

INSTRUCTIONAL PRACTICES OF CIVIC EDUCATION TEACHERS IN SENIOR SECONDARY SCHOOL IN ILORIN NIGERIA

BALOGUN, I. N.

Abstract

This study investigates instructional practices of civic education Teachers in Senior Secondary Schools in Ilorin, Nigeria. Civic Education Teachers' Instructional Practices Questionnaire was used for the study. All Senior Secondary School Civic Education Teachers constituted the population for the study. 144 Civic Education Teachers purposively drawn, using simple random sampling technique, were selected from 104 Senior Secondary Schools of the three local governments areas that made up of Ilorin, that is 19 Senior Secondary Schools from Ilorin-East, 36 from Ilorin-South and 49 from Ilorin-West, were involved in the study. The t-test statistical technique was used to analyse data collected. Two hypotheses were generated and tested at 0.05 alpha level. The results revealed that Instructional Practices of civic education teachers does not significantly differ on the basis of qualifications and experiences. The study therefore recommended, among others, that civic education teachers should adopt active instructional practices wherein learners will participate fully in the teaching/learning of civic education in order to achieve best teaching practices.

Keywords: Instructional Practices, Civic Education, Civic Education Teachers, Senior Secondary School.

Introduction

The new curriculum on civic education for Senior Secondary Schools came into existence as a result of desire to bring the reality of everyday societal living to the students at their age of critical thinking and reasoning. This is with a view of helping them to become responsible and discipline members of their societies. Civic education is considered as the type of education an individual in the state receive for the positive development of ideas, beliefs, habits and

attitudes cherished by the society to enable them live as useful and effective members of the society (Okwenu and Anyacho 2005). The major content of civic education was derived from the existing Social Studies education which for many years people believed to be an amalgamation of all subjects in the Social Sciences and Humanities. However, the goals of Civic Education includes long sentence among others, the inculcation of national consciousness and national unity, cultivation of the right type of values and attitudes, training of the mind in the understanding of the world around and the acquisition of appropriate skills and development of mental, physical and social ability for the development of the society as esteemed in the National Policy of Education. (Federal Republic of Nigeria 2009).

Many learning theories have been suggested for the Instructional practices for teaching civic education, including: discussion groups, fora and panels, dramatizations, role play.

From the foregoing, it is glaring that the importance of civic education in Secondary School Curriculum cannot be over emphasized. It is on this note that Jekayinfa, Mofoluwawo & Oladiran (2011) quoted the Minister of Education, Rufai (2010) in the Nigerian Observer of October 16, 2010, when she commented that the restructuring of the old curriculum for the Senior Secondary School was based on global acceptable best practices. She also explained that this has thrown up new content standards within each subject matter and the restructured Senior Secondary Education Curriculum (SSEC) demand that serving teachers are re-skilled in subject matter as well as in pedagogy. It is in connection with this that Ukeje(1999) posited that, the secondary school teachers of the 21st century must be adequately prepared to face the challenges of the age. Such a teacher must be knowledgeable, current in knowledge and teaching strategies.

In the opinion of Ijaiya (2008) faculties of education in Nigeria can be strengthened or re-engineered to produce quality teachers for the present era of high technological challenges. Teachers' major role in the curriculum process is to transform theory into practice at the classroom level. No matter how carefully a curriculum might have been designed or developed, its adequacy and effectiveness can only be determined at the implementation level. Civic

education teachers should therefore acknowledge that they are crucial to the successful implementation of the civic education curriculum. It is against this background that this study investigate instructional practices of civic education teachers in senior secondary school in Ilorin Nigeria.

Statement of the problem

There are no specialists in civic education to handle the teaching of the subject apart from the existing Social Studies teachers. Jekayinfa, Mofoluwawo and Oladiran (2011) reasoned that the implementation of any educational curriculum cannot be achieved without qualified teachers. Therefore the success of Civic Education curriculum poses a challenge to Social Studies teachers because there are no qualified Civic Education Teachers on ground and the curriculum contents of social studies and civic education are similar; hence the need to examine the Instructional Practices of Civic Education Teachers in Senior Secondary Schools in Ilorin, Nigeria. Two hypotheses were generated for this study.

H₀₁: There is no significant difference in the Instructional practices of civic education teachers on the basis of their teaching qualifications.

H₀₂: There is no significant difference in the Instructional practices of civic education teachers on the basis of teaching experience.

Methodology

A descriptive survey design was used in the study. All Senior Secondary Schools civic education teachers constituted the population for this study. A total of 144 civic education teachers were drawn from the three Local Governments Areas Covering Ilorin using purposive sampling technique. The instrument for data collection was a Likert Type questionnaire comprising thirty items. The 30 items drawn on Instructional Practices, Skills, Principles and Values of Civic Education which responded to with 'Always', 'Sometimes' and 'Never'. Experts in measurement and Evaluation and Social Studies experts subjected the questionnaire to content validity test. Its reliability was estimated through a trial test conducted in schools outside the sampled institutions and a co-efficient of 0.75 after analysis using PPMC. The

researcher personally visited the selected senior Secondary Schools for the purpose of administering the questionnaire. The 144 copies of the questionnaire distributed were collected, collected data obtained were analysed.

Data Analysis and Results

The statistical analysis of the study focused on the research hypotheses formulated. The t-test analysis is aimed at determining if there is any significant difference in the Instructional practices of civic education teachers based on qualification and experiences.

Hypotheses Testing

H₀₁: *This is no significant difference in the qualified and unqualified teachers' instructional practices in teaching civic education.*

Table 1: The Difference in Civic Education Teachers' Instructional Practices in teaching Civic Education Based on Qualification

Qualification	N	Mean	SD	df	t	Sig(2-tailed)	Decision
Qualified	61	76.66	6.67	142	0.292	0.770	H ₀₁
Unqualified	83	76.96	5.92				NS
Total	144						

P<0.05

Table 1 shows that at sig.(2-tailed) The calculated Sig is 0.770 is greater than 0.05 significant level, therefore the null hypothesis is not rejected. This implies that there is no significant difference between the qualified and unqualified teachers instructional practices in civic education.

H₀₂: *There is no significant difference in the instructional practices of civic education teachers on the basis of teaching experience.*

Table 2: The difference in Civic Education Teachers' Instructional Practices Based on the Experience

Experience	N	Mean	SD	df	t	Sig(2-tailed)	Decision
Experienced	48	76.44	7.34	142	0.538	0.591	NS
Less experienced	96	77.03	5.59				
Total	144						

P<0.05

Table 2 shows at sig. (2-tailed) the calculated Sig is 0.591 is greater than 0.05 significant level. Therefore, the null hypothesis₂ is not refused. This implies that there is no significant difference in the instructional practices of experienced and less-experienced civic education teachers in their instructional practices.

Discussion

The Instructional Practices of teachers seemed to demonstrate pedagogical skills in their use of instructional practices in teaching civic education. This statement is true as the teacher claimed that they were making use of the items listed in the questionnaire in their teaching. The findings showed that the teachers were familiar with quite a number of skills, principles and values in teaching civic education. Thus, they sometimes or always employ them during their classrooms interactions with learners. This means that there no significant difference in the instructional practices of civic education teachers on the bases of qualification and experience. The findings of this study however, maintained that highly qualified teachers to some students may be teachers who spend time with them and makes the subject contents clearer and attainable to them, while others may say unqualified teachers are those who dictate or send notes to students during the lesson. This is to show that qualification by performance is where the problem lies.

Conclusions

The findings of this study have obviously show that none of the qualification and experience have any significant influence on civic education teachers' instructional practices in Senior Secondary Schools in Ilorin. This submission is based on the response of the teachers to the items of the

questionnaire. The findings showed that teachers are familiar with quite a number of instructional practices in teaching civic education. Thus, they sometimes or always employ them during their classroom interactions with learners. However, it is suggested that teachers should acquaint themselves more with the civic education curriculum of Senior Secondary Schools and recommended text books so as to get familiar with pedagogical skills as well as the instructional practices as embodied in the curriculum. This is absolutely imperative as it will enhance the teachers' knowledge in the attainment of the objectives of civic education and best teaching practices.

References

- Federal Republic of Nigeria (2008). *National Policy on Education*, Lagos Federal Government Press.
- Ijaiya, N. Y. (2008). Strengthening the Quality of Teacher Education: In J. Babalola, L. Popoola, A. Onuka, S. Oni, W. Olatokun & R. Agbonlahor (Eds). *Towards Quality in African Higher Education*, Ibadan: HERP-NET.
- Jekayinfa, A., Mofoluwawo, E., and Oladiran, M. (2011). *Implementation of Civic Education Curriculum in Nigeria: Challenges for Social Studies Teachers*. Retrieved March 31, 2012. www.unilorin.edu.ng/publication/jekayinoluwa/41.pdf.
- Okwenu, O. & Anyacho, E. (2005). Effective Citizenship Education for Moral Regeneration in Nigeria. *Zaria Journal of Educational Studies* (ZJES). 11(3) 102-105.
- Rufai, R. (2010). Nigeria commentaries. In A. A. Jekayinfa, E. O. Mofoluwawo, & M. A. Oladiran (Eds). *Implementation of Civic Education Curriculum in Nigeria: challenges for Social Studies Teachers*.
- Ukeje, B. O. (1999). *Teacher Education in Nigeria-Current: Status 21st Century Challenges and Strategies for Improvement*. A keynote paper presented on the occasion of an Inter-University Collaborative Workshop on Teacher Education, University of Jos from 8th to 9th December, 1999.
- USAID (2003). *Approaching education from a good governance perspective: Bureau for Democracy, Conflict, and Humanitarian Assistance, U.S. Agency for International Development*.