereafter, the researcher administered the test instruments for the groups, the experiment and administration of the instruments were duly conducted from 2nd May, 2017 to 22nd June, 2017 which make the total of eight (8) weeks. However, the administration of the instrument was done by the researcher in collaboration with research assistants (teachers/head teacher). The researcher had a two hours interactive session with the research assistants before the commencement of the activities regarding data collection, where they (research assistants) were informed and guided in details on how to participate in the process of data collection.

3.6.1 Treatment Procedure

The Treatment Procedure used for this study is presented in stages. The stages are:

Stage One: letter of introduction was collected from the department of educational foundations and curriculum, faculty of education, Ahmadu Bello University Zaria. As a matter of introduction to the four sampled schools that is, experimental groups 1 and 2 and control groups 1 and 2 used for the study.

Stage Two: pre- test was administered in the four groups that are experimental groups 1 and 2 and control groups 1 and 2.

Third Stage: six ludo games were prepared to teach the concept of loyalty and another six were prepared to teach the concept of social injustice making twelve (12) ludo games

as a material used for simulation game strategy. The guide used in teaching the concepts of loyalty and social injustice are:

Rules of the Games

The rules and procedures governing the conduct of the game as a way of teaching the concepts of loyalty and social injustice using ludo as a tool for simulation game strategy are as follows:

1. the class was grouped into seven-seven (7-7) pupils to form six (6) groups as the pupils under this experiment are forty two (42) in number;

2. no player shall be allowed to move into the game proper until a player scores six (6)  on the two dices;

3. maximum of six (6) pupils shall take part in playing the game per group, and seventh (7^{th}) pupil of each group was assigned to serve as in-charge of the rules and cards guiding the play;

4. all pupils shall abide by the rules and regulations governing the conduct of the game;

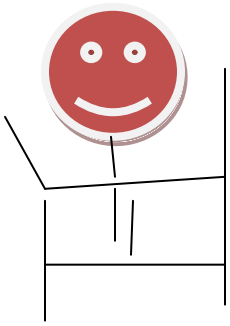
5. no pupil shall be allowed to leave his/her group until the game is over, and with the permission of the facilitator; and

6. rewards and punishments shall be used to guide the play as contained on the game cards that carried different signs and statements.

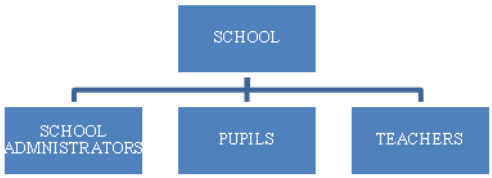
Rewards and Punishments Guiding the Play of Loyalty Game

To teach the concept of loyalty; signs and statements were used which guided the conduct of rewards and punishments as contained on the game cards. A pupil shall be asked to enjoy a reward or feel a punishment when his/her player falls on a sign and statement showing either reward or punishment as the case may be. The signs and statements contained on the game cards are:

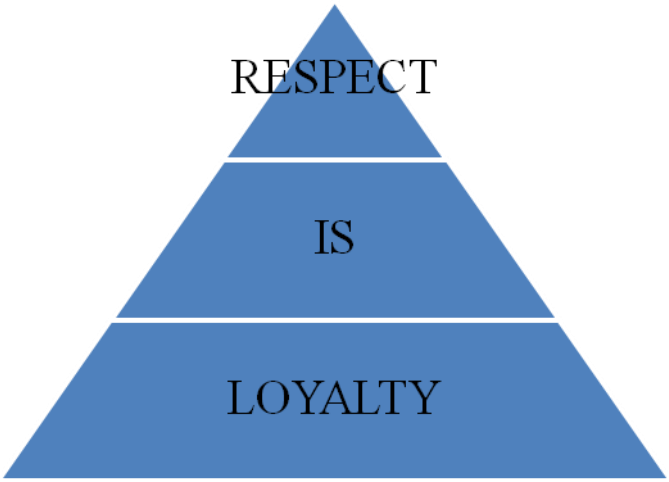
a. you are strong in supporting your family, friends and the whole country; you are a winner;



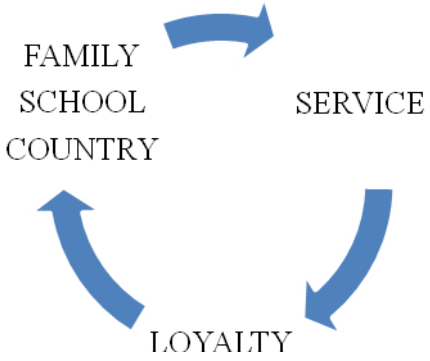
b. you obey school rules and regulations as an obedient pupil; move two (2) steps forward;



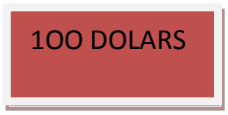
c. you are regarded as respectful citizen as you respect other people's right; move three (3) steps forward;



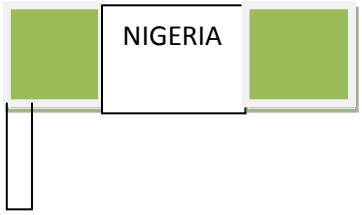
d. you are always ready to work for the country which amount to willingness to serve.; move four (4) steps forward;



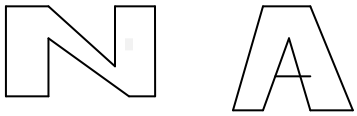
e. you are always ready to help other members of the family; move one (1) step forward;



f. you are found to be disrespectful to National Flag move five (5) steps backward;



g. You are making noise while other people are singing National Anthem, therefore you are found to be disrespectful to National Anthem; you are dismissed;



h. you are found to be disrespectful to a document containing Coat of Arms; move three (3) steps backward;



i. You are found squeezing and tearing National Currency; stay where you are;



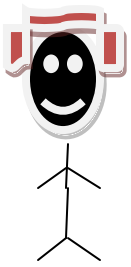
j. Your school is defeated in a debate because of your disloyal habit; forfeit one (1) play;



k. Your disloyal attitude caused failure to the development of your community; forfeit two (2) play; and



l. You are ready to defend your country as a military officer; play again.



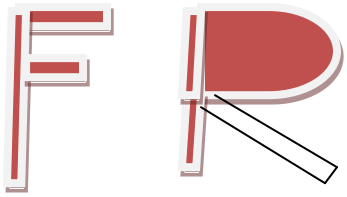
Rewards and Punishments Guiding the Play of Social Injustice Game

To teach the concept of Social Injustice; a signs and statements were used which guided the conduct of rewards and punishments as contained on the game cards. A pupil shall be asked to enjoy a reward or feel a punishment when his/her player falls on a sign and statement showing either reward or punishment as the case may be. The signs and statements contained on the game cards are:

a. the payment you made is inadequate when compared with the work done; move five (5) steps backward;



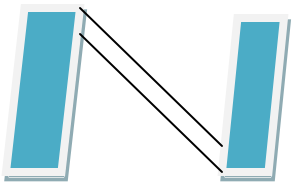
b. You denied one's fundamental right; you are dismissed;



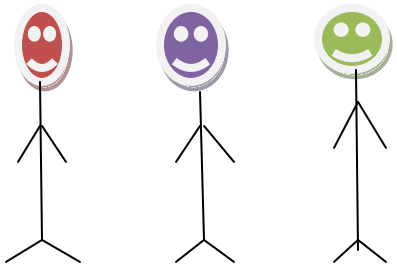
c. you are found to be selective in the application of reward and punishment; move three (3) steps backward;



d. you are found with nepotic attitude; forfeit one (1) play;



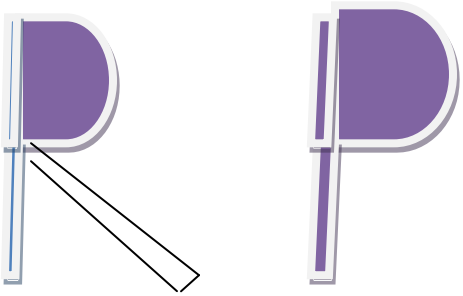
e. you organized a peaceful demonstration to communicate social injustice; you are a winner;



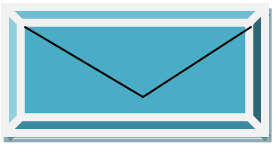
f. you went on strike to communicate social injustice; move three (3) steps forward;



g. you reduce production to communicate social injustice; move three (3) steps forward; and



h. you wrote a resignation letter as a result of social injustice existing in the place of work; play again.



Stage Four: stories were written by the researcher as an instructional guide for dramatization strategy. The stories are:

Story Guiding Teaching the Concept of Pressure Group

A strong union of university lecturers popularly known as Academic Staff Union of Universities (ASUU) went on strike where Nigerian Labour Congress (NLC), National Council of Women Societies (NCWS) and National Association of Nigerian Students (NANS) supported them. This is because according to them, what ASUU is fighting for improved the academic standards in Nigerian Universities and assist in total development of Nigeria as a whole. Few days later, National Union of Teachers (NUT) called a meeting and made deliberations that, they are the less paid workers in Nigeria despite their roles towards positive child upbringing. And they finally went on strike too. On the basis of these strikes, Nigerian Senate President together with the Speaker of the Nigerian House of Representatives formally intervened and promised the ASUU that their requests would be considered in 2017 budget, while teachers' salary would be increased with twenty five percent (25%). At early 2017, Nigerian government disclosed that, in their effort to ensure the fulfillment of the promise made to ASUU and NUT, policies with regard to capital projects could not be implemented.

Story Guiding Teaching the Concept of Arms of Government

Alhaji Isah is a serving Governor of Tiga state for the past six (6) years, he inherited the first two (2) years as a result of the death of his predecessor (Alhaji Musa). And as well serves as an elected Governor for the remaining four (4) years which makes him governed the state for the period of six (6) years. At the end of the tenure, he (Alhaji Isah) decided to contest Gubernatorial Election for the second time under the flag form of Congress Democratic Party (CDP) where so many aspirants show their interest. In view of this, the opposing aspirants said "the Nigerian Legislature made a law in 1999 constitution that; a President or Governor as an executive should not govern the nation or state for more than two (2) tenures". The argument now persists to the extent that the opposition candidates to Alhaji Isah decided to take the issue to the court of law for interpretation. In order for the court as judicial arm of government to clearly interpret the statement so as to know whether the section means the Executive President or Executive Governor shall not be sworn in to the presidential or governors' office more than twice or they shall not govern the nation or state longer than eight years (8).

Stage Five: pupils in experimental group 1 were taught the concept of loyalty using simulation game strategy, while pupils in the control group 1 were taught the concept of loyalty using conventional lecture method.

Stage Six: pupils in the experimental group 2 were taught the concept of pressure group using dramatization strategy, while pupils in the control group 2 were taught the concept of pressure group using conventional lecture method.

Stage Seven: pupils in the experimental group 1 were taught the concept of social injustice using simulation game strategy, while pupils in the control group 1 were taught the concept of social injustice using conventional lecture method.

Stage Eight: pupils in the experimental group 2 were taught the concept of arms of government using dramatization strategy, while pupils in the control group 2 were taught the concept of arms of government using conventional lecture method

Stage Nine: post–test was administered on the four groups that is, experimental groups 1 and 2 and control groups 1 and 2.

3.6.2 Treatment Plan for the Groups

The treatment plan for the groups is presented in table 7:

Table 7: Treatment plan of the groups

S/N	Groups	Topics	Week	Period	Time
1	Experimental Group 1	Pre-test	1st week	Single	35 Minutes
2	Control Group 1	Pre-test	1st week	Single	35 Minutes
3	Experimental Group 2	Pre-test	2nd week	Single	35 Minutes
4	Control Group 2	Pre-test	2nd week	Single	35 Minutes
5	Experimental Group 1	Concept of Loyalty	3rd week	Single	35 Minutes
6	Control Group 1	Concept of Loyalty	3rd week	Single	35 Minutes
7	Experimental Group 2	Concept of Pressure Group	4th week	Single	35 Minutes
8	Control Group 2	Concept of Pressure Group	4th week	Single	35 Minutes
9	Experimental Group 1	Concept of Social Injustice	5th week	Single	35 Minutes
10	Control Group 1	Concept of Social Injustice	5th week	Single	35 Minutes
11	Experimental Group 2	Arms of Government	6th week	Single	35 Minutes
12	Control Group 2	Arms of Government	6th week	Single	35 Minutes
13	Experimental and Control Groups 1	Post-test	7th week	Single	35 Minutes Per Group
14	Experimental and Control Groups 2	Post-test	8th week	Single	35 Minutes Per Group

3.6.3 Control of Extraneous Variables

To control the extraneous variables the researcher used primary (5A) civic education pupils from four different public primary schools that have similar characteristics. Male

and female pupils were also used from the schools under study in order to do away with the gender influence. Therefore, there was adequate gender representation.

3.7 Procedure for Data Analysis

The researcher employed the use of mean and standard deviation at descriptive level to answer the research questions, while t-test independent was used at inferential level to test the hypotheses. Hence, the use of t-test independent as statistical tool by the researcher is based on the recommendations of Adam, Hutchison and Martray (2007), that t-test independent is used for comparing the means of two sample (or treatment) even if they have different number of replicates. According to Sambo (2005), t-test independent can be used to find out the difference between two independent groups. And the data generated through the performance test administered in this study was found to be parametric and continuous in nature.

CHAPTER FOUR
DATA PRESENTATION AND DISCUSSIONS

4.1 Introduction

The researcher in this chapter presents the result of the data generated from the subjects. The result began with the description of the study variable which was presented in form of frequency and percentage, descriptive analysis for six research questions and inferential analysis of six formulated hypotheses. A summary of findings was also presented together with the discussion of each finding drawn from the six research questions and hypotheses.

4.2 Description of Study Variables

This section shows the frequency and percentage of the bio-data of the respondents:

Table 8: Frequency and percentage of Experimental 1 and Control 1

Groups	Frequency	Percentage
Experimental Group 1	42	48.3%
Control Group 1	45	51.7%
Total	**87**	**100%**

Table 8 presents the frequency and percentage of the experimental group 1 and Control group 1. Based on this table, 42 (48.3%) of the respondents were experimental group 1 while the control group 1 is made up of 45 (51.7%). This means that both experimental group 1 and control group 1 were properly represented in the study.

Table 9: Frequency and percentage of Experimental 2 and Control 2

Groups	Frequency	Percentage
Experimental Group 2	60	46.5%
Control Group 2	69	53.5%
Total	**129**	**100%**

Table 9 presents the frequency and percentage of the experimental group 2 and Control group 2. Based on this table, 60 (46.5%) of the respondents were experimental group 2 while the control group 2 is made up of 69 (53.5%). This means that both experimental group 2 and control group 2 were properly represented in the study.

4.3 Response to Research Questions

Research Question1: what is the performance of pupils taught civic education using simulation game instructional strategy and those taught using conventional method of teaching in primary schools in Yobe State?

The post-test scores of pupils in experimental group 1 and control group 1 were recorded and analysed to determine the performance of pupils taught civic education using simulation game instructional strategy and those taught using conventional method of teaching in primary schools in Yobe State.

Table 10: Descriptive statistics of mean and standard deviation for research question one

Groups	N	Mean	SD
Experimental Group 1	42	13.57	3.171
Control Group 1	45	6.27	3.292

Table 10 revealed that, experimental group 1 has the mean scores of 13.57 with the standard deviation of 3.171 while the control group 1 has the mean scores of 6.27 with the standard deviation of 3.292. And the mean scores are far better than the standard deviation scores which revealed the existence of difference in the performance of the groups. This result show that the pupils taught civic education using simulation game instructional strategy have better mean score than those taught using conventional method of teaching in primary schools in Yobe State.

Research Question 2: to what extent do the performance of pupils taught concept of loyalty using simulation game instructional strategy and those taught concept of loyalty using conventional method of teaching differ in primary schools in Yobe State?

The post-test scores of pupils in experimental group 1 and control group 1 were recorded and analysed to see the performance of pupils taught concept of loyalty using simulation game instructional strategy and those taught concept of loyalty using conventional method of teaching in primary schools in Yobe State.

Table 11: Descriptive statistics of mean and standard deviation for research question two

Groups	N	Mean	SD
Experimental Group1	42	6.95	1.834
Control Group 1	45	3.51	2.096

Table 11 show the mean scores of 6.95 and standard deviation of 1.834 for experimental group 1 while the control group 1 recorded the mean scores of 3.51 with the standard deviation of 2.096. The mean scores are differing with the standard deviation scores which revealed the existence of difference in the performance of the groups. This result indicated that the pupils taught concept of loyalty using simulation game instructional strategy have a better mean score than those taught concept of loyalty using conventional method of teaching in primary schools in Yobe State.

Research Question 3: to what extent do the performance of pupils taught concept of social injustice using simulation game instructional strategy and those taught concept of social injustice using conventional method of teaching differ in primary schools in Yobe State?

The post-test scores of pupils in experimental group 1 and control group 1 were recorded and analysed to examine the performance of pupils taught concept of social injustice using simulation game instructional strategy and those taught concept of social injustice using conventional method of teaching in primary schools in Yobe State.

Table 12: Descriptive statistics of mean and standard deviation for research question three

Groups	N	Mean	SD
Experimental Group 1	42	6.62	2.048
Control Group 1	45	4.76	2.347

Table 12 revealed the mean scores of 6.62 and standard deviation of 2. for experimental group 1, while the Control group 1 recorded the mean scores of 4.76 with the standard deviation of 2.347. Mean scores are far better than the standard deviation scores and this show the existence of difference between the performances of the groups. This result shown that pupils taught concept of social injustice using simulation game instructional strategy have a better mean score than those taught concept of social injustice using conventional method of teaching in primary schools in Yobe State.

Research Question 4: what is the performance of pupils taught civic education using dramatization strategy and those taught using conventional method of teaching in primary schools in Yobe State?

The post-test scores of pupils in experimental group 2 and control group 2 were recorded and analysed to determine the performance of pupils taught civic education using dramatization strategy and those taught using conventional method of teaching in primary schools in Yobe State.

Table 13: Descriptive statistics of mean and standard deviation for research question four

Groups	N	Mean	SD
Experimental Group 2	60	12.13	2.325
Control Group 2	69	4.61	2.596

Table 13 revealed that, experimental group 2 has the mean scores of 12.13 with the standard deviation of 2.325 while the control group 2 has the mean scores of 4.61 with the standard deviation of 2.596. The mean scores are differing with the standard deviation scores which revealed the existence of difference in the performance of the groups. This result show that the pupils taught civic education using dramatization strategy have better mean score than those taught using conventional method of teaching in primary schools in Yobe State.

Research Question 5: to what extent do the performance of pupils taught concept of pressure group using dramatization strategy and those taught concept of pressure group using conventional method of teaching differ in primary schools in Yobe State?

The post-test scores of pupils in experimental group 2 and control group 2 were recorded and analysed to see the performance of pupils taught concept of pressure group using dramatization strategy and those taught concept of pressure group using conventional method of teaching in primary schools in Yobe State.

Table 14: Descriptive statistics of mean and standard deviation for research question five

Groups	N	Mean	SD
Experimental 2	60	6.00	1.426
Control 2	69	2.75	1.973

Table 14 show the mean scores of 6.00 and standard deviation of 1.426 for experimental group 2 while the control group 2 recorded the mean scores of 2.75 with the standard deviation of 1.973. Mean scores here are far better than the standard deviation scores and this show the existence of difference between the performances of the groups. This result indicated that the pupils taught concept of pressure group using dramatization strategy have a better mean score than those taught concept of pressure group using conventional method of teaching in primary schools in Yobe State.

Research Question 6: to what extent do the performance of pupils taught concept of arms of government using dramatization strategy and those taught concept of arms of government using conventional method of teaching differ in primary schools in Yobe State?

The post-test scores of pupils in experimental group 2 and control group 2 were recorded and analysed to examine the performance of pupils taught concept of arms of government using dramatization strategy and those taught concept of arms of government using conventional method of teaching in primary schools in Yobe State.

Table 15: Descriptive statistics of mean and standard deviation for research question six

Groups	N	Mean	SD
Experimental Group 2	60	6.13	1.599
Control Group 2	69	1.94	1.533

Table 15 revealed the mean scores of 6.13 and standard deviation of 1.599 for experimental group 2, while the Control group 2 recorded the mean scores of 1.94 with the standard deviation of 1.533. The mean scores are differing with the standard deviation scores which revealed the existence of difference in the performance of the groups.This result shown that pupils taught concept of arms of government using dramatization strategy have a better mean score than those taught concept of arms of government using conventional method of teaching in primary schools in Yobe State.

4.4 Hypotheses Testing

The six hypotheses formulated were tested using independent sample t-test statistics at 0.05 level of significance. The tests were as follows:

Hypothesis One: there is no significant difference between the performance of pupils taught civic education using simulation game instructional strategy and those taught using conventional method of teaching in primary schools in Yobe State.

The post-test scores of pupils in experimental group1 and control group 1 were collated and tested using independent sample t-test for hypothesis number one to examine the performance of pupils taught civic education using simulation game instructional strategy and those taught using conventional method of teaching in primary schools in Yobe State.

Table 16: Independent sample t-test for hypothesis one

Groups	N	Mean	SD	t-cal	Df	α	t-crit	P-value	Decision
Exp. 1	42	13.571	3.171	27.736	85	0.05	12.58	0.000	Rejected
Cont. 1	45	6.267	3.292						

Table 16 revealed the mean score of 13.571 and the standard deviation of 3.171 for the experimental group 1, while the control group 1 recorded the mean score of 6.267, with the standard deviation of 3.292. It also observed the t-calculated value of 27.736 and the p-value of 0.000 ($P<0.005$). However, the null-hypothesis which said there is no significant difference between the performance of pupils taught civic education using simulation game instructional strategy and those taught using conventional method of teaching in primary schools in Yobe State is therefore rejected. This is because, there was a significant difference between the performance of pupils taught civic education using simulation game instructional strategy and those taught using conventional method of teaching in primary schools in Yobe State.

Hypothesis Two: there is no significant difference between the performance of pupils taught concept of loyalty using simulation game instructional strategy and those taught concept of loyalty using conventional method of teaching in primary schools in Yobe State.

The post-test scores of pupils in experimental group1 and control group 1 were collated and tested using t-test independent for hypothesis number two to determine the performance of pupils taught concept of loyalty using simulation game instructional

strategy and those taught concept of loyalty using conventional method of teaching in primary schools in Yobe State.

Table 17: Independent sample t-test for hypothesis two

Groups	N	Mean	SD	t-cal	Df	α	t-crit	P-value	Decision
Exp. 1	42	6.952	1.834	24.567	85	0.05	6.38	0.000	Rejected
Cont. 1	45	3.511	2.096						

Table 17 revealed that pupils taught concept of loyalty using simulation game instructional strategy recorded the mean score of 6.952 and the standard deviation of 1.834, while those taught concept of loyalty using conventional method of teaching recorded the mean score of 3.511, with the standard deviation of 2.096. The table also revealed the t-calculated value of 24.567 and the p-value of 0.000 ($P<0.005$). Therefore, the null-hypothesis which said there is no significant difference between the performance of pupils taught concept of loyalty using simulation game instructional strategy and those taught concept of loyalty using conventional method of teaching in primary schools in Yobe State is hereby rejected. This means significant difference exists between the performance of pupils taught concept of loyalty using simulation game instructional strategy and those taught concept of loyalty using conventional method of teaching in primary schools in Yobe State.

Hypothesis Three: there is no significant difference between the performance of pupils taught concept of social injustice using simulation game instructional strategy and those

taught concept of social injustice using conventional method of teaching in primary schools in Yobe State.

The post-test scores of pupils in experimental group1 and control group 1 were collated and tested using t-test independent for hypothesis number three to determine the performance of pupils taught concept of social injustice using simulation game instructional strategy and those taught concept of social injustice using conventional method of teaching in primary schools in Yobe State.

Table 18: Independent sample t-test for hypothesis three

Groups	N	Mean	SD	t-cal	Df	α	t-crit	P-value	Decision
Exp. 1	42	6.619	2.048	20.949	85	0.05	5.98	0.000	Rejected
Cont. 1	45	2.756	2.347						

Table 18 revealed that pupils taught concept of social injustice using simulation game instructional strategy recorded the mean score of 6.619 and the standard deviation of 2.048, while pupils taught concept of social injustice using conventional method of teaching recorded the mean score of 2.756, with the standard deviation of 2.347. The table also show the t-calculated value of 20.949 and the p-value of 0.000 ($P<0.005$). The null-hypothesis which stated that, there is no significant difference between the performance of pupils taught concept of social injustice using simulation game instructional strategy and those taught concept of social injustice using conventional method of teaching in primary schools in Yobe State is hereby rejected. This means there was a significant difference between the performance of pupils taught concept of social

injustice using simulation game instructional strategy and those taught concept of social injustice using conventional method of teaching in primary schools in Yobe State.

Hypothesis Four: there is no significant difference between the performance of pupils taught civic education using dramatization strategy and those taught using conventional method of teaching in primary schools in Yobe State.

The post-test scores of pupils in experimental group2 and control group 2 were collated and tested using t-test independent for hypothesis number four to examine the performance of pupils taught civic education using dramatization strategy and those taught using conventional method of teaching in primary schools in Yobe State.

Table 19: Independent sample t-test for hypothesis four

Groups	N	Mean	SD	t-cal	Df	α	t-crit	P-value	Decision
Exp. 2	60	12.133	2.325	14.744	127	0.05	3.98	0.000	Rejected
Cont. 2	69	4.609	2.596						

Table 19 revealed the mean score of 12.133 and the standard deviation of 2.325 for the experimental group 2, while the control group 2 recorded the mean score of 4.609, with the standard deviation of 2.596. It was also observed the t-calculated value of 14.744 and the p-value of 0.000 ($P<0.005$). However, the null-hypothesis which said there is no significant difference between the performance of pupils taught civic education using dramatization strategy and those taught using conventional method of teaching in primary schools in Yobe State is therefore rejected. This is because, there was significant difference between the performance of pupils taught civic education using dramatization

strategy and those taught using conventional method of teaching in primary schools in Yobe State.

Hypothesis Five: there is no significant difference between the performance of pupils taught concept of pressure group using dramatization strategy and those taught concept of pressure group using conventional method of teaching in primary schools in Yobe State.

The post-test scores of pupils in experimental group 2 and control group 2 were collated and tested using t-test independent for hypothesis number five to determine the performance of pupils taught concept of pressure group using dramatization strategy and those taught concept of pressure group using conventional method of teaching in primary schools in Yobe State.

Table 20: Independent sample t-test for hypothesis five

Groups	N	Mean	SD	t-cal	Df	α	t-crit	P-value	Decision
Exp. 2	60	6.000	1.426	11.591	127	0.05	2.28	0.000	Rejected
Cont. 2	69	2.754	1.973						

Table 20 revealed that pupils taught concept of pressure group using dramatization strategy recorded the mean score of 6.000 and the standard deviation of 1.426, while those taught concept of pressure group using conventional method of teaching recorded the mean score of 2.754, with the standard deviation of 1.973. The table also revealed the t-calculated value of 11.591 and the p-value of 0.000 ($P<0.005$). Therefore, the null-hypothesis which said there is no significant difference between the performance of pupils taught concept of pressure group using dramatization strategy and those taught

concept of pressure group using conventional method of teaching in primary schools in Yobe State is hereby rejected. This means significant difference exists between the performance of pupils taught concept of pressure group using dramatization strategy and those taught concept of pressure group using conventional method of teaching in primary schools in Yobe State.

Hypothesis Six: there is no significant difference between the performance of pupils taught concept of arms of government using dramatization strategy and those taught concept of arms of government using conventional method of teaching in primary schools in Yobe State.

The post-test scores of pupils in experimental group 2 and control group 2 were collated and tested using t-test independent for hypothesis number six to determine the performance of pupils taught concept of arms of government using dramatization strategy and those taught concept of arms of government using conventional method of teaching in primary schools in Yobe State.

Table 21: Independent sample t-test for hypothesis six

Groups	N	Mean	SD	t-cal	Df	α	t-crit	P-value	Decision
Exp. 2	60	6.133	1.599	10.524	127	0.05	1.57	0.000	Rejected
Cont. 2	69	1.942	1.533						

The result in table 21 revealed that pupils taught concept of arms of government using dramatization strategy recorded the mean score of 6.133 and the standard deviation of 1.599, while pupils taught concept of arms of government using conventional method of

teaching recorded the mean score of 1.942, with the standard deviation of 1.533. The table also show the t-calculated value of 10.524 and the p-value of 0.000 (P<0.005). The null-hypothesis which stated that, there is no significant difference between the performance of pupils taught concept of arms of government using dramatization strategy and those taught concept of arms of government using conventional method of teaching in primary schools in Yobe State is hereby rejected. This means there was a significant difference between the performance of pupils taught concept of arms of government using dramatization strategy and those taught concept of arms of government using conventional method of teaching in primary schools in Yobe State.

4.5 Summary of Major Findings

The following are the summary of findings for this study:

1. pupils taught civic education using simulation game instructional strategy performed significantly better than those taught using conventional method of teaching in primary schools in Yobe State (p-value of 0.000 < 0.005). Descriptive analysis from research question one show that, the pupils taught civic education using simulation game instructional strategy have better mean score than those taught using conventional method of teaching in primary schools in Yobe State;
2. significant difference exists between the performance of pupils taught concept of loyalty using simulation game instructional strategy and those taught concept of loyalty using conventional method of teaching in primary schools in Yobe State (p-value of 0.000 < 0.005). Descriptive analysis from research question two indicated that the pupils taught concept of loyalty using simulation game

instructional strategy have a better mean score than those taught concept of loyalty using conventional method of teaching in primary schools in Yobe State;

3. pupils taught concept of social injustice using simulation game instructional strategy performed significantly better than those taught concept of social injustice using conventional method of teaching in primary schools in Yobe State (p-value of 0.000 < 0.005). Descriptive analysis from research question three also shown that pupils taught concept of social injustice using simulation game instructional strategy have a better mean score than those taught concept of social injustice using conventional method of teaching in primary schools in Yobe State;

4. pupils taught civic education using dramatization strategy performed significantly better than those taught using conventional method of teaching in primary schools in Yobe State (p-value of 0.000 < 0.005). Descriptive analysis from research question four show that the pupils taught civic education using dramatization strategy have better mean score than those taught using conventional method of teaching in primary schools in Yobe State;
5. significant difference exists between the performance of pupils taught concept of pressure group using dramatization strategy and those taught concept of pressure group using conventional method of teaching in primary schools in Yobe State (p-value of 0.000 < 0.005). Descriptive analysis from research question five indicated that the pupils taught concept of pressure group using dramatization strategy have a better mean score than those taught concept of pressure group using conventional method of teaching in primary schools in Yobe State; and

6. pupils taught concept of arms of government using dramatization strategy performed significantly better than those taught concept of arms of government using conventional method of teaching in primary schools in Yobe State (p-value of 0.000 < 0.005). Descriptive analysis from research question six shown that pupils taught concept of arms of government using dramatization strategy have a better mean score than those taught concept of arms of government using conventional method of teaching in primary schools in Yobe State.

4.6 Discussion of Findings

As a result of descriptive and inferential analysis generated from the data collected by the researcher, the six major findings were discussed as follows: the inferential analysis on table 16 revealed the mean score of 13.571 and the standard deviation of 3.171 for the experimental group 1, while the control group 1 recorded the mean score of 6.267, with the standard deviation of 3.292. It was also observed the t-calculated value of 27.736 and the p-value of 0.000 (P<0.005). Thus, there was a significant difference between the performance of pupils taught civic education using simulation game instructional strategy and those taught using conventional method of teaching in primary schools in Yobe State. The descriptive analysis on table 10 revealed that, experimental group 1 has the mean scores of 13.57 with the standard deviation of 3.171 while the control group 1 has the mean scores of 6.27 with the standard deviation of 3.292. This result show that the pupils taught civic education using simulation game instructional strategy have better mean score than those taught using conventional method of teaching in primary schools in Yobe State.

This finding agreed with finding of Sulaiman, Mustapha and Ibrahim (2016) who found that simulation technique was found to be very significant predictor as the mean performances of student taught with simulation game technique was much higher and better than those taught using lecture method in the cause of lesson presentations in their respective classes.

Analysis on table 17 revealed that pupils taught concept of loyalty using simulation game instructional strategy recorded the mean score of 6.952 and the standard deviation of 1.834, while those taught concept of loyalty using conventional method of teaching recorded the mean score of 3.511, with the standard deviation of 2.096. The table also revealed the t-calculated value of 24.567 and the p-value of 0.000 ($P<0.005$). Therefore, significant difference exists between the performance of pupils taught concept of loyalty using simulation game instructional strategy and those taught concept of loyalty using conventional method of teaching in primary schools in Yobe State. The result from the research question on table 11 further revealed the mean scores of 6.95 and standard deviation of 1.834 for experimental group 1 while the control group 1 recorded the mean scores of 3.51 with the standard deviation of 2.096. This result indicated that the pupils taught concept of loyalty using simulation game instructional strategy have a better mean score than those taught concept of loyalty using conventional method of teaching in primary schools in Yobe State. The result agreed with the finding of Abdullahi (2010), who found that simulation teaching method increase students' achievement in civic education.

Finding from table 18 revealed that pupils taught concept of social injustice using simulation game instructional strategy recorded the mean score of 6.619 and the standard

deviation of 2.048, while pupils taught concept of social injustice using conventional method of teaching recorded the mean score of 2.756, with the standard deviation of 2.347. The table also show the t-calculated value of 20.949 and the p-value of 0.000 (P<0.005). This means there was a significant difference between the performance of pupils taught concept of social injustice using simulation game instructional strategy and those taught concept of social injustice using conventional method of teaching in primary schools in Yobe State. Response to research question on table 12 revealed the mean scores of 6.62 and standard deviation of 2.048 for experimental group 1, while the Control group 1 recorded the mean scores of 2.76 with the standard deviation of 2.347. This result shown that pupils taught concept of social injustice using simulation game instructional strategy have a better mean score than those taught concept of social injustice using conventional method of teaching in primary schools in Yobe State. It was still observed by the researcher that, the strategy being a new teaching strategy to the experimental school arouses not only the interest of the pupils rather it attract the interest of the teachers and headmaster inclusive. This tallied with the finding of Oyenuga (2010), who revealed that the use of simulation game has a significant effect on the academic achievement and interest of the students.

The inferential result of independent sample t-test statistics on table 19 revealed the mean score of 12.133 and the standard deviation of 2.325 for the experimental group 2, while the control group 2 recorded the mean score of 4.609, with the standard deviation of 2.596. It was also observed the t-calculated value of 14.744 and the p-value of 0.000 (P<0.005). However, there was a significant difference between the performance of pupils taught civic education using dramatization strategy and those taught using

conventional method of teaching in primary schools in Yobe State. The descriptive analysis on table 13 show that the pupils taught civic education using dramatization strategy have better mean score than those taught using conventional method of teaching in primary schools in Yobe State. This finding strongly agreed with the finding of Abatan (2014), who revealed the existence of significant difference in the performance of students taught Yoruba poetry using lecture method and dramatization method. The result also tallied with finding of Akdağ and Tutkun who revealed that teaching method based on drama was more effective than the traditional teaching method since drama method gave every individual an opportunity to participate naturally and actively in teaching-learning process.

Finding on table 20 revealed that pupils taught concept of pressure group using dramatization strategy recorded the mean score of 6.000 and the standard deviation of 1.426, while those taught concept of pressure group using conventional method of teaching recorded the mean score of 2.754, with the standard deviation of 1.973. The table also revealed the t-calculated value of 11.591 and the p-value of 0.000 ($P<0.005$). Therefore, significant difference exists between the performance of pupils taught concept of pressure group using dramatization strategy and those taught concept of pressure group using conventional method of teaching in primary schools in Yobe State. The same result from descriptive statistics on table 14 further recorded the mean scores of 6.00 and standard deviation of 1.426 for experimental group 2 while the control group 2 recorded the mean scores of 2.75 with the standard deviation of 1.973. This result indicated that the pupils taught concept of pressure group using dramatization strategy have a better mean score than those taught concept of pressure group using conventional method of

teaching in primary schools in Yobe State. The finding here is inline with research of Metcalfe, Abbott, Bray, Exley, and Wisnia who revealed that, even though drama didn't seem to affect memorization of facts, it was a valuable alternative approach to teaching a difficult topic, especially among lower achieving and less able students, whose ability to analyze, synthesize and apply learned concepts is limited.

Another result on table 21 revealed that pupils taught concept of arms of government using dramatization strategy recorded the mean score of 6.133 and the standard deviation of 1.599, while pupils taught concept of arms of government using conventional method of teaching recorded the mean score of 1.942, with the standard deviation of 1.533. The table also show the t-calculated value of 10.524 and the p-value of 0.000 ($P<0.005$). This means there was a significant difference between the performance of pupils taught concept of arms of government using dramatization strategy and those taught concept of arms of government using conventional method of teaching in primary schools in Yobe State. Descriptive result on table 15 revealed the mean scores of 6.13 and standard deviation of 1.599 for experimental group 2, while the Control group 2 recorded the mean scores of 1.94 with the standard deviation of 1.533. This result shown that pupils taught concept of arms of government using dramatization strategy have a better mean score than those taught concept of arms of government using conventional method of teaching in primary schools in Yobe State. The researcher also discovered that, pupils taught using dramatization strategy use to be active participants during the teaching and learning process than their counterpart in the control group who were taught using conventional lecture method. The finding here is in total agreement with the finding of Arieli who revealed that creative drama created a positive classroom environment, improved social

interactions and self-esteem, that all students enjoyed creative drama, ease the assimilation of concepts by the pupils and improve their performance.

CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The study examined the Effects of Simulation Game and Dramatization Strategies on Pupils' Performance in Civic Education in Primary Schools in Yobe State, Nigeria. The study was carried out with six guided objectives to: examine the performance of pupils taught civic education using simulation game instructional strategy and those taught using conventional method of teaching in primary schools in Yobe State; ascertain the performance of pupils taught concept of loyalty using simulation game instructional strategy and those taught concept of loyalty using conventional method of teaching in primary schools in Yobe State; determine the performance of pupils taught civic education using dramatization strategy and those taught using conventional method of teaching in primary schools in Yobe State among others. The six guided objectives were translated in to research questions and hypotheses. The study adopted quasi-experimental design with the total of twenty four thousand nine hundred and ninety eight (24,998) pupils as the population of the study, while two hundred and sixteen (216) primary five pupils as sample size. The sampling technique was purposive sampling. Data for the study was collected through the pre-test and post-test using a teacher made instrument (Test). The data collected was analyzed using descriptive statistics of mean and standard deviation and inferential statistics of independent t-test. Findings of the study revealed that pupils taught civic education using simulation game instructional strategy performed significantly better than those taught using conventional method of teaching in primary schools in Yobe State; significant difference exists between the performance of pupils

taught concept of loyalty using simulation game instructional strategy and those taught concept of loyalty using conventional method of teaching in primary schools in Yobe State; pupils taught civic education using dramatization strategy performed significantly better than those taught using conventional method of teaching in primary schools in Yobe State among other findings and recommendations were made in line with the findings of the study.

5.2 Conclusion

Based on the findings of this study the researcher concluded that: pupils taught civic education using simulation game instructional strategy performed significantly better than those taught using conventional method of teaching in primary schools in Yobe State; significant difference exists between the performance of pupils taught concept of loyalty using simulation game instructional strategy and those taught concept of loyalty using conventional method of teaching in primary schools in Yobe State; pupils taught concept of social injustice using simulation game instructional strategy performed significantly better than those taught concept of social injustice using conventional method of teaching in primary schools in Yobe State; pupils taught civic education using dramatization strategy performed significantly better than those taught using conventional method of teaching in primary schools in Yobe State; significant difference exists between the performance of pupils taught concept of pressure group using dramatization strategy and those taught concept of pressure group using conventional method of teaching in primary schools in Yobe State and pupils taught concept of arms of government using dramatization strategy performed significantly better than those taught

concept of arms of government using conventional method of teaching in primary schools in Yobe State.

5.3 Recommendations

The researcher with due consideration to the findings of this study recommended as follows:

1. civic education teachers should make use of simulation game instructional strategy since it was found suitable for teaching-learning and capable of yielding positive pupils' academic performance;
2. curriculum planners should incorporate simulation game instructional strategy as pedagogical strategy while planning a curricular. However, the incorporation of this strategy should be done considering the nature of learning experiences for the strategy in question to be most appropriate among other teaching strategies;
3. government at federal, state and local levels in collaboration with ministry of education, education boards, philanthropies, international organizations and other non-governmental organizations should from time to time be organizing a workshop for teachers to be conversant with simulation game instructional strategy using ludo game and effective delivery of lesson;
4. dramatization strategy should be given more consideration by stakeholders in the process of planning, designing and implementation of civic education and other related disciplines as it was found suitable and effective in teaching civic education in primary schools in Yobe State;

5. relevant costumes that can be used to teach various concepts in civic education and other disciplines should be made available at schools, so as to encourage the appropriate use of dramatization strategy; and

6. federal, state and local governments, ministry of education, education boards and school administrators should give all necessary support for the teachers to make use of dramatization strategy. .

5.4 Babo Model of Ludo Game for Simulation Strategy

Based on the suitability and relevance of simulation game strategy using ludo game for civic education teaching in primary school as it was found by this study, the researcher is hereby suggesting this model titled 'Babo Model of Ludo Game for Simulation Strategy' to civic education teachers and beyond, for them to adopt while teaching using ludo game for simulation game strategy. The model is presented in stages as follows:

Stage One: identification of topic or learning unit to be taught;

Stage Two: prepare signs and statements for rewards and punishments governing the conduct of the game;

Stage Three: determine the number of students/pupils in a class to decide on the number of groups and arrived at number of ludo game required;

Stage Four: draw a ludo game using a title that reflects a desired topic or learning unit to be taught;

Stage Five: insert the signs prepared earlier in the ludo box using wisdom to avoid contradiction between rewards and punishments while playing the game;

Stage Six: draw and write the sings and statements for rewards and punishments on the game cards;

Stage Seven: look for dices, dice containers and players;

Stage Eight: prepare a well design lesson plan embracing simulation game strategy using ludo. Note that, the lesson presentation should consider an explanation regarding the nature of the game, guidelines governing the conduct of the game, pupils' participation in playing the game and debriefing;

Stage Nine: present the lesson objectively considering the steps presented in the lesson plan.

Even though ludo game could be used indifferent learning situation, this is used in the present study specifically as a medium for simulating learning the concept of loyalty and the concept of social injustice.

4.5 Contribution to Knowledge

Based on the findings of the study, this research was able to contribute to knowledge in the following ways:

1. teachers, curriculum planners, school administrators, quality assurance officials among other participant in curriculum implementation would get to know that pupils taught civic education using simulation game instructional strategy

performed significantly better than those taught using conventional method of teaching in primary schools in Yobe State;

2. curriculum planners would understand the relevance of incorporating simulation game instructional strategy as pedagogical strategy while planning a curricular;
3. federal, state and local governments, ministry of education, education boards, philanthropies, international organizations and other non-governmental organization would be reminded or further understand their roles in training and retraining of teachers how to deliver effective lesson using innovative strategy particularly simulation game instructional strategy through organization of seminars and workshops;
4. teachers, curriculum planners, school administrators, quality assurance officials among other participant in curriculum implementation would understand that pupils taught civic education using dramatization strategy performed significantly better than those taught using conventional method of teaching in primary schools in Yobe State;
5. teachers, curriculum planners, school administrators, quality assurance officials among other participant in curriculum implementation would get to know the appropriateness and effectiveness of dramatization strategy in teaching various concept in civic education in primary schools in Yobe State; and
6. a model was also developed by the researcher in favour of simulation game instructional strategy using ludo game with a title 'Babo Model of Ludo Game for Simulation Strategy'. The model was postulated with a view to assist civic education teachers and beyond, for them to adopt while teaching using ludo game

for simulation game strategy, since the strategy under discussion is somehow new in the study area and other location of the country.

5.6 Suggestions for further Studies

Further studies can be carried out in the following areas:

1. Effect of Simulation Game Strategy on Pupils' Performance in Civic Education Junior secondary Schools in Yobe State, Nigeria;
2. Effect of Dramatization strategy on Pupils' Performance in Civic Education Junior secondary Schools in Yobe State, Nigeria;
3. Psychologist could also make an effort to conduct a research on Effect of Simulation Game Strategy on Pupils' Interest, Participation and Academic Performance in Civic Education in Primary Schools; and
4. Effect of Dramatization Strategy on Pupils' Interest, Participation and Academic Performance in Civic Education in Primary Schools.

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APPENDIX A
LESSON PLAN I FOR EXPERIMENTAL GROUP I

School: Girgiri Primary School Nguru

Subject: Civic Education

Class: Primary 5

Topic: Loyalty

Group: Experimental 1

Method: Simulation Game Strategy

Age: 10 - 12

Sex: Mixed (Boys and Girls)

Duration: 35 minutes

Date:

Instructional Material: Ludo Games, Pieces of Card Board Paper, Players Dices and Dice Container.

Behavioural objective: at the end of the game and presentation; pupils should be able to:

(i) define the term loyalty;

(ii) give at least two (2) aspect of Loyalty; and

(iii) write at least two (2) examples of Loyalty.

Previous Knowledge : the pupils be familiar with some issues related to loyalty either at home, at school or both**.**

Introduction

The researcher introduces the lesson by explaining to the pupils; the procedures, rules and regulations of the game and the pupils' roles while playing the game.

Presentation

The lesson will be presented through the following steps:

Step I:

After introducing the topic to the pupils; ludo games, game cards containing signs and statement design for loyalty game, dices, players and dice containers will be given to each group, after splitting the class into six groups.

Step II:

The researcher will guide the pupils by informing them the rules and regulations governing the conduct of the game. Thereafter the pupils will play their game independently while the researcher and the research assistant will be going round observing the way such pupils play the game.

Step III:

Questions will be asked to the groups on different issues related to the concept of loyalty. The questions are:

a. from the game you played; what do we mean by loyalty?
b. what are the aspects of loyalty?
c. what are the examples of loyalty?

Step IV:

Answers provided by the groups will be moderated by the researcher, sums them together and delegates individual pupil to present the summary before the class within 2 minutes.

Evaluation

After the game and all the presentations and observations within the classroom, the pupils are expected to answer the following questions:

1) What is loyalty?

2) Give at least two (2) aspects of Loyalty.

3) write at least two (2) examples of Loyalty.

Conclusion

The researcher will conclude the lesson by writing the summary of key points and answers extracted from the game on the chalk-board for the pupils to copy.

APPENDIX B
LESSON PLAN II FOR EXPERIMENTAL GROUP I

School: Girgiri Primary School Nguru

Subject: Civic Education

Class: Primary 5

Topic: Social Injustice

Group: Experimental 1

Method: Simulation Game Strategy

Age: 10 - 12

Sex: Mixed (Boys and Girls)

Duration: 35 minutes

Date:

Instructional Material: Ludo Games, Pieces of Card Board Paper, Players Dices and Dice Container.

Behavioural objective: at the end of the game and presentation; pupils should be able to:

(i) identify at least two (2) means of communicating social injustice; and

(ii) write at least three (3) types of social injustice.

Previous Knowledge: the pupils are familiar with issues related to equal and unequal treatment among their peers in school and among their siblings at home**.**

Introduction

The researcher introduces the lesson by explaining to the pupils; the procedures, rules and regulations of the game and the pupils' roles while playing such game.

Presentation

The lesson will be presented through the following steps:

Step I:

After introducing the topic to the pupils; ludo games, game cards containing signs and statement design for social injustice game, dices, players and dice containers will be given to each group, after splitting the class into six groups.

Step II:

The researcher will guide the pupils by informing them the rules and regulations governing the conduct of the game. Thereafter the pupils will play their game independently while the researcher and the research assistant will be going round observing the way such pupils playing the game.

Step III:

Questions will be asked to the groups on different issues related to the concept of social injustice. The questions are:

a. from the game you played; what do we mean by social injustice?
b. how do we communicate social injustice?
c. what are the types of social injustice?

Step IV:

Answers provided by the groups will be moderated by the researcher, sums them together and delegates individual pupil to present the summary before the class within 2 minutes.

Evaluation

After the game and all the presentations and observations within the classroom, the pupils are expected to answer the following questions:

1) Identify at least two (2) means of communicating social injustice.
2) Write at least three (3) types of social injustice.

Conclusion

The researcher will conclude the lesson by writing the summary of key points and answers extracted from the game on the chalk-board for the pupils to copy

APPENDIX C
LESSON PLAN I FOR CONTROL GROUP I

School: Ramat Primary School Gashua

Subject: Civic Education

Class: Primary 5

Topic: Loyalty

Group: Control 1

Method: Lecture Method

Age: 10 - 12

Sex: Mixed (Boys and Girls)

Duration: 35 minutes

Date:

Instructional Material: Chalk and Black-Board.

Behavioural objective: at the end of the lesson; pupils should be able to:

(i) define the term loyalty;

(ii) give at least two (2) aspect of Loyalty; and

(iii) write at least two (2) examples of Loyalty.

Previous Knowledge: the pupils ought to be familiar with some issues related to loyalty either at home, at school or both**.**

Introduction

The researcher will introduce the lesson by asking the students questions on issues related to the concept of loyalty.

Presentation

The lesson will be presented through the following steps:

Step I: the researcher will define the term loyalty to the pupils.

Step II: the researcher will identify and present the types of loyalty to the pupils.

Step III: the researcher will state and explain some examples of loyalty to the pupils.

Evaluation

After the lesson, the pupils are expected to answer the following questions:

1. What do you understand by loyalty?
2. Give at least two (2) aspect of Loyalty.
3. write at least two (2) examples of Loyalty.

Conclusion

The researcher will conclude the lesson by writing note on the chalk-board for the pupils to copy.

APPENDIX D
LESSON PLAN II FOR CONTROL GROUP I

School: Ramat Primary School Gashua

Subject: Civic Education

Class: Primary 5

Topic: Social Injustice

Group: Control 1

Method: Lecture Method

Age: 10 - 12

Sex: Mixed (Boys and Girls)

Duration: 35 minutes

Date:

Instructional Material: Chalk and Black-Board.

Behavioural objective: at the end of the lesson; pupils should be able to:

(i) identify at least two (2) means of communicating social injustice; and

(ii) write at least three (3) types of social injustice.

Previous Knowledge: the pupils are familiar with issues related to equal and unequal treatment among their peers in school and among their siblings at home**.**

Introduction

The researcher will introduce the lesson by asking the students questions on issues related to the concept of social injustice.

Presentation

The lesson will be presented through the following steps:

Step I: the researcher will highlight and explain different issues with regards to social injustice.

Step II: the researcher will identify and explain some types of social injustice to the pupils.

Step III: the researcher will state and explain certain means of communicating social injustice while pupils are listening.

Evaluation

After the lesson, the pupils are expected to answer the following questions:

(i) identify at least two (2) means of communicating social injustice.

(ii) write at least three (3) types of social injustice.

Conclusion

The researcher will conclude the lesson by writing note on the chalk-board for the pupils to copy.

APPENDIX E
LESSON PLAN I FOR EXPERIMENTAL GROUP II

School: Central Primary School Jakusko

Subject: Civic Education

Class: Primary 5

Topic: Pressure Group

Group: Experimental 2

Method: Dramatization Strategy

Age: 10 - 12

Sex: Mixed (Boys and Girls)

Duration: 35 minutes

Date:

Instructional Material: pictures and charts of people gathered for demonstration.

Behavioural objective: at the end of the drama and presentation; pupils should be able to:

(i) define the term pressure group;

(ii) write at least three (3) examples of pressure group; and

(iii) identify at least two (2) consequences of pressure group.

Previous Knowledge: the pupils are familiar with clubs and associations in school.

Introduction

The researcher introduces the lesson by briefly explaining the structure of the drama on the story of pressure group to the pupils; assign each pupil to a particular role and outline the expectation to them.

Presentation

The lesson will be presented through the following steps:

Step I:

Pupils as characters of the drama will play the drama themselves for the first time within 8 minutes under the supervision of the researcher following the structure of the drama on the story of pressure group judiciously.

Step II:

Pupils will be asked to play another drama for the second time within 6 minutes on the same story and structure played in step I.

Step III:

Pupils' forum will be formed to discuss what they learned from the drama under the moderation of the researcher.

Evaluation

After the drama and all the presentations and observations within the classroom, the pupils are expected to answer the following questions:

(i) define the term pressure group;

(ii) write at least three (3) examples of pressure group; and

(iii) identify at least two (2) consequences of pressure group.

Conclusion

The researcher will conclude the lesson by writing the summary of key points on the chalk-board for the pupils to copy

APPENDIX F
LESSON PLAN II FOR EXPERIMENTAL GROUP II

School: Central Primary School Jakusko

Subject: Civic Education

Class: Primary 5

Topic: Arms of Government

Group: Experimental 2

Method: Dramatization Strategy

Age: 10 - 12

Sex: Mixed (Boys and Girls)

Duration: 35 minutes

Date:

Instructional Material: pictures and charts of house of assembly, executives and court settings.

Behavioural objective: at the end of the drama and presentation; pupils should be able to:

(i) define the term arms of government;

(ii) name three (3) arms of government; and

(iii) discuss the functions of three (3) arms of government.

Previous Knowledge: the pupils are aware of the existence of government in the society.

Introduction

The researcher introduces the lesson by briefly explaining the structure of the drama on the story of arms of government to the pupils; assign each pupil to a particular role and outline the expectation to them.

Presentation

The lesson will be presented through the following steps:

Step I:

Pupils will play the drama themselves for the first time within 7 minutes under the supervision of the researcher following the structure of the drama on the story of arms of government judiciously.

Step II:

Pupils will be asked to play another drama for the second time within 5 minutes on the same story and structure played in step I.

Step III:

Pupils' forum will be formed to discuss what they learned from the drama under the moderation of the researcher.

Evaluation

After the drama and all the presentations and observations within the classroom, the pupils are expected to answer the following questions:

(i) define the term arms of government;

(ii) name three (3) arms of government; and

(iii) state the functions of three (3) arms of government.

Conclusion

The researcher will conclude the lesson by writing the summary of key points on the chalk-board for the pupils to copy

APPENDIX G
LESSON PLAN I FOR CONTROL GROUP II

School: Nglewa Primary School Nguru

Subject: Civic Education

Class: Primary 5

Topic: Pressure Group

Group: Control 2

Method: Lecture Method

Age: 10 - 12

Sex: Mixed (Boys and Girls)

Duration: 35 minutes

Date:

Instructional Material: Chalk and Chalk-Board.

Behavioural objective: at the end of the lesson; pupils should be able to:

(iv) define the term pressure group;

(v) write at least three (3) examples of pressure group; and

(vi) identify at least two (2) consequences of pressure group.

Previous Knowledge: the pupils are familiar with clubs and associations in school.

Introduction

The researcher introduces the lesson by asking the pupils questions on issues commonly related with pressure group.

Presentation

The lesson will be presented through the following steps:

Step I:

The researcher will explain the term pressure group to the pupils while the pupils are sitting down and listening.

Step II:

The researcher will state and explain some examples of pressure group commonly exist in Nigeria.

Step III:

The researcher will identify and explain certain consequences of pressure group.

Evaluation

After the lesson; pupils are expected to answer the following questions:

(i) define the term pressure group;

(ii) write at least three (3) examples of pressure group; and

(iii) identify at least two (2) consequences of pressure group.

Conclusion

The researcher will conclude the lesson by writing the summary of key points on the chalk-board for the pupils to copy

APPENDIX H
LESSON PLAN II FOR CONTROL GROUP II

School: Nglewa Primary School Nguru

Subject: Civic Education

Class: Primary 5

Topic: Arms of Government

Group: Control 2

Method: Lecture Method

Age: 10 - 12

Sex: Mixed (Boys and Girls)

Duration: 35 minutes

Date:

Instructional Material: Chalk and Chalk-Board

Behavioural Objective: at the end of the lesson; pupils should be able to:

(iv) define the term arms of government;

(v) name three (3) arms of government; and

(vi) discuss the functions of three (3) arms of government.

Previous Knowledge: the pupils are aware of the existence of government in the society.

Introduction

The researcher introduces the lesson by asking the pupils questions on issues similar to government and the division in government.

Presentation

The lesson will be presented through the following steps:

Step I:

The researcher will define the term arms of government to the pupils.

Step II:

The researcher will identify three (3) arms of governments to the pupils.

Step III:

The researcher will explain to the pupils the basic functions of three (3) arms of government identified in step II.

Evaluation

After the lesson; pupils are expected to answer the following questions:

(iv) define the term arms of government;

(v) name three (3) arms of government; and

(vi) state the functions of three (3) arms of government.

Conclusion

The researcher will conclude the lesson by writing the summary of key points on the chalk-board for the pupils to copy

APPENDIX I
CIVIC EDUCATION PERFORMANCE TEST I (CEPT I)

Instructions:

i. answer all questions

ii. choose the correct answer from the multiple choice/options

1. …… means strong support for the family, friends and the whole country.

(a) Coat of Arms (b) Loyalty (c) Nationality (d) Rule of Law

2. Obedience to school rules and regulations can be seen as an aspect of …….

(a) Rule of Law (b) Certainty (c) Loyalty (d) National Currency

3. A loyal citizen is expected to respect and value the following except

(a) National Flag (b) National Anthem (c) National Currency (d) Kitchen

4. The following is an evidence of loyalty except

(a) Motor Cycle (b) Respect (c) Giving Assistance (d) Willingness to Serve

5. One of the following is an example of loyal service to the nation

(a) Military Service (b) Dancing (c) Playing Football (c) Swimming

6. One of the following is a type of social injustice:

(a) Equity (b)Equality (c) Nepotism (d) Favour

7. ……. is a means of communicating social injustice.

(a) Peaceful Demonstration (b) Favour (c) Social (d) Forgiveness

8. The following are types of social injustice except

(a) Denial of Fundamental Right (b) Government (c) Inadequate Pay for Work Done (d) Nepotism

9. The following can be used to communicate social injustice except

(a) Demonstration (b) Strike (c) Resignation (d) Singing

10. Resignation is used to communicate ……..

(a) Patriotism (b) Social Injustice (c) Effective Service (d) Fair Hearing

APPENDIX J
CIVIC EDUCATION PERFORMANCE TEST II (CEPT II)

Instructions:

a. answer all questions

b. choose the correct answer from the multiple choice/options

1. …… means a group of people sharing common interest to fight for peoples' right.

(a) Pressure Group (b) Loyalty (c) Justice (d) Family

2. …… is an example of pressure group.

(a) Justice (b) Academic Staff Union of Universities (c) Football Team (b) Government

3. ……. Is an important or advantage of pressure group.

(a) Victimization (b) Nepotism (c) Protecting Members Interest (d) Justification

4. …… is disadvantage of pressure group.

(a) Good Members (b) Justification (c) Members Interest (d) Difficult for Government to Implement Policies

5. The following are example of pressure group except

(a) Academic Staff Union of Universities (ASUU) (b) National Union of Teachers (NUT) (c) Gentle Man (GM) (d) National Council of Women Societies (NCWS)

6. …… consist of executive, judiciary and legislature.

(a) Arms of Government (b) Government (c) Function (d) Drama

7. ……. are responsible to make law in the society.

(a) Executive (b) Legislature (c) Government (d) Judiciary

8. …….. are responsible to interpret law in the society.

(a) Executive (b) Legislature (c) Judiciary (d) School

9. ……. are responsible to execute and implement the laws and policies in the society.

(a) Executive (b) Legislature (c) University (d) Judiciary

10. President and State Governors are part of ……

(a) Judiciary (b) Executive Arms of Government (c) School Board Members (d) Legislative Arms of Government

APPENDIX K
MARKING SCHEME FOR CIVIC EDUCATION PERFORMANCE TEST I (CEPT I)

1. B
2. C
3. D
4. A
5. A
6. C
7. A
8. B
9. D
10. B

APPENDIX L
MARKING SCHEME FOR CIVIC EDUCATION PERFORMANCE TEST II (CEPT II)

1. A
2. B
3. C
4. D
5. C
6. A
7. B
8. C
9. A
10. B

APPENDIX M
SOME PICTURES SNAPPED DURING THE EXPERIMENT




Social Injustice Game








Social Injustice Game

