

CHAPTER ONE

INTRODUCTION

Background to the Study

Since the advent of western education in Nigeria, several efforts have been made by the government to formulate policies in order to improve educational practice in the country. However, the problem facing our educational system is not policy formulation, but their implementation. Notwithstanding the enormous amount of money the government spent on implementing new policies, several of these efforts have failed. Alade (2011), attributed this failure to lack of understanding of the school culture on the part of experts within and outside the school system. For the implementation of curriculum to be successful, there is a need for the understanding of the power relationships, the traditions, the roles and responsibilities of individual in the school system.

The word implementation means putting into use a well- articulated and well intentioned ideas packed as theory. Therefore, to implement is to put into action packed ideas or theories. Mezieobi (1993) conceptualized the term implementation simply as an act of putting an agreed plan, decision, proposal, idea or policy into effect. It serves as the foundation of any plan's success or failure. It is the moving force of any plan without which a plan is only a good wish or intention. Obviously, if any nation wants to make remarkable progress and development in the sciences, humanities, education etc, it must properly design and make curriculum implementation its main concern.

Curriculum in a formal setting can be seen as planned learning experiences offered to the student in school setting. According to Esu, Enukoha and Umoren (2004), curriculum means all learning experiences a child acquire under the

guidance of a teacher. It is therefore the blue print or tool by which schools seek to translate the hope and values of the society in which it operates into concrete reality. Kolawole (2006) views curriculum as an important element in the process of knowledge like skills and values that are grounded in some disciplines that can be developed in the schools and imparted on to the society in form of education. Hence, it is impossible for a school to exist without a curriculum. Most of those that will benefit from such education through the schools are to end in the said society where all that they learn will be put into use for the overall benefit of the society.

Kolawole (2006) further asserted that curriculum is the point of all teaching and learning programme which is the main concern of education. It is noteworthy to stress at this point that Nigeria has been experiencing several social vices such as examination malpractice, corruption, drug abuse, kidnapping, indiscipline, prostitution, lawlessness etc. In order to deal with these vices, successive governments in the country had at one period or the other introduced several programmes such as War Against Indiscipline (WAI) established between (1983 and 1985), Mass Mobilization for Self Reliance, Social Justice and Economic Recovery (MAMSER) established in (July, 1987) and National Orientation Agency (NOA) which was established in (August, 1993). However, these programmes seem not to have produced required result of producing responsible citizenship virtues in Nigerian youths and the school system.

Therefore, introduction of Civic Education in the junior and senior secondary school curriculum is seen as a welcome development. This is as a result of the fact that the teaching of Civic Education in junior and senior secondary schools will help to inculcate positive moral value, civic rights, duties and obligation in the citizens. Civic Education values play an important role in the making of responsible citizens,

sustenance of the nation's democracy and even in the survival of the future generations.

The highlighted social vices in Nigeria necessitate the pressing reason to inculcate in the students, virtues such as of hard-work, tolerance, honesty, obedience, tolerance, national consciousness, unity, spirit of patriotism, faith as well as interest to participate actively in democratic process that will engender learners with good moral attitude (Jekayinfa, Mofoluwawo & Olaniran, 2011). This therefore necessitates the incorporation of the teaching of Civic Education into the school curriculum in September, 2011 by the Nigerian Federal Government. It is therefore believed that the teaching of Civic Education in schools is capable of breeding dependable and effective citizens who can create and sustain healthy communities and democratic government. Teaching the populace about their rights, duties and responsibilities of the government through Civic Education As opined by Jekayinfa, Mafoluwawo and Olaniran (2011), incorporation of Civic Education into the school curriculum is expected to bring about a desirable change in the learner's behaviour.

The word curriculum implementation had been defined in different ways by different scholars. Garba (2004) views curriculum implementation as the process through which the curriculum is put into work for the achievement of its designated goals. Okebukola (2004) describes curriculum implementation as the translation of the curriculum objectives as stated in paper into actual practice. To Ivowi (2004), curriculum implementation is the translation of theory into practice or proposal into action. Similarly, Afangideh (2009), sees the concept of curriculum implementation as the practical engagement of learners with planned learning opportunities. Implementation is a stage in curriculum process which occurs in the midst of learning

activities, when the teacher and learners are involved in transactional activities in classroom situations for the purpose of teaching and learning. It involves purposive interactional activities that takes place in the classroom through the combined efforts of the teacher, learners, school administrators and parents. It integrates the application of physical facilities together with the adoption of appropriate pedagogical strategies and methods. The quality of curriculum implementation of any society serves as the foundation of its political, economic, scientific and technological well-being, that is why it is always said that no society can rise above the standard of its educational system (Odey & Opoh, 2015).

However, the major problem of the Nigeria education sector is how to put into use the well-intended and articulated curriculum through feasibility and full – scale implementation commitment. In agreement with this, Odey and Opoh (2015) opines that in Nigeria, a number of curriculum proposals or conceived curricula have remained virtually stagnant in the sense that they were not made to serve its purpose as a result of poor implementation. In reality, curriculum may be beautifully planned, but will be of no importance if it is not implemented. Hence in Nigeria, there are beautifully planned and worthwhile curricula which have crumbled and failed to bring forth the intended output due to inappropriate execution. It is imperative to note that many excellent curriculum plans and other policies of education in Nigeria encounter problems at the executions stage and eventually failed to achieve their purpose (Mkpa, 2005).

Teachers are indispensable in the attainment of goals of the school system (Yusuf, 2010). This is because teachers occupy an important position in the implementation of the school curriculum. They are the managers of the instructional activities that take place within the school system. This is why it is popularly said that

no nation or society can develop above the quality of her teachers and its education system. According to Yusuf (2010), teachers are important in ensuring quality production of students worthy in learning and character. There is no alternative to quality teachers if a nation is to achieve excellence in curriculum implementation.

According to Adegbite (2016), teachers are essential human resources in the school system. They are the main implementers of any governmental policy in relation to education. The future of any country is a function of standard of education the citizens received, and it is done by the teachers. Therefore, teachers are professionals who attempt to help someone obtain certain skills, attitude, knowledge and ideas. Teachers create and influence desirable changes in the behaviour of students. Teachers' roles are vital in educational system because he or she could make or ruin the students' career depending on his or her effectiveness in teaching and enforcing discipline in the students.

Therefore, the vital roles of teachers in any programme of education cannot be over emphasized, most importantly in the execution of Civic Education curriculum. The success or otherwise of Civic Education curriculum implementation seems depend on the teachers because of their strategic position in transacting the official curriculum with the learner- the final end user of the curriculum. For Civic Education or any educational programme, policy or innovation to be translated into reality and success, it must pass through the classroom which is the heart of teaching. Teachers, in our present day reality hold the key. Thus they can either lock or unlock the classroom door for teaching or learning programme (Ijaiya, 1997). Therefore, no educational planner should underestimate the teacher in any programme before it takes off.

Teacher's qualification is a factor that could also decide the nature of his or her role in curriculum implementation in school. Qualification attainment is vital in implementing new secondary school curriculum. Unqualified or poorly trained teachers will also produce poorly trained professionals. Moreover, an unqualified teacher is a liability to the educational system because teacher's qualification will certainly affect their implementation of the newly introduced Civic Education curriculum. Closely related to teachers' qualification is teacher's experience. A popular adage says experience is the best teacher. This means the more a professional stays on the job, the more he or she becomes skilled and perfect. Teachers' specialization, which is the subject of training, is also an important factor in the implementation of a curriculum because it dictates the quality of a teacher. Also of significance importance is the influence of gender in the classroom implementation of Civic Education curriculum

Gender refers to the socially constructed role and responsibilities of men and women. The basic differences between man and woman according to Adegbite (2016) are sex and gender. Sex is the physical biological difference between man and woman. It refers to whether people are born male or female. Gender is socially determined while sex is biologically determined. Gender seems to be critical in the discussion of education related issues. This therefore necessitates the inclusion of gender variable in this study.

Motivation is another important teacher factor relating to implementation of curriculum. As observed by Ofoegbu (2011), lack of motivation is a factor that should not operate within school system and if it does, it would hinder performance, cause stress and even reduce students' quality output. Therefore, teachers' motivation is essential if improvement in the performance of students is anything to go by. And

when motivated, they will be productive. According to Adebile (2009), teachers' productivity is an important factor in educational development and also a vital factor in strengthening the Nigerian educational system. Training and re-training of teachers determines the quality of the out-put and no nation can progress without the effective development and management of teachers.

Therefore, competence, effectiveness and efficiency in the handling of the subject serve as a critical success in the Nigerian educational system. In a research on curriculum implementation and re-training of teachers in English Language, Adebile (2009), asserts that training and re-training of English Language teachers is a pre-condition for functional educational system in Nigeria. English has many aspects which every qualified Language teacher should be able to master for effective teaching productivity. According to Akinbile (2009), for effective productivity of teachers and consolidation of Nigerian educational system, teachers must be effectively trained and re-trained. Training of teachers is in the ethics of the profession will improve methods, skills and procedures to enhance their productivity.

Professionalism as a factor entails involvement of teachers in the onset of curriculum planning. As posit by Mkpa (2007), teachers as important stakeholders, should be adequately carried along in all stages of curriculum development process and failure to do so, as remarked by Akuezuilo (2006) could hinder the successful implementation of curriculum. Failure becomes inevitable if teachers who are the major implementers of curriculum are not well oriented to the teaching of such curriculum.

Besides the teacher that do the teaching, students also play a unique and important role in education. They are by virtue of their position invaluable stakeholders and participants in the educational process of every society. Any society

that underestimates their role in education is missing the opportunity to actively prepare the young ones for their future roles as citizens in a democratic world (World pulse.com). Students are therefore not passive receivers of knowledge but active participants in the educational process who can perform variety of roles that are not specifically assigned to them either in the curriculum or extra-curricula activities of the school. They can be included into the decision making process of the school to ensure an inclusive teaching learning which would make students accountable for his or her learning (Fletcher, 2008; Mskbailey; 2009; Bakies, 2013).

Interest and Attitude, This is disposition or feeling a student possess especially in the learning of a new subject, whether the subject is interesting to learn or not. Therefore, Students' willingness to participate in a lesson is a factor that has great influence on what they learn. If curriculum is designed in a way that will arouse students interest, learners who are at the receiving end would be able to contribute to its implementation.

Academic skill is also a factor that a good learner is expected to have. For instance, ability to read, understand and communicate fluently are areas where learners are expected to be proficient. Perceptiveness as a factor is the ability of a learner to understand phenomena or even from discussion greatly dictate the quality of the student and it determines curriculum implementation. Self-discipline in time management is a factor that every student is expected to have so that they can respond in a positive manner toward learning a given task.

From the above, it becomes evident that implementation is the interaction that takes place between the teacher and the learner and geared towards the realization of education objectives. It is against this backdrop that the researcher analyse the

perceived problems and suggested intervention strategies by Civic Education curriculum implementers in North Central, Nigeria.

Statement of the Problem

The Civic Education curriculum commenced in Nigeria in year 2009, but the major problems militating against its smooth running and consolidation in Nigerian educational system is implementation. This is as a result of lack of certain resources ranging from either human to material. There were problems of non-preparedness of teachers before implementation commenced. There was also the problem of getting well-trained teachers to implement the newly introduced Civic Education curriculum. Also there are problem of lack of classrooms, chairs and lockers, instructional resources, and other materials that makes implementation of Civic Education curriculum impossible as contained in the curriculum. Although, there is a well defined curriculum on paper for Civic Education, one cannot at present talk of good outcome of it implementation particularly in the Senior Secondary School Education since the inception of the programme.

According to Okunloye (2001), with respect to Social Studies curriculum in Nigeria, there is every likelihood of discrepancy between the official curriculum component by the Nigerian Educational Research and Development Council (NERDC) and what is taught by teachers in the school system due to significant number of unqualified teachers implementing the curriculum. As a result, the intended learning activities or approaches prescribed by the central agency to schools and teachers in peripheral location may not take place.

Other problems experienced in curriculum implementation are lack of motivation and inadequate professional preparation on the part of the educators which

has made curriculum implementation to come with challenges when being implemented in several schools in Nigeria. If the above problem and several other problems are left unattended to, the matter will have far-reaching consequences not only for Nigerian educational system, but also for the type of skilled learners that will be produced which may have negative impacts on social, political and economic development of the country.

Many researchers have carried out researches on problems of curriculum implementations in primary and secondary schools. However, the present study is a step ahead of the previous studies as it is meant to analyse the perceived problems and suggested intervention strategies by Civic Education curriculum implementers with the intention of complementing the existing body of knowledge. The present study also aims at determining the remedies to the problems of implementing Civic Education curriculum in North Central, Nigeria. Senior Secondary School teacher and students' would be involved in this study as they have been found to be appropriate compared to primary pupils.

On this basis, the researcher deems it fit to analyse the perceived problems and suggested intervention strategies by Civic Education curriculum implementers in North Central, Nigeria, as it constitutes knowledge vacuum part of which this study intends to fill.

Purpose of the study

The main purpose of the study is to analyse the perceived problems and suggested intervention strategies by Civic Education curriculum implementation in North Central, Nigeria. The study is specifically designed to:

1. analyse the teacher-perceived problems of Civic Education curriculum implementers' in North Central, Nigeria.

2. examine the teacher-suggested remediation strategies for Civic Education curriculum implementation problems in North Central, Nigeria.
3. examine the adequacy of lesson implementation practices of Civic Education teachers in classroom situation in North Central, Nigeria.
4. determine whether the teacher-perceived problems of Civic Education curriculum implementers' differ on the basis of gender in North Central, Nigeria.
5. ascertain whether the teacher-suggested remediation strategies for Civic Education curriculum implementation problems differ on the basis of gender in North Central, Nigeria.
6. determine whether students and teachers of Civic Education differ in their perception of the problem of Civic Education curriculum implementation in North Central, Nigeria.
7. examine whether the teacher-perceived problems of Civic Education curriculum implementers' vary according to qualification in North Central, Nigeria.
8. find out whether teacher-suggested remediation strategies for Civic Education curriculum implementation problems vary according to qualification in North Central, Nigeria.
9. Ascertain whether the teacher-perceived problems of Civic Education curriculum implementers' differ on the basis of experience in North Central, Nigeria.
10. determine whether teacher-suggested remediation strategies for Civic Education curriculum implementation problems differ on the basis of experience in North Central, Nigeria.

11. determine whether the teacher-perceived problems of Civic Education curriculum implementers' differ on the basis of exposure to seminar on the teaching of Civic Education in North Central, Nigeria.
12. find out whether teacher-suggested remediation strategies for Civic Education curriculum implementation problems differ on the basis of exposure to seminar on the teaching of Civic Education in North Central, Nigeria.

Research Questions

Based on the purpose stated above, the study seeks answers to the following research questions.

1. What are the teacher-perceived problems of Civic Education curriculum implementers in North Central, Nigeria?
2. What are the teacher-suggested remediation strategies for Civic Education curriculum implementation problems in North Central, Nigeria?
3. How adequate are the lesson implementation practices of Civic Education teachers in classroom situations in North Central, Nigeria?
4. Do the teacher-perceived problems of Civic Education curriculum implementers differ on the basis of gender in North Central, Nigeria?
5. Do the teacher-suggested remediation strategies for Civic Education curriculum implementation problems differ on the basis of gender in North Central, Nigeria?
6. Do students and teachers of Civic Education differ in their perception of the problem of Civic Education curriculum implementation in North Central, Nigeria?
7. Do the teacher-perceived problems of Civic Education curriculum implementers vary according to qualification in North Central, Nigeria?

8. Do the teacher-suggested remediation strategies for Civic Education curriculum implementation problems vary according to qualification in North Central, Nigeria?
9. Do the teacher-perceived problems of Civic Education curriculum implementers differ on the basis of experience in North Central, Nigeria?
10. Do the teacher-suggested remediation strategies for Civic Education curriculum implementation problems differ on the basis of experience in North Central, Nigeria?
11. Is there any difference in the teacher-perceived problems of Civic Education curriculum implementers on the basis of exposure to seminar on the teaching of Civic Education in North Central, Nigeria?
12. Is there any difference in the teacher-suggested remediation strategies for Civic Education curriculum implementation problems on the basis of exposure to seminar on the teaching of Civic Education in North Central, Nigeria?

Research Hypotheses

The following research hypotheses have been raised to guide the study.

- H₀₁:** There is no significant difference in the teacher-perceived problems of Civic Education curriculum implementers on the basis of gender in North Central, Nigeria
- H₀₂:** There is no significant difference in the teacher-suggested remediation strategies for Civic Education curriculum implementation problems in North Central, Nigeria on the basis of gender.

- H03:** There is no significant difference in students and teachers of Civic Education perception of the problem of Civic Education curriculum implementation in North Central, Nigeria.
- H04:** There is no significant difference in the teacher-perceived problems of Civic Education curriculum implementers on problems of Civic Education curriculum implementers in North Central, Nigeria on the basis of qualification.
- H05:** There is no significant difference in the teacher-suggested remediation strategies for Civic Education curriculum implementation problems in North Central, Nigeria on the basis of qualification.
- H06:** There is no significant difference in the teacher-perceived problems of Civic Education curriculum implementers in North Central, Nigeria on the basis of experience.
- H07:** There is no significant difference in the teacher-suggested remediation strategies for Civic Education curriculum implementation problems in North Central, Nigeria on the basis of teachers' experience.
- H08:** There is no significant difference in the teacher-perceived problems of Civic Education curriculum implementers in North Central, Nigeria on the basis of exposure to seminar on the teaching of Civic Education.
- H09:** There is no significant difference in the teacher-suggested remediation strategies for Civic Education curriculum implementation problems in North Central, Nigeria on the basis of exposure to seminar on the teaching of Civic Education.

Scope of the study

This study focused on respondents who are Civic Education teachers and students in senior public secondary schools in North-central, Nigeria. The researcher involved 264 teachers and 1584 senior secondary students in senior secondary schools in Kogi, Niger and Nassarawa states of North-central geo-political zone. The researcher made use of two (2) researcher designed questionnaires tagged ‘Teacher perceived problems of Civic Education curriculum implementation questionnaire’ (TPPCECIQ), ‘Student perceived problems of Civic Education curriculum implementation questionnaire (SPPCECIQ) and Civic Education Observation Check list. These were used to elicit information from the teachers and the students respectively. The statistical tool of percentage was used to describe personal information collected from the respondents, while mean and standard deviation was used to answer research questions one to three. The t-test statistics was used to test hypothesis one to three, six to nine and ANOVA was used to test the null hypothesis four and five at 0.05 level of significant.

Operational Definition of Terms

Civic Education: An academic subject introduced into the Nigerian school curriculum which specifically meant to create awareness, teach right values, right attitude and behaviour that are acceptable to the society for the purpose of developing young Nigerian into a responsible citizens.

Implementation: This has to do with how Civic Education curriculum is interpreted, sequenced, planned and executed in classroom situations for the purposes of achieving citizenship educational objectives in the Nigerian Senior Secondary Schools.

Qualified teachers: These are teachers that have requisite and prescribed minimum professional qualification or training such as B.A. Ed/B. Sc. Ed, B. Sc.(Pol. Sc./Public Admin./International Relation plus Postgraduate Diploma in Education (PGDE)

Unqualified Teachers: These are teachers without B. A. Ed/B. Sc. Ed, B. Sc.(Pol. Sc./Public Admin./International Relation plus PGDE.

Public Schools: Schools set up and managed by the government for the benefit of the people in an area or locality.

Curriculum Implementation: This is a process by which the planned or officially designed course of study is translated by the teacher into syllabus, scheme of work and lessons plans and transacted with students in classroom situations.

Teachers' Experience: This refers to the knowledge or mastery of the subject matter a professional teacher acquires in teaching and training over a period of time. Highly experience = 10years and above, moderately experience = 5-9 years and Less Experience = 1-4years.

Teachers' Exposure: These are teachers exposed to post-qualification professional development programmes

Significance of the Study

This study investigated the perceived problems and suggested intervention strategies for Civic Education curriculum implementation in North Central, Nigeria. It examined the causes of problems of Civic Education curriculum implementation and its solutions. An investigation of this kind has a far reaching implication for teachers, students, government officials, curriculum developers, textbook writers and researchers in general. It is hoped that the findings from the study would aid teachers to identify the problems hindering effective teaching and learning of Civic Education

in secondary schools. It would equally encourage the students to develop interest in Civic Education, thereby making them better citizens of Nigeria.

The outcomes from the study would enable government officials and agencies to be aware of the need to assess the quality and quantity of resources that are available in our schools so as to do the necessary adjustment whenever the need arise. The findings would be of immense benefit to curriculum planners when planning to review the curriculum of Civic Education by taking cognizance of textbooks, workshops, seminars and so on that can enhance the implementation of the curriculum in secondary schools.

Furthermore, it would also assist curriculum planners to take cognizance of the problems and intervention strategies to problems of Civic Education curriculum implementation in senior secondary schools,

Finally, the findings from the study would be useful to future researchers who may be interested in carrying out studies on Civic Education curriculum in Nigeria.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature that are relevant to the Problems and intervention strategies utilised by Civic Education curriculum implementers in North Central, Nigeria. The review is organized under the following sub-headings:

- a. The Concept of Curriculum
- b. The Concept and Objectives of Social Studies Curriculum
- c. The Concept and Objectives of Civic Education Curriculum
- d. Civic Education Curriculum and Curriculum implementation Problems
- e. Relationship among Social Studies, Civic Education, Religion and National Values Education
- f. Curriculum Implementation Models
- g. Teacher and curriculum implementation
- h. Students and curriculum implementation
- i. Teacher-Learner factors in curriculum implementation
- j. Curriculum Innovation and Innovation Diffusion
- k. Appraisal of Literature Reviewed; and
- l. Conceptual Framework of the Study

The Concept of Curriculum

Curriculum is so basic and important to the educational process that any attempt to bypass it will lead to a serious phenomenal disaster. This is simply because curriculum embraces every aspect of teaching and learning process (Oladosu, 2014). The term curriculum has its root in a Latin word which means, among other things, A Running Course Signifying the distance which must be covered in order to arrive at a

Specific target or goal. Therefore, in its broad sense, this Latin usage of the term signifies a vehicle on which we move from birth to the grave (Gray, 1968, Onwuka, 1981, Oladosu, 2014). In Lawal, Oladosu, Jekayinfa and Olajide (2014), Oladosu further expressed that it was this feeling of the word that was mostly continued to the field of training to mean a course of study which attracts scores, marks, grades, diplomas, certificates, degrees or specific academic or professional qualifications. Curriculum is the set of courses and their contents offered at a school or university. As is it with other areas of human endeavour, it has not been very easy for educators and experts to reach a consensus on how curriculum should be defined. (Oladosu, 2014). In concurrence with Oladosu, Ajidagba, (2014) likewise expresses that curriculum comes from a Latin word *curee*, connoting a runway or a discipline one must run to reach a goal. Curriculum is regulatory, and is based on a more general syllabus, which merely specify what topics must be understood, and to what level to achieve a particular grade or standard. That is, a curriculum may be referred to as all courses offered at a school.

Offorma (2005) considers educational plan to be an arranged learning experience offered to a student in school system, explaining that it is a programme that comprises three segments; programme of studies, programme of activities and programme of guidance. Hence the meaning of the curriculum has been changed to meet the needs of education at different courses of studies. The scholar went further to describe curriculum as a vehicle of accomplishing educational attainment.

Curriculum is a well thought-out plan of course outlined with the objectives and learning experience to be used for the achievement of these objectives. In a wider viewpoint, it is a way of preparing individuals to become responsible and useful

member of the society to which they live. Thus, curriculum is an instrument of education, to educate and make one the whole man.

Modern understanding sees curriculum as all the knowledge and experience gotten by a child in and out of the school walls, either on or outside the time. It is the experiences the learner has not minding of when and how they take place (Akinsola & Abe, 2006). Be that as it may be, to accomplish any learning experience offered to a student in a school setting, successful execution of a very much arranged educational program can't be over-stretched.

The Concept and Objectives of Social Studies Curriculum

Social Studies as a branch of knowledge came into Nigerian Educational scheme with the United Agency for International Development (USAID) and Ford Foundation which sponsored the Ohio project in 1956 (Udoh, 1989). It was introduced into the Nigerian Educational scheme as a halfway answer to social issues and an instrument for national development.

As a field of study, it was presented with the point of instilling in the understudies some information abilities just as qualities and perceptiveness that will empower them fit into and add to the advancement and prosperity of the general public (Paulley, 2011). Ogundare (1988) posit that the modern Social Studies programme emphasizes the promotion of how to think. Ogundare (1999) further opines that Social Studies in Nigeria is aimed towards social altitude formation.

Kissock (1981) explains that the need for establishing Social Studies programmes arise when a society determines that it required formal instruction to develop a common set of understanding, skills, attitude and actions concerning human relationship among all members of the society. The scholar submitted further that it is expected that African Social Studies programme will make every school-going child

in Africa acquire the knowledge and to develop the skills, attitude and value that will enable him to identify his personality as an African with a heritage worth of pride, preservation and improvement and to the survival of himself and society. Social Studies helps to develop in children a sense of appreciating the dignity of man and labour and to be well disposed to societal norms and values such as honesty, trustworthiness and handwork.

As perception of Social Studies began to change from mere accumulation of knowledge and learning of concept in the social sciences, educators began to realize that a child's contact with his social, physical, economic, political and religious environments usually provides him with enough problems. Based on this modern conception, it is therefore, a sort of study that the child has to be taught to be able to examine those relationships and interactions with his various environments with a view to solving problems arising there. (NERC, 1973)

Social Studies creates in one the ability to develop skills of critical and reflective thinking as a framework for any solution. Social Studies help learners to develop a positive attitude towards fellow humans by looking at established values as tolerance, honesty, respect, appreciation and other positive values which can be equated with good citizenship in any society. Through the investigation of Social Studies man develops the skills of viewing the world and interpreting what he sees as objectively and accurately as he can. The skills of proper observation and recording of information are best attained through competence in reading, writing and numeric. Social Studies also teach societal values as expected of good citizenship in a given nation. It prepares students to become well-informed citizens who will be able to contribute to the advancement of their community (Adewuya, 2002)

It is of paramount importance to determine the basic minimum level of achievement expected of a child who has gone through the system in any rational educational system. It is only when educationalist know what is minimally expected to have been learnt by the end of one's schooling that they can plan activities, courses and syllabi to lead him to these points. The importance of a school subject is accordingly dictated by its appropriateness in addition to the fulfilment of the instructive way of thinking of a nation (NERC ,1973) Social Studies does not take exemption of this position.

The National Policy on Instruction (Federal Republic of Nigeria 2013) states without missing words four national education aims and objectives.

- i.) The inculcation of national consciousness and national unity.
- ii.) The inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society
- iii.) The training of the mind in the understanding of the world around
- iv.) The acquisition of appropriate skills, abilities and competences both mental and physical as equipment for the individual to live in and contribute to the development of the society.

A school subject must be intended to help with instructing and finding out about the nature of our country and the significance of solidarity. Conscious efforts in inculcating the right type of values and attitude have to be made in designated subjects rather than leaving these to random chances, accidents and flukes in order to achieve these objectives.

Social Studies concentrate on human interactions among themselves, societal values and problems in their environment. Social Studies has the comparative

advantage of being very suitable for the accomplishment of such objectives relating to national consciousness, national unity and inculcating the right type of societal values.

Aderalegbe (1980) in his commitment on the goals, objectives and aims of Social Studies, he presented that Social Studies is considered to be one of the field of study through which some of the national objectives on education could be achieved. The author therefore suggests that some of the aims and objectives of Social Studies in Nigeria should include the following:

- (i) social studies is expected to create an awareness and understanding of the evolving social and physical environment as a whole.
- (ii) the study of Social Studies will assist a student develops the capacity to learn and obtain basic skills such listening, reading, writing and speaking, In addition to skills of head and hand, including with those of observation of analyses and inferences which are essential for the formation of sound social economic and political judgment.
- (iii) social studies will assist students acquire important body of knowledge and information, which is an important precondition to individual development as well as to a positive individual contribution.
- (iv) social studies inculcates in students positive attitude of togetherness, comradeship, cooperation towards a healthy nation and inculcation of appropriate values of honesty, fairness and justice as one's contributions to the development of nation.

Social Studies help to encourage learners to appreciate the fact that all the things they have learnt are inter-related. Through social studies, it is possible to present knowledge as a whole, instead of serving as specialized fragments.

The Concept and Objectives of Civic Education Curriculum

Civic Education is a field of study that deals with knowledge and ideals that are needed for learning experience and information that can equip and empower the citizens to participate in a democratic process. Civic Education is an area of study that provides the students chance to understand their political ideology, culture, thought and fundamental human rights as stated in the constitution of their country.

Civic Education is an instructive programme that prepares the citizens with skills, values and information necessary for the development of the society. Civic Education in a democratic setting can be seen as an education that is particular with the promotion of the ideals, values and principles of democracy. The brain behind Civic Education is to encourage the quest for good government and responsible citizenship. With this, a wide range of political and governmental matters such as political apathy, corruption, conflict, drugs and drug abuse, traffic regulations, human trafficking, cultism and examination malpractice. Nigeria as a country at this present time need Civic Education to inform and educate the citizens on governmental issues and also their civic rights and duties as it is in the nations constitution.

Civic Education is the education that citizens of a country are given so that they can be made active and responsible. Civic Education is a subject of study that makes the individual to imbibe positive attitude like peaceful co-existence, patriotism, honesty, dedication to work, tolerance, self-discipline and so on (Oladele, 2009). Civic Education is a mature educational package that helps the citizen to make a wise choice of alternative provided that it fosters development of values and principles that will enable a free society to exist. It can be seen that Civic Education is an academic package and a school subject that is developed to inculcate in the learners the spirit of

efficient and responsible citizens who would contribute their experience and knowledge to the growth and development of their national political life.

Civic Education can therefore be seen as an avenue through which positive political behavior becomes part and parcel of life of all citizens so as to be able to participate effectively in the political process of their nation. It is important to note that no matter the value and esteem the society attached to democratic process; it may not strive except the society put in place an effective training or education for her citizens with the aim of inculcating basic knowledge of her political culture, moral civic virtue and skills.

An effective Civic Education will require a solid foundation in knowledge and understanding of the historical, philosophical, social, economic and political activities of a country with its constitutional democracy. In order to cultivate good civic character in the citizen, Civic Education in Nigeria should be designed in such a way that it will give students opportunities to practice what they learn and also to develop skills that can make them responsible and effective citizens. Education of this nature will foster a reasonable commitment to the values and principles that hold Nigeria together as a country and will also provide a common ground for cooperation and peaceful management of conflict. Education of this nature will give Nigerian students opportunities to assess, hold and defend positions on issues that involve ethical considerations such as issues that concern good and bad attitudes. Hence, Federal Government of Nigeria (2013) has one of its educational objectives as the inculcation of right type of attitude for the survival of individual and the Nigeria society.

Therefore, Nigeria unity and co-existence that is under threat can still survive if Civic Education can be used entirely to foster the much needed unity for the survival of the nation. Civic Education is a necessity for all Nigeria youth and even

the adults to provide the required practical solution to the political and socio- cultural challenges of the country.

Civic Education Curriculum and Curriculum implementation Problems

The Nigerian Educational Research and Development Council (NERDC) of the Federal Ministry of Education, Nigeria has been very actively involved in the curriculum development including Civic Education syllabi and textbooks. Civic Education which is now a core subject at the secondary school nationwide overall objectives is to enable the students become good citizens. Among other things the subject hopes to;

- Promote the understanding of the interrelationship between man/woman, the government and the society.
- Highlight the structure of government, its functions and responsibilities of government to the people and vice – versa.
- Enhance the teaching and learning of emerging issues.
- Inculcate in students their duties and obligations to the society. (NERDC, 2012)

For simplicity of purpose and in tune with the coverage of the study, below is an analysis of the major themes as provided by the Nigerian Education Research and Development Council (NERDC) for the junior and senior secondary school Civic Education curriculum. A close examination of the outline of the curriculum indicate that themes such as Our values ,Citizenship, Representative Democracy, Human Rights, Social issues and Nigerian Constitution appears in all the three classes (JSS 1, JSS 11, and JSS 111). The same thing is applicable to the Senior Secondary School where the above themes still appear in its curriculum. The duplication of these themes was to allow for an in-depth treatment in respect of instructional activities. As a

matter of fact, the senior secondary school Civic Education curriculum contents are wider in coverage than that of the junior secondary school. It also appears that the way the curriculum is designed is in conformity with the spiral model of curriculum design. Therefore, it can be said that the over-riding goals of the senior secondary school Civic Education curriculum is the inculcation of knowledge to the students to be well-informed citizens who will be able to disseminate knowledge, skills, and attitude acquired into desirable social-civic behaviour (Jekayinfa, 2005).

In the same way, Civic Education aims at educating learners with valuable information on their rights, duties, responsibilities and requirements for political engagements with the purpose of allowing the citizens to make important contribution to the political system. The three major components of Civic Education in Falade (2012) are:

- A. Civic disposition, which consist of;
 - i.) The development of confidence in the citizen so that he can be able to partake in civil life.
 - ii.) The readiness of the citizen to partake in civil life
 - iii.) The ability of the citizen to assure the roles, right and responsibilities usually associated with citizenship in a democratic system.
 - iv.) The demonstration of openness, tolerance and responsibility in exercising one's rights and duties.
- B. Civic knowledge, which means that;
 - i.) The citizen should understand his political and civic context
 - ii.) The citizen should know his social, economic, political and civic rights.
 - iii.) The citizen should understand the rules, rights and responsibilities of citizenship.

C. Civic skills, which involves:

- (i) The citizen to obtain the capacity to give explanation, analyze, interrelate, evaluate, defend a position and monitor processes and outcomes.
- (ii) The ability of the citizen to use knowledge for informal participation in civic and political processes.

These three components are interdependent and interrelated. This therefore means that, the acquisition of any of the components will affect and be affected by other components. For example, it will be impossible for the learner to manifest appropriate civic disposition without acquiring certain civic knowledge and skills. Civic Education is beyond a school's subject, if taught well and channelled to the local needs, its skill and values will develop the intellectual ability to think reasonably, critically and logically. Civic Education is about enabling the citizens to make decisions on their own and also take responsibility for their own lives and their communities. The nation needs citizens that are active, informed and responsible, that are also prepared and ready to take responsibilities for themselves and contribute their own quota to the nation building process.

In actual sense, the achievement of objectives of any level of education depends largely on effective implementation of its planned programme (Ali & Ajibola, 2015). According to Onyeachu (2008), notwithstanding how well a curriculum of any subject is intended, designed and documented, implementation is very germane. This is because the predicament of most programmes emanates at the execution level. There is problem associated with overloading of the already comprehensive curriculum content in addition to the overcrowded classes which is against the recommended and modified teacher pupil ratio of 1:40 (Odey & Opoh, 2015).

The Nigerian educational sector has experienced the difficulty of inadequate instructional materials, inadequate qualified teacher, poor funding, inadequate instructional facilities and lack of motivation among others (Adeleke, 2006). Adeleke (2006) further stressed that there is every need to resolve difficulties surrounding functional educational system in Nigeria. In other words, if the new secondary school curriculum will accomplish its intended objectives, the following challenges require urgent attention. The problems are:

Inadequate instructional resources: Instructional resources refer to the basic infrastructure and facilities that are required for successful learning and teaching in the school. Facilities are plant, equipment, building, furniture which enable teacher to deliver effective teaching thereby leading to attainment of stated behavioural objectives. According to Ehiametalor (2011), resources are those resources which enable production workers to achieve the goal of an organization. Olorok (2006) observes that the use of instructional resources enhance learning experience and lead to interaction with the learning environment. The author stresses further that facilities are however not sufficiently supplied because what is available in most secondary school in the country are decaying building, leaking roofs, inadequate chairs and desk for students and teachers to use. This has harmful effect on proper implementation of new secondary school curriculum.

Commenting on the type of building found in our secondary schools, Nwachuku (2005) points out that the public sector of education has witnessed stagnation and decay. The author states further that most schools are now caricature of what school should be in a contemporary state. Ehiametalor (2011) argues that school facilities are the operational inputs of every instructional programme. The author

likened the school to a manufacturing organization where plant and equipment must be in a top operational shape to produce result. Ivowi (2004) opines that to make sure that curriculum is successfully implemented, infrastructural facilities, equipment tools and material must be adequate. Nwagu (2004) states that the type of education that our children receive is directly affected by the availability, non-availability of physical facilities and the overall atmosphere in which learning takes place.

Inadequate Qualified Staff: This is an important stage in the implementation of a new secondary school curriculum. For any curriculum programme to be successfully implemented, the implementer must be adequately qualified. In Nigeria, it is painful that most secondary schools do not have enough qualified teachers. In most cases many teachers are compelled to teach subjects that are not in their area of specialization.

Lassa (2007) sees the teacher as the important element to proper development of the child and as a result they are needed in greater number in all the secondary schools. Teachers are the cornerstone or the hub of any educational system. The national policy on education states that no educational system can rise above the quality of its teachers. The qualification and experience of teaching and non- teaching staff is a bane to successful implementation of curriculum in education sector.

Ukeje (2006) writes that teachers are the pivot of any educational system and that upon their number, their quality and devolution depends on the success of any educational system. Adeogun observes high student teacher ratio in most public schools. This is simply because of non-recruitment of additional teaching staff to meet up with the ever- increase in the student's enrolment which in turn has negative effect on effective implementation of the school curriculum.

Poor Funding: As observed by Nwagwu (2003), one impressive feature of educational institution in Nigeria since the attainment of independence has been the phenomenal increase in number of students' population. And for this kind of magnitude expansion and development to be effective, there must be massive investment of resources in the form of funding. But unfortunately, all indicators point to a chronic gross underfunding at the school system. This is a serious problem in curriculum implementation in the secondary school education.

Fund here means that money every project required for its effective implementation. In agreement this, Onyeachu (2006) opines that no organization can perform well without the availability of fund. Nwachuku (2005) laments that the kind level of underfunding by the state and the public sector of education has brought about underdevelopment, stagnation and decay. This affects implementation of a well-designed curriculum. A condition where money is not available for disbursement of teacher's salaries, purchase of equipment, books, furniture and other facilities, teachers cannot discharge their work effectively.

Non-Involvement of Teachers in Decision-Making and Curriculum Planning:

To actualize the set targets of secondary education and development of curriculum Obinna (2007) observes that in most cases, teachers are intentionally ignored when major decisions on education and matters concerning their welfare are taken. Ugwu (2005) believes that the importance of a curriculum is realised when implementation take place. On the other way, the importance of any curriculum depends on the level to which the classroom teacher is able not only to understand the curriculum, but to execute it.

Mkpa (2007) remarks categorically that as an important person in the programme of curriculum implementation, the teacher must be part of all stages of the curriculum process. Lack of involvement of teachers, according to Akuezuilo (2006) equally affects the implementation of curriculum, as major implementers who are teachers are not well oriented to the teaching of such curriculum.

Lack of motivation: According to Ofoegbu (2011), Lack of motivation is a factor that is not expected to operate within school system and if it does, the teachers who are the curriculum implementers performance would be hampered, cause stress and even reduce students' quality output. Therefore, in order to improve performance on the part of students, teachers must be adequately motivated. Ugwu (2005) states that for a teachers to live up to expectations, they must be motivated and placed on frontline charges of government in terms of payment of salaries, promotion and other allowance and entitlements

Non-motivation of teachers affects their performances both in and out of school. When salaries allowances and other benefits of teachers are not paid as and when due, they cannot implement the content of the curriculum effectively. Ipaye (2012) states that the main reason for a man going into a career is to get the resources to meet his psychological and that of his family among others, unfortunately, the take home salaries of teachers are very meagre and unappealing, when compared with the cost of living and as such could not sustain them.

Application of Information and Communication Technology: ICT is helpful and good in the teaching and learning process. However, the inability of many teachers to make use computer in teaching at the secondary school is a problem against effective implementation of secondary school curriculum. Several teachers in secondary school

do not use computers during their lessons. This can be due to non-availability of electricity in most of the secondary schools. Onyeachu (2007) observes that since ICT require electricity for use, then where there is power failure, users will be stranded. Closely related to this is lack of computer and expertise knowledge in the use of computer.

The poor socio economic condition in most developing countries of the world, including Nigeria has forced the government and institutions to show little concern for the application of ICT in education. Many institutions cannot afford to buy or have access to computers and even where computers are available there is lack of human and material resources to use ICT (Ali & Ajibola,2015)

Relationship among Social Studies, Civic Education, Religion and National Values Education

Civic Education in Nigeria socio-political environment is significantly implemented through Social Studies teaching at all levels of our educational enterprise. This is because of the broad nature of Social Studies curriculum which reflects issues in the political, economic, social and technological spheres of human existence in integrated forms to address specific and diverse problems of mankind. Aguagba, Ozomma and Timothy (2009) in their studies found that Civic Education is an integrated component of Social Studies. They added that effectively trained Social Studies teachers can play an important role in the implementation of Civic Education. They stated that there is close relationship between Social Studies and Civic Education, that the separation of Civic Education from Social Studies is pure duplication. They stated that Social Studies scope adequately covers the political scope of Civic Education.

Social Studies is a dynamic course of instruction with major focus on how to reshape the thinking pattern, social life, skills, attitudes and values of citizens towards the progressive development of the society (Mezieobi,2008). Ezeudu (2003) notes that Social Studies address human problems in all area of lives. Social Studies is a reformatory school instruction that is intended to equip learners with needed attitudes, values, skills and knowledge for cohesive social existence in Nigerian society. Civic Education studies the operations of government and its political dynamics. It exposes the learner to civic responsibilities such as law abiding, paying of taxes, voting objectively, essence of political participation.

In October 2010 there was a presidential summit on education in Nigeria which deliberated on some burning issues affecting the future of education in the country. The statement made available at the end of the summit recommended the decrease in the number of subjects offered at the level of basic education. The reason for the recommendation includes reducing the workload of pupils and students in order to bring about performance to reflect societal needs and aspirations and to keep pace with global trends. In an attempt to reduce the number of individual subjects offered at various levels of the Basic Education programmes, different subjects were joined together to form super subject including Religion and National Values Education (RNVE). This super subject, consist of five subjects which were previously taught as individual subjects.

Apart from minor streamlining, the contents remain virtually the same. For example, Religion and National Values Education now comprises of the Christian Religious Studies, Islamic Religion Studies, Social Studies, Civic Education and Security Education. For instance, Disaster Risk Reduction Education, Peace and Conflict Resolution Curricula are infused into Civic Education themes making the

subject virtually all encompassing. It is believed that the course would deal with the security challenges including ethnic, political and religion violence, corruption, kidnapping and other forms of social vices that currently plague the nation.

As reported by the Nigerian Educational Research Development Council (NERDC,2007) The Religion and National Values Education curriculum will address issue of value re-orientation, poverty eradication peace and dialogue, including human rights education ,family life, HIV and AIDS education, critical thinking, entrepreneurship and life skills as well as encourage innovative teaching approaches and techniques. In addition, it stated that the curriculum is organized to ensure continuity and flow of themes, topics and experiences from primary school to junior secondary school levels. Therefore, since the curriculum represents the total experience to which the learners must be learn, the contents, performance objectives, activities for both teachers and learners, teaching and learning materials and evaluation guide are made available. The prescriptions represent the minimum content to be taught in the schools in order to achieve the objectives of the 9-year basic education programme. However, the NERDC encouraged teachers to enrich the contents with relevant materials and information from their immediate environment. Therefore, it can be obviously seen that there are relationship among Social Studies, Civic Education and Religion and National Values Education.

Curriculum Implementation Models

A model is fundamentally a theoretical framework with which people generally look at things and the models can take many forms. They can be graphic, conceptual, verbal or even physical (Yusuf, 2014). A model is a small but detailed representations that summaries data and, or phenomena which act as an aid to comprehension. Several basic elements or components were put together to make

what is known as “curriculum”. It is important to note that each part is connected to the other, without one, the other may not be in existence, and there will not be “curriculum”. The present study examines teacher and student perceived problems and suggested remediation strategies of Civic Education curriculum Implementation problems in Nigeria and it is therefore important to note that there are several implementation models and approaches that can be used depending on the nature, purpose and scope of the educational programmes being to examined. Three curriculum implementation models are discuss in the study include:

- i. Objective-Centered (Goal Attainment) Model by Tyler (1949),
- ii. Cyclic Model by Wheeler’s Model (1967) and
- iii. Stufflebeam’s Model (1983)

Accordingly, any of these models mentioned above can be utilized to look at curriculum in terms of giving a complete set of procedure for planning and implementing a programme. Therefore, any implementation model is good depending on the focus of the study. Hence, the abovementioned implementation models would be examined one after the other.

Raph Tyler’s Model (1949)

The objective- based is a model which was credited to Tyler (1949), it was one of the earliest curriculum framework of four elements arranged in four linear direction (Yusuf, 2015). The model is often called objective model or rational model because of its emphasis on goal attainment. According to Tyler, in planning curriculum, four fundamental questions must be answered, which represent a design or model based on answer to the four questions, which are;

- (i) What educational purposes(s) must the school seek attain?

- (ii) What educational experiences can be provided that is likely to bring about the accomplishment of the set purpose?
- (iii) How can these educational experiences be successfully organised?
- (iv) How can we determine whether those purposes are being attained?

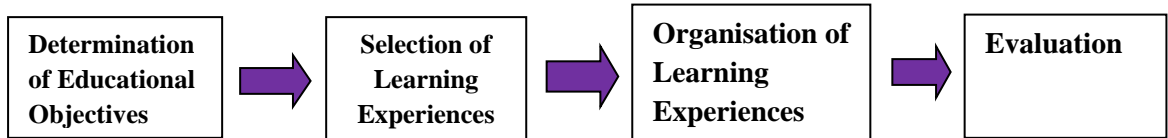


Figure 1: Tyler's Linear Model of Curriculum Planning and Development

The first Component of the model is determination of aims and objectives. This means why should the learners be exposed to a certain learning experience? What is the outcome expected as a result of the exposure to the learning experiences? Tyler suggests that objectives must be clearly stated in behavioural terms. Tyler was of the opinion that objectives dictate the direction which the other elements in the process would logically follow.

Secondly, Tyler suggests that certain learning experiences must be selected to achieve the objectives specified. Therefore, there is a need to be careful in the selection of learning experiences.

Thirdly, the model suggests that what has been selected should be organized and coordinated if the objectives must be achieved. This is vital because when school objectives are outlined, there is the need to have those who would put them into use and with what materials will the contents be imparted unto the learners.

The last stage is evaluation, here Tyler stated that curriculum planners must be pay attention to whether the curriculum objectives are being attained or not. Tyler opined that all the three components before evaluation should be evaluated to determine whether they have achieved their purpose or not. This model is not

considered as appropriate model for the ongoing study because the study is not comparing performance with the stated curriculum objectives.

Wheeler' Model (1967)

Curriculum scholars criticized Tyler's model as being linear in nature and gives the impression that evaluation is the terminal point in curriculum development process. Hence, Wheeler's model attempts to advance the curriculum development process. Thus, the model suggested a cyclic and continuous one, since this school of thought believes that curriculum development is a dynamic process. Wheeler suggests that curriculum planning is supposed to go on and on, as the needs and interests of society and objectives usually change.

Wheeler presents a five phase model which is made up of the following



Figure 2: Wheeler's Cyclic Model of Curriculum Planning and Development.

Source: Mamoona Shahzad (2014)

- (i) The selection of aims, goals and objectives
- (i) The selection of learning experience calculated to help in attainment of these aims, goals and objectives

- (iii) The selection of content (Subject matter) through which certain types of experiences may be offered
- (iv) The organisation and integration of learning experiences in content with respect to teaching-learning process within school and classroom
- (v) Evaluation of the effectiveness of all aspects of phase 2, 3 and 4 in achieving the goals specified in phase 1

Wheeler pointed out that the phases may be discussed separately and considered as chronological from the point of view and operations involved. The model emphasized that these elements are related and interdependent and combined to form a cyclic process so that overtime the final phase affects the initial one. Wheeler's model may therefore be regarded as an improvement upon Tyler's previous model and is not relevant to this study.

Stufflebeam Model (1983)

The CIPP model means context, Input, process, product approach was developed by Stufflebeam in the year (1983). The model allows for a systematic approach of looking at different aspects of the curriculum development process. The model is originally developed for curriculum development process, but it can still be effectively used for school evaluation. (Patil & Kalekar, 2015). The CIPP model can be applied to access different aspects of the school and this will allow for a comprehensive evaluation.

Context: This involves examining and describing the context of school we are evaluating; that is to determine the objectives, the purpose and of course the goals of a school. The philosophy behind the establishment of school, it presents state, together with its ideology. This also includes how the school is working to accomplish its objectives and goals.

Input: This includes activities such as the inputs and resources put in place and how has the school organised its resources? The said resources are the different types of school infrastructures such as classrooms, chairs and lockers, instructional material and other physical facilities that are important. In addition, the school is also expected to have human resources such as teaching and non-teaching staff, school counsellors, special teachers etc.

Process: This has to do with how the school is being managed. Implementation is a very important phase in which the inputs are made use of in an appropriate way so as to be able to realise the desired result or product. The curriculum evaluators assess the school process. Gather information about the happening in a school. It is at the phase that we can take decisions on implementation. The school has several programmes of activities, such as teaching and learning process, organising workshops for students, sporting activities etc. Therefore, each of these programmes must be systematic so that implementation can take place.

Product: This includes determining and examining the practice and general product of the school. In the real sense, the most significant outcome of a school is the student of the school. According to Patil and Kalekar (2015), the student in itself is not the product of school, but the knowledge, skills, values, attitudes etc that is gained by the student is the product.

Stufflebeam model of Context, Input, process and product (CIPP) has been found to be the most relevant to this study because the model particularly the first three parts CIP has several attractive features for those interested in curriculum implementation, its emphasis on teachers who are curriculum implementers to make necessary determination on the mission and goals of the school, structuring of available resources (human and material), then the actual implementation which is a crucial

phase in curriculum development process. This can enhance adequate implementation of a curriculum particularly Civic Education that is relatively new.

Teachers' and Curriculum Implementation

Teachers' Qualification:

Teacher factor or characteristics simply mean the qualities of teachers that can be measured with test, that is, the qualities that can be derived from their academic or professional records. Teachers all over the world are curriculum implementers, and their characteristics are related to curriculum implementation which can be positive or negative. According to Adeyemo (2012), the success or failure of students depends on how good a teacher is. Teachers are at the centre of curriculum implementation or dissemination because they are the ones who actually implement the curriculum.

Adebite (2016) asserts that trained and qualified personnel are vital for the teaching of Civic Education curriculum in our schools in Nigeria. This is because qualification is a vital factor in the learning of any subject. Consequently, some researchers have revealed a positive relationship between teachers' qualification and performance in school. It was further revealed that the potential of any educational system is related to the teachers' ability.

It is a common knowledge that policy and paper works are never a problem confronting Nigeria, but the translation of the policies and ideas into quality education product (Alla & Olorunsola, 2008). This implies that qualified man power (teachers) are in short supply to translate the curriculum document into pre-determined educational objectives as stated in the curriculum and the National policy on education. It can be deduced from the proceeding that teachers' qualification as a variable should be considered as a vital factor in the implementation of Civic Education curriculum in Nigerian schools.

Amugo (1997) studies the relationship between the availability of expert teachers and implementation of secondary school curriculum in Nigeria. The result of the study shows that there was a significant relationship between the availability of subject teachers and achievement in Nigeria.

Consequently, the effect of teachers' qualification in the implementation of the curriculum is indispensable. It can then be conveniently held that teacher qualification is an important variable to be examined in the implementation of Civic Education curriculum in our schools.

Teachers' Experience:

A popular adage says experience is the best teacher. This wise saying is relevant as the more a professional stays on the job, the more he becomes skilled and perfect in the techniques or goings about his profession. Onifade (2008) shares this view by remarking that a person becomes more efficient and more effective if he stays longer on his profession learning more on the job. He/she learn more about the difficulties the students encounter while learning, His growing experience assist the students to gain insight into how to overcome difficulties in learning.

Okonkwo (2000) affirms that students taught by teachers with five years and above experience perform better in an examination. Hence, Adegbite (2016) affirms that students that were taught by teachers who have worked for over five years do better in their academic performance than those taught by teachers with less years of experience.

Teachers' experience always has effect on students' performance because the teachers are generally effective within ten years of their teaching experience. However, there may be a decline in productivity in their subsequent years of teaching. This negates the popular saying that the more a professional stays on the job, the more

he becomes skilled, efficient, effective and perfect in the techniques of his profession. There is no doubt therefore that experience matters in the implementation of Civic Education curriculum by experts in Social Studies and its related discipline.

Teachers' Specialization:

Teachers' specialization in a particular subject will determine the manner of decision making for the proper implementation of a given curriculum (Adegbite, 2016). In a study carried out by Yusuf (1998) aimed at finding out teachers view on explicit inclusion of family planning in the junior secondary school curriculum, the study discovered that there is a significant difference in teachers views based on their area of specialization. For instance, Social Studies teachers' response to the inclusion of family planning in the JSS curriculum was positive. The teachers' area of specialization which is the subject of his training is an important factor that dictates the quality of a teacher.

Okonkwo (2000) establishes in a study that those who specialized in mathematics apply the greatest influence if compared to those that specialized in other subjects, or mathematics related areas. However, in a study carried out by Adeleke (2004), the result indicates no significant difference in the view of Social Studies specialist and non-specialists as regards the inclusion of Social Studies into the senior secondary school curriculum. There were positive opinions and disposition towards the introduction of Social Studies in senior secondary school level and the introduction of Civic Education in Nigeria schools.

Non-participation of Teachers Curriculum Decision Making: The jobs of instructors in implementation of curriculum can never be over emphasized and for this, they are seen to be at the centre of curriculum development, but in a situation

where teachers are not actively occupied in curriculum planning, there is going to be problem when it comes to implementation level (Eric, 2016)

Continuous Turnover of Teachers: The continuous turnover of teachers especially youth corps member and part time teachers posted to secondary schools constitutes teachers factors in the implementation of Civic Education curriculum. These set of teachers teach in less than an academic session and new set of corps members are posted again. In addition, most of the part- time teachers are not committed to duties and many don't have zeal to teach.

Non-Availability of trained and informed teachers: There is a popular saying that you cannot give what you don't have. Therefore, teachers who are the implementers of curriculum who do not have the necessary skill to teach rightly in respect to the growth in science and technology, definitely the students will not be able to learn and this will render the curriculum of no use.

Negative Attitude to change: There are teachers used to old methods of teaching their subjects and this makes it difficult for them to change and implement a new curriculum. For example changing from teachers' centred method to student centred method of teaching.

Too Many Examination Bodies: There are different examination bodies with different standards, technique and approach to questions. This constitutes a lot of trouble to the teachers on how to adequately meet with the needs of these examining bodies.

Students' and Curriculum Implementation

Learners' Willingness to participate: Learner factor or qualities means the aspect of learners' personal, academic, social and cognitive self that may influence how and what the learner learns. Learner's characteristics are vital for curriculum designers

because it allow them to design instructions and create guided instruction for a target group. As a result, learners who are the receiver of knowledge can confidently contribute to curriculum implementation if their characteristics are put into consideration both at the level of curriculum design and implementation. The learner is a major partner in curriculum implementation.

Increasingly, there is the realization that even pupils at the lower level of the education system (primary school) can contribute meaningfully to curriculum implementation. Students must be ready to participate in the programme, (course or subject) because if they do not see the importance of the programme, there is the predisposition that they will not be motivated towards participating in it as they are the main recipient of instructional activities. In fact, it is what the students bring into the learning environments that dictate their achievement more than any other factor. So, students' ability, motivation, efforts among others, will account for 49% of students' achievement (Hattie, 2003). Yusuf (2014) identifies some student factors that affect the implementation of a curriculum such as

Attitude: Basically, a learner should have the capacity and readiness to learn new subjects even if the subjects are not interesting, If the learner attitude towards the learning of a particular subject is positive, it will go a long way in the achievement of the objective of the lesson, but if the learner attitude is negative, there is little or nothing the curriculum implementers can do to achieve a breakthrough in implementation of the curriculum.

Academic skills: Learning of skills is the most important quality of a good learner. To be able to read understandably, to write effectively, to speak confidently, and to communicate clearly are the key areas in which a learner must be skilled. Having a good command in all these areas will make a student to excel and achieve the goals

Perceptiveness: How well a learner can understand and make out meanings from a conversation greatly determines the worth of a student. A good student always perceives right meaning from conversations, but an average student often misunderstands the original opinion of a speaker or writer and derives a wrong conclusion.

Self-Discipline: Discipline in time management is an important factor that every good learner must have. Delaying tasks, such as writing assignments, reading textbooks, etc, may negatively affect the ability of a learner to achieve goals.

Understanding rather than memorizing concepts: Resolving any uncertainties by asking about them on the immediately is always a good thing. Several surveys suggest learners must understand the concepts rather than memorizing them. The memorized facts and theories will stay in student's memory until they leave college, or university. Once out of school, the students will completely forget the core concepts that they had learnt. Therefore, it is important for a good student to understand the concepts. For the learners' involvement to be meaningful in curriculum implementation, (Yusuf, 2014) opines that there is a need for reorientation so that they can be mentally, physically and psychologically prepared. That even getting student to participate in discussions may not be well received if they have been used to being passive recipients to information. What goes into the school curriculum must be influenced greatly by the mental, physical and emotional requirements of the child; therefore, the school curriculum developers should be worry about them. The rule of the thumb is that the level of complexity increases as the mental capacity of the learner develops. Learning experience should therefore increase in intensity and complexity with increased manipulative skills.

Bad reading culture: Ability to read is a good factor a student is expected to have, but students inability to read will make the implementation of a curriculum to be cumbersome and also affect the students ability to learn in the classroom and this makes the implementation of a curriculum to be very difficult and renders the teachers efforts to be a fruitless one.

Empirical Studies on teacher-learner factors in curriculum implementation

A number of studies had been conducted to investigate the teacher and students factor in curriculum implementation. Falade and Falade (2012) worked on An Assessment of Primary School Teachers' Competency in the Teaching of Civic Education in Southwestern, Nigeria The purpose of the study was to assess the professional qualifications and teaching experiences of primary school teachers in Southwestern, Nigeria. The study also intended to examine the civic knowledge and attitudes of the primary school teachers as factors for determining their capability in teaching civic education in the primary school. This study is descriptive design of the survey type. The sample of three hundred and eleven (311) primary schools teachers were purposively selected for the study. Two instruments were considered and used for the study. The first instrument was titled: Teachers' Civic Knowledge Test (TCKT) while the second instrument was tilted: Teachers' Civic Attitude Scale (TCAS).

The findings of this study showed that most of the sampled primary school teachers in southwestern Nigeria possessed NCE certificate (75%) which is the educational qualification required for teaching in primary schools in Nigeria. The findings also indicated that (62.9%) of the teachers have teaching experience of 11 years and above. However, paper qualification and teaching experiences alone may not determine the effectiveness and competence of primary school teachers in

teaching civic concepts. The civic knowledge and attitudes of the teachers are pre-requisites for their efficiency and effectiveness in teaching civic education.

Bandeale and Faremi (2012) research centered on An Investigation into the Challenges Facing the Implementation of Technical College Curriculum in South West, Nigeria. The study employed survey research design, while the sample for the study consisted of 40 basic science teachers and 80 trade technical instructors selected using Multistage Sampling Technique. The instrument was Questionnaire on Challenges Facing Curriculum Implementation (QCFCI) with five point likert scales (Strongly Agree=SA, Agree=A, Undecided=U, Disagree=D and Strongly Disagree=SD) rated 5, 4, 3, 2, and 1 respectively was used to collect necessary data. The study discovered inadequate resources (3.99), non-availability of in-service training and pitiable condition of service of teachers and instructors (3.04) among others as part of the problems facing the implementation of the technical college curriculum.

In a similar vein, Nwanekezi and Ibekwe (2017) investigated teachers' academic Qualification and teachers years of teaching experience with focal point on effective implementation of upper basic Social Studies Curriculum in Rivers State. The study was analytical descriptive survey on teachers' academic qualification and years of teaching experience on the effective implementation of Upper Basic Social Studies curriculum in Rivers State. The sample size of 42 social studies educators from the three senatorial districts of River State was used for this study.

An instrument called "Teachers Self-Rating on Teachers Characteristics and Curriculum Implementation Questionnaire (TSRCCIQ)" was used for data collection. The result of the findings shows that there was significant influence of the social studies teachers academic qualification on the effective implementation of the upper

basic social studies curriculum in the three senatorial districts of Rivers State ($F = 3.17, p < .05$). The result shows that the influence of social studies teachers' years of experience on the effective implementation of the upper basic social studies curriculum in the three senatorial districts of Rivers State according to the teachers was significant ($F = 4.86, p < .05$).

In a study conducted by Ishiekwen and Benjamin (2014), the study focused on the effects of teacher's professional qualification and how they predict the implementation of the environmental education curriculum. It also examined the effects teacher areas of specialization have on the implementation of the environmental education curriculum. The ex-post-facto research design was used for the study. The sample for this study consisted of four hundred and eighty (480) teachers. That is 13.21% of the total number of three thousand, six hundred and thirty four (3,634) teachers spread across the 3 educational zones of the State. Questionnaire constructed by the researcher titled "Teachers Perception of Environmental Education Questionnaire (TPEEQ)" was the instrument used for the study. The questionnaire was made up of three (3) sections; A, and B, there are thirty seven (37) items in all. Section A-seeks demographic data from the respondents such as: gender: (male and female), academic qualification, area of specialization. Section B examines teachers' perception of the implementation of the environmental education curriculum. The results on effect of teaching qualification on implementation of environmental education shows that the calculated F-value of 2.56 was less than the critical F-value of 2.62 at with 3 and 476 degree of freedom. With the outcome of this result, the null hypothesis was upheld. This result therefore implies that teachers' professional qualifications do not significantly affect the implementation of environmental education studies curriculum in Cross River State.

The result on teachers' area of specialization on implementation of environmental education curriculum shows that the calculated F-value of -1.91 was less than the critical F- value of 2.62 at 0.05 level of significance and 476 degrees of freedom. With this result, the null hypothesis was retained. This result therefore means that, teachers' area of specialization does not significantly influence the implementation of the environmental education curriculum in Cross River State

Igberadja (2016) Studied effects of Teachers 'Gender and Qualification on Students' Performance in Vocational Education. The ex-post factor research design was used in the research.

The sample comprises 91 undergraduate students. Instrument was not developed for the study. Instead, the scholar obtained a letter from the Department of Business and Technical Education for data collection. The result on the difference in mean score of students taught in industrial safety by male and female lecturer revealed that the $F_{\text{calculated}}$ (.007) is less than $F_{\text{tabulated}}$ (4.46), which means that there was no significant difference in the mean scores of learners taught safety in industries by female and male lecturer.

On the difference in the mean score of students taught industrial safety by lecturer with Ph.D. and M.Sc degree. The result revealed that the $F_{\text{calculated}}$ (.022) is less than the $F_{\text{tabulated}}$ (4.21) which implies that there was no significant difference in the mean scores of students taught industrial safety by lecturer with Ph.D. and M.Sc degree.

Mezieobi, Oyeoku, Ezegbe & Igbo (2014) examined the extent gender gap has influenced the implementation of social studies curriculum in Nigerian universities. The design of the study was a survey. No sampling was done because the small size of respondents was manageable and constituted a homogeneous social unit. The

instrument used for the study was the researchers designed questionnaire title GISSC (gender in the implementation of social studies curriculum) and demographic data qualities of Students and lecturers of the institution used for the study. The researches constructed a 32-item questionnaire in order for students to appraise their social studies teachers' instructional performance based on laid-down items on the rating questionnaire. The questionnaire items are to be rated on a modified 4-point Likert scale of "SA (Strongly agree)", "A (Agree)", "D (Disagree)", and "AD (Strongly disagree)". The finding is that social studies curriculum offered in Nigerian universities is gender-balanced.

Curriculum Innovation and Innovation Diffusion

Curriculum Innovation: Innovation is a deliberate, novel, specific change, effective in accomplishing the goals of a system. Mules,(1978), Innovation is well conceived and planned, innovation does not happen suddenly. Innovations are relatively clear in their goals and techniques of achievement. An innovation has a great power to improve a system. It is always well planned to achieve the stated goals. According to Urevbu (1985), any adjustment in the school system and classroom processes which may include complete alteration in the entire school system or a specific aspect is referred to as curriculum change.

Curriculum innovation on the other hand, is an original idea, practice, or action that is introduced into the curriculum that had been lent from other sources.(Urevbu, 1985). According to the author, one vital characteristics of curriculum innovation is that it is a combination of ideas, practices or actions instigated on account of being deemed fit to be socially desirable towards a better social condition. Curriculum innovation can also be seen as an act or a process involving the creative selection, organization and bringing of new ideas, new programmes of learning experiences,

new methods and additional resources into different phases of a curriculum that is being implemented or complete replacement of an existing curriculum with new one (Okunloye,2014). Curriculum innovation is a commonsense outcome of the systematic and dynamic nature of the curriculum. The curriculum as a systematic body with interconnected parts may demand the combination of new thing into one or two stages of the curriculum that is already being implemented in a way that other series of creative injection of new things in the curriculum may become inevitable. Also, the curriculum as dynamic entity cannot be made and concluded suddenly without recourse to continuous alteration of some components of curriculum over a fairly long period.

In the process of amending, altering or even implementing an existing curriculum in a somewhat new way, curriculum innovation comes into play (Okunloye 2014). Curriculum innovation is also a logical outcome of the evaluation activities of the curriculum development process in which the feedback generated may warrant improvement of components of the curriculum in order to make the curriculum more effective. Even for a curriculum that was found to be effective, curriculum innovation may still be necessary for greater effectiveness. This innovation can be in form of single subject change for example, a new science programme, or a more comprehensive change, for example, an intergrated approach to teaching children of a particular age level or still, some changes at the school or community level.(Ogunojemite, 2004)

Innovation Diffusion: Diffusion is a natural spread of information concerning the innovation to be carried out (Ogunojemite, 2004). Innovation Diffusion or transmission is the process of relaying or giving information from the nodal centre to innovation implementers. To Okunloye (2014) innovation diffusion may take the

form of passing information for trial-testing for further investigation of the efficacy or effectiveness of the packaged innovation(s). On the other hand, it may take the form of authoritative directive(s) on what, when, where and how to implement a successfully trial-tested innovation(s) from recognized and authoritative curriculum development agencies such as NERDC to curriculum implementation locations and implementers.

However, Oyinloye (1992) and Osalusi (1998) identify six phases of curriculum innovation. The six steps in this approach are:

Identification of needs

Identification of direction of innovation

Organisation of workshops

Field trials

Dissemination and adoption

Evaluation

Identification of Needs: Here, the curriculum experts are expected to watch and study the needs of the society and the school so as to identify where changes should be introduced. The students must be studied vis-a-viz the existing programme. The parents and teachers should also be studied, and when necessary, suggestion for innovation are made and introduced.

Identification of Direction of change: At this stage, option that is felt to be better than the former one is conceived and all the necessary goals that can meet the identified needs are formulated. This is where all the intended processes of implementation are made cleared.

Organisation of Workshops: This is a stage where the procedures of training the teachers and other personnel involve in innovation implementation is put together including the production of all necessary curriculum materials.

Field Trials: This is the trial testing of the said innovation. Here there is small scale innovation testing and every identified fault are adequately rectified. This trial is carried out in schools similar to where innovation is to be carried out.

Dissemination and Adoption of Innovations: If the trial test brings out a positive result, the innovation will be dispersed and adopted. If otherwise, it would be remodified and all identified errors would be amended before it would be disseminated to schools.

Evaluation: This is the stage where the performance of evaluation is continually evaluated. The performance is measured in respect of the objectives to be achieved. All problems are communicated to the centre and are taken care of.

Factors that Influence and hinders Curriculum Innovation

Curriculum innovation is unavoidable on account of the nature of the curriculum as systemic, dynamic and means-ends connecting entity. Therefore, curriculum innovation may still occur in curriculum that is said to be working effectively in achieving the intended results (Okunloye, 2014). In addition to this in-built element of curriculum, some other factors give rise to innovation. These include:

Changes in the society for which the curriculum is designed, the changes may be in such a way that societal setting in which curriculum emerged has been changed and becomes significantly different from what it was some years back.

Changes in societal values, philosophy and aspirations, depending on the pattern of curriculum organization such as centralized, community or school based design.

Emergence of new peculiar or universal challenges to specific or universal society of humans for instance, HIV/AIDS pandemic across countries, continents and the World economic depression or 'melt down' global warming, terrorism among others.

Changes in the nature of knowledge, especially in fields and forms of knowledge which may demand additional bodies of knowledge that are worthwhile and worth knowing in addition to the existing boundaries in developed curriculum at different levels of education.

Changes in theories of learning process such as Gestalt and classical conditioning.

Changes in system of education or government policy on education on account of outcomes of curriculum evaluation, such as 9 3 4 system.

Changes associated with feedback from curriculum evaluators.

Changes necessitated by prevailing level(s) of technological development of a particular society vis-à-vis the global trend of technological development.

Just like there are factors necessitating curriculum change, there are also factors militating change in curriculum innovations (Ogunojemite, 2004). These include the following:

Exclusion of teachers from decision making: Many at times, teachers are relegated to the background and were not put into consideration when vital decisions are taken in the process of initiating an educational innovation. Such innovations usually experience a premature dead because teachers are not usually interested in such innovation, hence, it makes innovation to be difficult. If they were part of the planning of such innovations, they would be anxious to implement it.

Vague or Ambiguous Objectives: The main reasons for innovation should be clearly identified, but if not clearly stated, the introduction of the programme may be difficult. That is why it is important that all steps for curriculum innovation should be followed for easy and clear statement of objectives for innovation.

Teachers Inability to Execute the Innovation: Curriculum Innovation involves the injection of new ideas into an educational system. This may be in form of new knowledge, new teaching techniques, new skills and new mode of learning. Therefore, for a teacher to be able to operate these new ideas and material, he/she must be made familiar with them. Therefore, conferences, seminars and workshops should be organized for them so that the materials will not be too new for them. Example, the operation of some machines in introductory technology programme.

Lack of Adequate Finance: Curriculum innovation is a capital intensive programme, it requires a lot of money to implement. There are materials to purchase, teachers and others involve are to be trained. Therefore, adequate financial provision should be made and where this is lacking, the innovative process is bound to collapse.

Unfavourable Political Situations: This is more common in a country that is operating a multiparty system of government. Under this condition, if the party in government is not the same with the one in a particular opposition state, the state will frustrate the national curriculum innovative process.

Inability to provide the needs of the Innovation from within: If the human and material needs for the innovation process are largely imported, there may be some drawbacks. This can be in the area of inadequate supply and adaptability of the materials, but when the needs are sourced from within the problem can easily be overcome.

Insufficient dissemination of Information: When planning to implement educational innovation, adequate information is required so as to prepare the minds of people such as teachers, students, school administrators and the immediate community leaders. They should be informed of the reasons for the innovation, the processes of the innovation and the advantages of the innovation. Refusal to do this adequately may mar the introduction and implementation process.

Appraisal of Literature Reviewed

This study was designed to examine the perceived problems and suggested strategies by Civic Education curriculum implementers in North Central, Nigeria. The relevant literatures were reviewed on problems and suggested strategies for curriculum implementation in secondary schools. From the literature reviewed, it was observed that a few studies have been conducted on problems and suggested strategies of implementing Civic Education curriculum.

For instance, Jekayinfa (2005) conducted a research on availability of resources for the implementation of Social Studies programme at the senior secondary school level in Nigeria; the finding revealed that there were no enough human and material resources for the execution of Social Studies at the secondary school level in Nigeria. Though, Jekayinfa's work is similar to the present one in the sense that the study was on resources for implementation of Social Studies in Nigeria, whereas the present work is on analysis of problems and suggested intervention strategies by Civic Education Curriculum implementers in North Central, Nigeria.

Similarly, Falade (2012) assessed primary school teachers' competence in teaching Civic Education in South-western, Nigeria; the finding revealed that most of the sampled teachers do not have the Civic Knowledge necessary to effectively teach Civic Education in their classes. Also, most of the teachers manifested fairly positive

attitude to civic issues that could enable them to have the competence of teaching concepts at the primary school levels. Falade's work is also similar to the present research in the sense that it focused on the implementing Civic Education. However, the former was restricted to primary school tutors and also to lower basic level of education. In the same vain the study was conducted in south west geo-political zone of Nigeria, while the present is on analysis of problems and suggested strategies by Civic Education curriculum implementers in North Central, Nigeria.

Bandele and Faremi (2014) study is partially similar in topic with this present study, they worked on the challenges facing the implementation of technical colleges curriculum in South West, Nigeria, while the present study was on the Analysis of problems and suggested intervention strategies for by Civic Education curriculum implementers in North Central, Nigeria. The former research was in technical colleges, while the present research was conducted in conventional secondary schools. The findings discovered inadequate resources, non-availability of in-service training and pitiable condition of service of teachers and instructors among others as part of the challenges facing the implementation of the technical college curriculum.

Ishiekwen and Benjamin (2014) focused on Influence of teachers, professional qualification and area of specialization on the implementation of environmental education curriculum in Cross River State-Nigeria. Ishiekwen and Benjamin's study is related to this study in the aspect of curriculum implementation. But there were differences in subject area and location. The former was in environmental education in Cross Rivers State, while the present is in Civic Education in North Central, Nigeria. Another area of difference was that the former made use of ex-post-facto research design for the study, while the present made use of descriptive survey design. This result revealed that teachers' professional qualifications do not

significantly affect the teaching of environmental education curriculum in Cross River State.

Therefore, the researcher is of the opinion that notwithstanding the various researches carried out on the problem and challenges of implementation of different curricula, the present study carried out a research on analysis of teachers' perceived problems and suggested intervention strategies for Civic Education curriculum implementation in North central, Nigeria so as to present a valid and reliable solution to Civic Education curriculum implementation problems from the teacher and students perspective in North Central, Nigeria.

Conceptual Framework of the Study

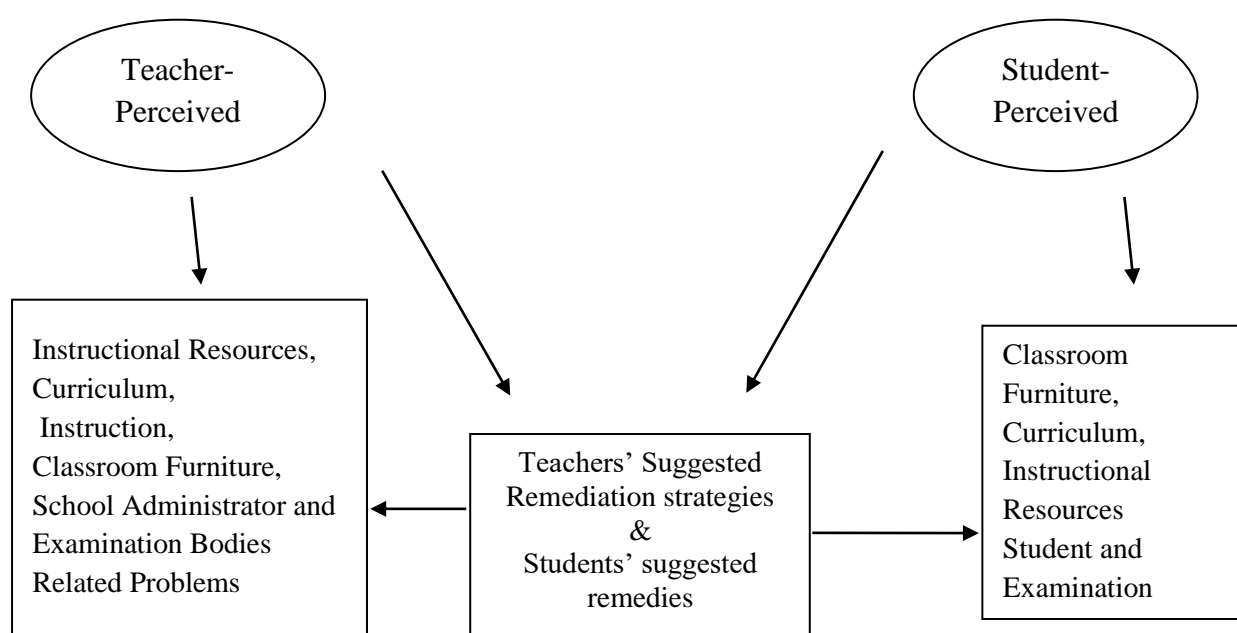


Figure 4: Conceptual Framework on Analysis of perceived problems and remediation strategies for Civic Education curriculum implementers

The Conceptual model for this study as shown in figure 4 is researcher-designed model. This model considered teacher and student related perceived problems in the implementation of Civic Education curriculum. The intervention

strategies utilised by Civic Education curriculum implementer and receiver were analysed. The model examined teacher problems such as Instructional material, instruction, classroom furniture, school administrators and examination related problems. The model also examines student perceived problems of classroom furniture, curriculum, instructional material, students and examination body's related problems. The above model as applied to this study allowed the teachers and learners of the new secondary school Civic Education curriculum to critically examine the challenges and suggest possible intervention strategies for Civic Education curriculum implementation in order to bring about increased productivity on the part of the teachers and improved learning on the part of the learners.

Conclusively, the model involves clear components that help to illustrate how teachers can analyse and suggest intervention strategies to problems while implementing Civic Education curriculum, and also how the students can also analyse and suggest remedies such as provision of instructional resources, training for Civic Education teachers, provision of chairs and lockers for the students and organization of extra lesson for students in order to cover all the contents while learning Civic Education which is the focus of this study.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter presents the procedures and methods employed in the collection of data in this study. The chapter focuses on the following sub-headings:

- (a) Research Design;
- (b) Population, Sample and Sampling Techniques;
- (c) Instrumentation;
- (d) Procedures for Data Collection;
- (e) Ethical Consideration; and
- (f) Data Analysis Techniques.

Research Design

This study is a descriptive research design of survey type involving direct contact with the sampled population that had the characteristics and qualities that were relevant to the intended investigations.

In this study, the descriptive survey design was chosen because it is appropriate for educational fact findings capable of generating a great deal of information on the teachers with regards to the extent of the problems and strategies utilised by teachers in the implementation of Civic Education in North Central, Nigeria.

Population, Sample and Sampling Techniques

The focus of this study was on analysis of problems and intervention strategies utilised by Civic Education curriculum implementers in North Central, Nigeria. The population for the study consisted 1,727 Civic Education teachers and 595,876 senior secondary school students in all the six states that were made up of North Central, Nigeria. Sample for the study were 264 Civic Education teachers and 1,584 students

randomly selected for the study. Multistage sampling procedure was used to select the sample for the study. Simple random sampling technique was used to sample three out of six states in North Central, Nigeria, as well as two Senatorial Districts from each of the three states; making six senatorial districts. The same simple random sampling technique was used to select four Local Government Areas (LGAs) from each of the senatorial district making 24 LGAs.

Simple random sampling techniques was used to select 11 schools from each of the 24 LGAs making 264 schools, In each school, one Civic Education teacher was purposively selected to make the total number of teachers 264, and in each school, simple random sampling technique was used to select six students to make the total number of 1,584 students.

Instrumentation

The instruments for this study were researcher designed questionnaire meant for the teachers' and students respectively. The instrument for the teachers was "Teacher Perceived Problems of Civic Education Curriculum Implementation Questionnaire (TPPCECIQ) and intervention strategies. Also was Civic Education lesson observation checklist that contained observable actions and behaviours of the curriculum implementers during a lesson session which enables the researcher to report how Civic Education was being implemented in North Central, Nigeria. The instruments comprised three sections each. The (TPPCECQI) section 'A' centred on demographic data of researchers such as gender, qualification, specialization and experiences. The section 'B' contained statements on variables related to problems of Civic Education curriculum implementation. Section 'C' focused on intervention strategies utilised by Civic Education curriculum implementers. Responses to the section B of the instruments were on a three point rating scale of Great Deal of

Challenge (GDC), Little Bit of Challenge (LBC) and Not a Challenge (NAC) weighted 5, 3 and 1 respectively in modified likert format. Section C adopted five rating scale of Strongly Disagree, Disagree, Neutral, Agree and Strongly Agree weighted 1, 2, 3, 4 and 5.

The instrument for students 'Student perceived problems of Civic Education curriculum implementation Questionnaire (SPPCECIQ) were developed to elicit information from students on the problems of Civic Education curriculum implementation and the intervention strategies. The instrument (SPPCECIQ) comprised three sections A, B and C. The section 'A' focused on demographic data such as age, gender and class. Section 'B' contained variables related to students' problems of Civic Education curriculum implementation. Section 'C' focused on student's intervention strategies.

Responses to the section 'B' of the instrument were also on a three points rating scale of Great Deal of Challenge (GDC), Little Bit of Challenge (LBC) and Not a Challenge (NAC) weighted 5, 3 and 1 respectively in modified likert format. Section C adopted five rating scale of Strongly Disagree, Disagree, Neutral, Agree and Strongly Agree weighted 1, 2, 3, 4 and 5. The observation checklist was used by the observer (Researcher) in 262 true classroom situations to ascertain the classroom implementation practices.

The face and content validity of the instruments were done by the researcher's supervisor, experts in Social Studies, Curriculum Development and Educational Research, Measurement and Evaluation within and outside University of Ilorin, Ilorin, Nigeria. To ascertain it's reliability, the TPPCECIQ and SPPCECIQ were administered on 20 teachers and 40 students outside the geographical focus of the study once using split-half reliability method.. Data generated was subjected to

Cronbach's Alpha analysis and reliability coefficient of 0.86 and 0.62 were obtained respectively.

Procedure for Data Collection

The researcher obtained an introductory letter from the Head of Department of Social Sciences Education, Faculty of Education, University of Ilorin, Ilorin, Nigeria. The assistance of the principals of the sampled schools was also solicited. The purpose of the research was explained to them before the administration of the questionnaire. Three trained research assistants who were familiar with the geopolitical zone worked with the researcher in collecting the data.

The researcher endeavoured to retrieve all filled copies of questionnaire from the respondents' immediately after completion but re-visited the schools where questionnaire could not be retrieved immediately.

Ethical Consideration

Due to the nature of the study, which deals with respondents made up of secondary school teachers and students; the researcher introduced himself to the subjects. The purpose of the study was clearly explained to them. They were made aware that participation in the study was voluntary and that they could opt out at any point in time. The respondents were assured that whatever information given by them would be treated with the greatest confidentiality and used only for research purposes. The respondents were further assured that the findings of the research will not have link with students and teacher respondents that supplied the information generated through the research Questionnaires they completed during the study.

Plagiarism issues were addressed as all the cited materials were referenced. Also, none of the material referenced was used in its original form.

Data Analysis Techniques

Data collected were analysed using both the descriptive and inferential statistics. The descriptive statistics such as percentage and mean were used to answer the research questions one and two. Inferential statistics of t-test was used to test the null hypotheses one to three and six to nine, while Analysis of Variance (ANOVA) was used to test null hypotheses four and five at 0.05 level of significance.

CHAPTER FOUR

DATA ANALYSIS AND RESULTS

This chapter deals with the analysis and interpretation of data collected through the use of questionnaires. A total of 1,848 copies of questionnaires were administered to respondents that participated in the study. This involved 264 Civic Education teachers and 1,584 Civic Education students. Out of these 1,848 copies of questionnaires that were administered, 259 copies were used in the analysis for the teachers while five (5) copies contained incomplete response that were found to be unusable. Similarly, 1,563 out 1,584 copies of questionnaires administered on students were returned and used for data analysis, while nine questionnaires were not returned. Also, 262 Civic Education teachers were observed assessed using Civic Education Observation Schedule. The results are presented in Tables 1 to 25.

A. Bio-demographic Information of the Civic Education Teachers

A summary of the distribution of Civic Education teachers according to State is presented in Table 1.

Table 1: Distribution of Civic Education Teachers by State

State	Frequency (f)	Percentage (%)
Kogi	87	33.6
Nassarawa	88	34.0
Niger	84	32.4
Total	259	100.0

Table 1 shows the distribution of Civic Education teachers according to the state. It is shown that out of 259(100.0%) of the teachers that participated in this study, 87(33.6%) were sampled in Kogi State, 88(34.0%) were sampled in Nassarawa while 84(32.4%) were sampled in Niger State.

Table 2: Distribution of Civic Education Teachers by Gender

Gender	Frequency (f)	Percentage (%)
Male	141	54.4
Female	118	45.6
Total	259	100.0

Table 2 shows the distribution of Civic Education teachers according to gender. Based on the result of distribution of teacher respondents by gender shown in the table, a greater number of them were male teachers while a minority of them were females.

Table 3: Distribution of Civic Education Teachers by Years of Teaching Experience

Years of Teaching Experience	Frequency (f)	Percentage (%)
Less than 5yrs	99	38.2
5-10yrs	160	61.8
Total	259	100.0

Table 3 shows the distribution of Civic Education teachers according to years of teaching experience. From table 3, result shows that the majority of teacher respondents had between 5-10 years of teaching experience on teaching Civic Education while the minority of them had less than 5 years teaching experience.

Table 4: Distribution of Civic Education Teachers by Academic Qualification and Areas of Specialization

Academic Qualification	Specialization	Frequency (f)	Percentage (%)
NCE	Social Studies	17	31.5
	Economics	16	29.6
	Geography	2	3.7
	Political Science	8	14.8
	History	5	9.3
	Islamic Religious Studies	2	3.7
	Others	4	7.4
	Total	54	100.0
B. Ed	Social Studies	30	46.9
	Geography	4	6.3
	Political Science	15	23.4
	History	4	6.3
	Sociology	1	1.6
	Administration and Planning	1	1.6
	Others	9	14.1
	Total	64	100.0
B. A. Ed	Social Studies	9	22.0
	Economics	10	24.4
	Geography	5	12.2
	Political Science	3	7.3
	History	7	17.1
	Sociology	4	9.8
	Administration and Planning	1	2.4
	English Education	1	2.4
B. Sc. Ed	Others	1	2.4
	Total	41	100.0
	Social Studies	12	25.0
	Economics	10	20.8
	Geography	8	16.7
	Political Science	6	12.5
	History	3	6.3
	Sociology	5	10.4
ND	Business Education	2	4.2
	Others	2	4.2
	Total	48	100.0
	Secretarial Administration	1	10.0
	Urban and Regional Planning	2	20.0

		Business Administration	1	10.0
		Estate Management	2	20.0
		Public Administration	4	40.0
		Total	10	100.0
		Secretarial Administration	3	13.6
		Urban and Regional Planning	1	4.5
	HND	Business Administration	1	4.5
		Estate Management	14	63.6
		Others	3	13.6
		Total	22	100.0
		Social Studies	3	33.3
		Geography	1	11.1
		Political Science	2	22.2
	M. A	History	1	11.1
		Public Administration	2	22.2
		Total	9	100.0
		Economics	1	9.1
		Geography	4	36.4
	M.Sc. plus PGDE	Political Science	2	18.2
		Sociology	3	27.3
		Anthropology	1	9.1
		Total	11	100.0

Table 4 shows the distribution of Civic Education teachers by academic qualification and areas of specialization. Results show that Civic Education curriculum implementers in North Central, Nigeria comprised both qualified and non-qualified teachers.

Table 5: Distribution of Civic Education Teachers according to their Participation in Civic Education Teaching Seminar

Participation Status		Frequency of Participation		
		Once	Twice	Three times
		f (%)	f (%)	f (%)
Yes	90 (34.7%)	36(40.0)	31(34.4)	23(25.6)
No	169 (65.3%)	-	-	-
Total	259 (100.0%)	-	-	-

Table 5 shows the distribution of Civic Education teachers according to whether they have participated or not in seminar. Result in Table 5 shows that the majority of teachers teaching Civic Education in secondary schools had not participated in Civic Education teaching seminar while only minority of them had participated. Among the minority that had participated in such seminar, more than half had been able to participate more than once.

B. Bio-demographic Information of the Students

A summary of the bio-demographic information of the students is presented in Tables 6 to 9.

Table 6: Distribution of Students by State

State	Frequency (f)	Percentage (%)
Kogi	524	33.5
Nassarawa	520	33.3
Niger	519	33.2
Total	1,563	100.0

Table 6 shows the distribution of students according to the state. Result in the table shows that more number of student respondents was sampled from Kogi State while the least number of student respondents was sampled from Niger State.

Table 7: Distribution of the Students by Gender and Class Level

Variables	Level	Frequency (f)	Percentage (%)
Gender	Male	827	52.9
	Female	736	47.1
	Total	1563	100.0
Class	SSS1	516	33.0
	SSS2	528	33.8
	SSS3	519	33.2
	Total	1,563	100.0

Table 7 shows the distribution of the students according to gender and class level. The result shows that majority of student respondents were male while the minority were females. Class level of student respondents shows that more students were sampled from SS2 class than other two classes.

Table 8: Distribution of the Students by Age

Age	Frequency (f)	Percentage (%)
10-14yrs	581	37.2
15-19yrs	937	59.9
20yrs and above	37	2.4
No Response	8	.5
Total	1,563	100.0

Table 10 shows the distribution of the students according to age. Result shows that the age category of the majority of student respondents was 15-19 years while the minority of them was found in age 20yrs and above category. However, 8(0.5%) of the students declined their age and this is indicated as No Response in the Table.

Table 9: Summary of Students' Responses to the Availability of Functional Library in their Schools

Availability of Functional Library	Frequency (f)	Percentage (%)
Yes	994	63.6
No	521	33.3
No Response	48	3.1
Total	1,563	100.0

Table 9 shows students' responses to the availability or otherwise of a functional library in their respective schools. Result shows that the majority of student respondents have a functional library in their schools while the minority of them did

not have a functional library. However, 48(3.1%) of the students declined response to this item on the questionnaire and this is indicated as No Response in the Table.

Addressing the Research Questions

Ten research questions were raised in this study. However, only the research questions without corresponding hypotheses were analyzed using descriptive statistics such as percentage, mean, and standard deviation.

Research Question 1: What are the teacher-perceived problems of Civic Education curriculum implementers in North Central, Nigeria?

In order to answer this research question, teachers and students' responses to items on teacher and student problems of Civic Education curriculum implementation were scored and subjected to a descriptive analysis. The result for the teachers and students were respectively presented in Tables 10 and 11.

Table 10: Teachers-perceived Problems of Civic Education Curriculum Implementers in North Central, Nigeria

Problems of Civic Education Curriculum Implementers	N	Mean	SD	Rank
Instructional Materials Related	259	27.55	1.61	1st
Civic Education Curriculum-Related	259	7.25	1.80	5th
Instruction-Related	259	7.90	2.28	4th
Classroom Furniture-Related	259	7.95	1.82	3rd
School Administrator-Related	259	8.03	1.56	2nd
Examination Bodies-Related	259	7.10	2.05	6th

Table 10 shows teachers-perceived problems of Civic Education curriculum implementers in North Central, Nigeria. As shown in Table 10, instructional material related problem was identified as the foremost problem confronting Civic Education curriculum implementers in North Central, Nigeria. School administrator-related problem was ranked 2nd with mean value of 8.03 while classroom furniture-related

problem occupied third position with mean value of 7.95. Problems related to teaching strategies, Civic Education curriculum, and examination bodies were respectively ranked 4th, 5th and 6th with their respective mean value of 7.90, 7.25, and 7.10. These results show that instructional material, School administrator, and classroom furniture are the core problems confronting Civic Education curriculum implementers in North Central, Nigeria.

Table 11: Students-Perceived Problems of Civic Education Curriculum Implementers in North Central, Nigeria

Problems of Civic Education Curriculum Implementers	N	Mean	SD	Rank
Classroom Furniture-Related	1563	8.31	2.08	1st
Civic Education Curriculum-Related	1563	7.80	2.14	3rd
Instructional Materials-Related	1563	7.84	1.99	2nd
Student-Related	1563	7.80	1.95	3rd
Examination Bodies-Related	1563	7.80	2.30	3rd

Table 11 shows students-perceived problems of Civic Education curriculum implementers in North Central, Nigeria. As shown in Table 11, classroom furniture related problem was identified as the foremost problem confronting Civic Education curriculum implementers in North Central, Nigeria. This problem had the mean value of 8.31 and ranked first among other problems. Instructional material related problem was ranked 2nd with mean value of 7.84 while Civic Education curriculum, student, and examination bodies related problems received equal ranking with mean value of 7.80. From the perspective of the students, these results show that problems related to classroom furniture and instructional materials are the core problem confronting Civic Education curriculum implementers in North Central, Nigeria.

Research Question 2: What are the teacher-suggested remediation strategies for Civic Education curriculum implementation problems in North Central, Nigeria?

In order to answer this research question, teachers' responses to items on teacher-suggested remediation strategies for Civic Education curriculum implementation problems in North Central, Nigeria were scored and subjected to a descriptive analysis. The result is presented in Table 12.

Table 12: Teacher-suggested Remediation Strategies for Civic Education Curriculum Implementation Problems

S/N	Suggested remediation strategies	Mean	SD	Rank
Instructional Materials Related				
1	Relevant instructional resources should be provided	4.23	0.97	1 st
2	Improvising non-available but relevant instructional materials and teaching aids.	4.08	0.98	3 rd
3	Training should be provided on the use of available instructional materials	4.12	0.96	2 nd
4	Adequate fund should be provided to improvise non-available instructional materials	4.02	1.12	4 th
Curriculum-Related				
5	Civic Education experts should be involved in curriculum preparation	4.06	1.01	2 nd
6	Extra time should be arranged to cover all the topics	3.75	1.17	4 th
7	Teaching should be done within the contents of the curriculum	3.91	1.06	3 rd
8	Relevant Civic Education textbooks should be provided	4.08	1.02	1 st
Instruction-Related				
9	Teacher' should make use of learners centred teaching strategies	3.87	1.09	3 rd
10	High student-teachers ratio should be avoided	3.69	1.14	4 th
11	Civic Education teachers' should always write measurable and achievable lesson objectives	3.91	1.07	2 nd
12	Civic Education teachers should draw logically and sequentially arranged scheme of work	4.05	0.93	1 st
Classroom Furniture-Related				
13	Adequate sitting facilities should be provided for the students	3.90	1.12	3 rd
14	Appropriate furniture arrangement should be made in the classroom	4.19	0.96	1 st
15	Moveable chairs and lockers should be provided to allow for free movement of teachers in the classroom	3.84	1.11	4 th
16	All damaged chairs and lockers should be removed from the classroom	4.15	0.86	2 nd
School Administrator-Related				
17	Cordial relationship should be encouraged between teachers and school managements	4.03	0.93	3 rd
18	School management should provide needed teaching and learning materials such as chalk, chairs etc should be provided	4.07	0.84	2 nd
19	Civic Education teachers should be recommended for seminar and conferences on the teaching of Civic Education	4.16	0.97	1 st
20	Civic Education should be allocated to teachers with subject specialisation	3.98	1.03	4 th
Examination Bodies-Related				
21	Teachers in related subjects such as History, Sociology, Social Studies should be involved in writing Civic Education test item for WAEC/NECO	3.74	1.10	4 th
22	Civic Education teachers should participate in the marking of standardised examination such as WAEC/NECO	3.97	1.02	2 nd
23	WAEC/NECO should provide adequate personnel to monitor her examination	3.94	1.08	3 rd
24	Involvement of Civic Education teachers in paper coordination and test construction.	4.08	0.89	1 st

Table 12 shows teacher-suggested remediation strategies for Civic Education curriculum implementation problems in North Central, Nigeria. Results show that teachers ranked Relevant instructional resources and teaching aids should be provided. First with mean of 4.23 as suggested remediation strategies for instructional materials related problem; Relevant Civic Education textbooks should be provided with mean of 4.08 as suggested remediation strategies for curriculum related problem; Civic Education teachers should draw logically and sequentially arranged scheme of work with mean of 4.05 as suggested remediation strategies for instructional related problem; Appropriate furniture arrangement should be made in the classroom with mean of 4.19 as suggested remediation strategies for classroom furniture related problem; Civic Education teachers should be recommended for seminar and conferences on the teaching of Civic Education with mean of 4.16 as suggested remediation strategies for school administrator related problem, and “Involvement of Civic Education teachers in paper coordination and test construction” as suggested remediation strategies for examination bodies related problem with mean of 4.08.

Table 13: Students' Suggested Remedies for Problems of Civic Education Curriculum Implementers in North Central, Nigeria.

S/N	Suggested Remedies	Mean	SD	Rank
Classroom Furniture Related				
1	Classroom sitting arrangement should be properly arranged for effective learning.	3.84	1.44	3 rd
2	Immoveable chairs and lockers should be discouraged in the classroom.	3.48	1.42	4 th
3	All students should be provided with chairs and lockers.	3.87	1.30	1 st
4	Repair should be done to all damaged chairs and lockers.	3.87	1.28	1 st
Curriculum-Related				
5	Time table should be properly arranged to create enough period for the learning of Civic Education.	3.80	1.28	2 nd
6	Reducing students' classes to manageable size for effective learning.	3.55	1.31	4 th
7	Student(s) interest should be aroused towards the learning of Civic Education.	3.71	1.25	3 rd
8	Extra lesson should be organised for students so that all content of the subject would be covered.	3.84	1.25	1 st
Instruction Material-Related				
9	Teaching students with real teaching aids like Nigerian constitution, videos showing Nigerian leaders, map of Nigeria and so on.	3.82	1.27	2 nd
10	Using local examples that will appeal to the students' to make learning of the subject effective in the classroom	3.71	1.35	4 th
11	Exposing students to field trips by visiting places like court of law, highways/roads to see traffic signs and government houses	3.83	1.31	1 st
12	Use of different types of instructional materials to make learning interesting.	3.82	1.29	2 nd
Student-Related				
13	Provision of free relevant textbooks for the students by the government and NGOs.	3.93	1.22	1 st
14	Civic Education textbooks that cover the contents should be made available.	3.91	1.24	2 nd
15	Giving students group assignments to bring about peer Influence	3.66	1.33	4 th
16	Easy to understand Civic Education textbooks should be provided	3.85	1.27	3 rd
Examination Bodies-Related				
17	Conducive environment should be provided for all examination	3.88	1.38	2 nd
18	Civic Education teachers should be involved in setting standardized Civic Education questions	3.80	1.29	4 th
19	Civic Education examination should be within the content area covered by the teachers'	3.88	1.23	2 nd
20	Examination malpractice should be completely discouraged among the students	3.99	1.33	1 st

Table 13 shows students' suggested remedies for problems of Civic Education curriculum implementers in north central, Nigeria. Results show that students ranked 'All students should be provided with chairs and lockers', and 'Repair should be done to all damaged chairs and lockers' first with respective mean of 3.87 each as suggested remedies for classroom furniture related problem; Extra lesson should be organised for students so that all content of the subject would be covered with mean of 3.84 as suggested remedies for curriculum related problem; Exposing students to field trips by visiting places like court of law, highways/roads to see traffic signs and government houses with mean of 3.83 as suggested remedies for instructional materials related problem; Provision of free relevant textbooks for the students by the government and NGOs with mean of 3.93 as suggested remedies for student related problem; and examination malpractice should be completely discouraged among the students with mean of 3.99 as suggested remedies for examination bodies related problem.

Research Question 3: How adequate are the lesson implementation practices of Civic Education teachers in classroom situations in North Central, Nigeria?

Table 14: Summary Reports of Observation of Civic Education Curriculum Implementers

S/ N	Items	VA	A	NA	GI	Mea n	Decision
		f (%)	f (%)	F (%)	f (%)		
1	Up-to-date documentation of the scheme and record of work.	108 (41.2)	53 (20.2)	96 (36.6)	5 (1.9)	3.0	A
2	Preparation of lesson plan in line with scheme of work.	84 (32.1)	83 (31.7)	89 (34.0)	6 (2.3)	2.9	A
3	Periodic checking of the scheme of work by the school management.	90 (34.4)	72 (27.5)	91 (34.7)	9 (3.4)	2.9	A
4	Logical implementation of lesson in classroom.	62 (23.7)	87 (33.2)	98 (37.4)	15 (5.7)	2.7	A
5	Use of specific, measurable, achievable and reliable lesson objectives.	38 (14.5)	103 (39.3)	78 (29.8)	43 (16.4)	2.5	A
6	Students involvement in the lesson development activities	44 (16.8)	88 (33.6)	84 (32.1)	46 (17.6)	2.5	A
7	Use of relevant instructional resources/materials.	47 (17.9)	68 (26.0)	113 (43.1)	34 (13.0)	2.5	A
8	Use of other instructional materials	2 (.8)	19 (7.3)	107 (40.8)	134 (51.1)	1.6	NA
9	Use Clear and attainable questions during lessons.	65 (24.8)	64 (24.4)	102 (38.9)	31 (11.8)	2.6	A
10	Measurement of the three domains during lesson development or evaluation.	19 (7.3)	86 (32.8)	103 (39.3)	54 (20.6)	2.3	NA
11	Consistency of lesson as reflected in the scheme of work.	44 (16.8)	89 (34.0)	99 (37.8)	30 (11.5)	2.6	A

VA=Very Adequate (3.5-4.00), A= Adequate (2.50 -3.49), NA= Not Adequate (1.50-2.49), GI=Grossly Inadequate (1.00-1.49)

Table 14 shows the result of observation of classroom implementation process of Civic Education curriculum implementers in the North Central Nigeria. Results show that the use of other instructional materials as well as measurement of the three domains in assessment was found inadequate among Civic Education curriculum implementers. Classroom lesson implementation practices of Civic Education curriculum implementers in North Central Nigeria were found adequate.

Research Hypotheses

The following research hypotheses raised to guide the study were tested using t-test and One-Way Anova at 0.05 Alpha level.

H₀₁: *There is no significant difference in the teacher-perceived problems of Civic Education curriculum implementers on the basis of gender in North Central, Nigeria.*

In order to test null hypothesis (**H₀₁**), responses of teachers on teachers' perceived problems of Civic Education curriculum implementers, data generated from teacher respondents were analysed using t-test. The results are shown in table 14 were scored and cumulated. The generated scores were then subjected to a t-test of independence using gender as a factor. The result is presented in Table 15.

Table 15: t-test Analysis of Gender difference on Teacher-perceived Problems of Civic Education Curriculum Implementers on the basis of gender in North Central, Nigeria

Gender	N	Mean	SD	SEM	t	df	p	Decision
Male	141	45.63	6.91	.58	-.103	257	.918	Do not reject H₀₁
Female	118	45.72	6.97	.64				

Table 15 shows the difference on teacher-perceived problems of Civic Education curriculum implementers on the basis of gender in North Central, Nigeria. Results show that there was no significant difference in mean values of male (M = 45.63, SD = 6.91) and female, M = 45.72, SD 6.97; $t(257) = -0.103$, $p > .05$ Civic Education curriculum implementers on the teacher-perceived problems of Civic Education curriculum implementation on the basis of gender in North Central. In other words, teacher-perceived problems of Civic Education curriculum implementation do not differ on the basis of gender. Therefore, gender is not a significant moderating variable on teacher-perceived problem of implementation of Civic Education in North Central, Nigeria.

H₀₂: *There is no significant difference in the teacher-suggested remediation strategies for Civic Education curriculum implementation problems in North Central, Nigeria on the basis of gender.*

Table 16: Summary of result of t-test Analysis of Gender difference on Teacher-suggested Remediation Strategies for Civic Education Curriculum Implementation Problems in North Central, Nigeria on the basis of gender.

Gender	N	Mean	SD	SEM	t	df	p	Decision
Male	141	96.33	12.97	1.09	.677	257	.499	Do not reject H₀₂
Female	118	95.18	14.47	1.33				

Table 16 shows the difference in teacher-suggested remediation strategies for Civic Education curriculum implementation problems in North Central, Nigeria on the basis of gender. Results show that there was no significant difference in mean values of male (M = 96.33, SD = 12.97) and female, M = 95.18, SD 14.47; $t(257) = 0.677$, $p > .05$ Civic Education curriculum implementers on the teacher-suggested remediation strategies for Civic Education curriculum implementation problems in North Central, Nigeria on the basis of gender. In other words, teacher-suggested remediation strategies for Civic Education curriculum implementation problems in North Central, Nigeria do not differ on the basis of gender. Therefore, gender is not a significant moderating variable on teacher-suggested remediation strategies for Civic Education curriculum implementation problems in North Central, Nigeria.

H₀₃: *There is no significant difference between students and teachers' perceived problems of Civic Education curriculum implementation in North Central, Nigeria.*

Table 17: t-test Analysis of difference in Students and Teachers of Civic Education Perception of the Problem of Civic Education Curriculum Implementation in North Central, Nigeria.

Status	N	Mean	SD	SEM	T	df	P	Decision
Students	1563	39.55	6.96	.18	13.108	1820	.000	Reject Ho₃
Teachers	259	45.67	6.92	.43				

Table 17 shows the difference in difference in students and teachers of Civic Education perception of the problem of Civic Education curriculum implementation in North Central, Nigeria. Results show that there was a significant difference in mean values of students ($M = 39.55$, $SD = 6.96$) and teachers, $M = 45.67$, $SD = 6.92$; $t(1820) = 13.108$, $p < .05$ of Civic Education on their perception of the problem of Civic Education curriculum implementation in North Central, Nigeria. In other words, students and teachers' perception of the problem of Civic Education curriculum implementation significantly differ in North Central, Nigeria. The result shows that teachers have the higher perception of the problems.

Ho₄: *There is no significant difference in the teacher-perceived problems of Civic Education curriculum implementers on problems of Civic Education curriculum implementation in North Central, Nigeria on the basis of qualification.*

In order to test this hypothesis, responses of teachers on items measuring teacher-perceived problems of Civic Education curriculum implementation in North Central, Nigeria were scored. Data generated was then subjected to a One-way Analysis of Variance statistics using academic qualification as a factor. The result is presented in Table 18.

Table 18: One-way Analysis of Variance Test of difference on Teacher-perceived Problems of Civic Education Curriculum Implementers in North Central, Nigeria on the basis of academic qualification

Source	SS	df	MS	F	p	Decision
Between Groups	1228.010	7	175.430			
Within Groups	11139.094	251	44.379	3.953	.000	Reject H₀₃
Total	12367.104	258				

Table 18 shows a one –way analysis of variance conducted to determine whether Civic Education curriculum implementers differ on perceived problems of Civic Education curriculum implementation in North Central, Nigeria on the basis of academic qualification. Table 18 shows that there was a statistically significant difference among teachers on the perceived problems of Civic Education curriculum on the basis of academic qualification, ($F(7,251) = 3.953, p = .000$). Since the p-value is less than .05, we therefore reject the stated null hypothesis. This means that significant difference exists among Civic Education Curriculum implementers on the problems they perceived to be affecting Civic Education curriculum implementation in North Central, Nigeria. It means that academic qualification is a significant moderating variable on teachers’ perceived problems of implementing Civic Education curriculum in North Central, Nigeria. Based on this observed significant difference among teachers of different academic qualifications, Duncan Post-Hoc Analysis was carried out to determine where the difference lies. The results are shown in table 19.

Table 19: Post Hoc Analysis of teacher-perceived problems of Civic Education curriculum implementers on problems of Civic Education curriculum implementation in North Central, Nigeria on the basis of qualification

Academic Qualification	N	Subset for alpha = 0.05	
		1	2
B. Ed	64	42.79	
HND	22	43.27	
ND	10	44.70	44.70
NCE	54	46.29	46.29
B. Sc. Ed	48	46.50	46.50
M. Sc. plus PGDE	11	47.64	47.64
B. A. Ed	41		48.51
M.A	9		49.56
Sig.		.051	.050

The result in Table 19 shows Post-hoc comparisons using the Duncan Multiple Classification Test conducted to determine where the observed difference exists in teachers' perceived problems of implementing Civic Education curriculum. Results show that the mean scores on teacher-perceived problems of Civic Education curriculum implementation of Civic Education curriculum implementers with B. A. Ed and M. A. significantly differ from others. The results therefore suggest that teachers with B. A. Ed and M. A. had higher and significant perception of problems of Civic Education curriculum implementation in North Central.

H₀₅: *There is no significant difference in the teacher-suggested remediation Strategies for Civic Education curriculum implementation problems in North Central, Nigeria on the basis of qualification.*

Table 20: Summary of Result of One-way Analysis of Variance of difference in Teacher-suggested Remediation Strategies for Civic Education Curriculum implementation problems in North-Central, Nigeria on the basis of qualification

Source	SS	df	MS	F	p	Decision
Between Groups	3385.687	7	483.670			
Within Groups	44756.661	251	178.313	2.712	.010	Reject H₀₄
Total	48142.347	258				

Table 20 shows a one-way analysis of variance conducted to determine whether Civic Education curriculum implementers differ on teacher suggested remediation strategies for Civic Education curriculum implementation problems in North Central, Nigeria on the basis of academic qualification. Table 19 shows that there was a statistically significant difference among teachers on the suggested remediation strategies for Civic Education curriculum implementation problems on the basis of academic qualification, ($F(7,251) = 2.712$, $p = .010$). Since the p-value is less than .05, we therefore reject the stated null hypothesis. This means that significant difference exists among Civic Education Curriculum implementers on the suggested remediation strategies for Civic Education curriculum implementation problems in North Central, Nigeria. It means that academic qualification is a significant moderating variable on teacher-suggested remediation strategies for Civic Education curriculum implementation problems in North Central, Nigeria. Based on this observed significant difference among teachers of different academic qualifications, Duncan Post-Hoc Analysis was carried out to determine where the difference lies. The results are shown in table 21.

Table 21: Summary of Result of Post-Hoc Analysis of difference in Teacher-suggested Remediation Strategies for Civic Education Curriculum Implementation Problems in North Central, Nigeria on the basis of qualification

Academic Qualification	N	Subset for alpha = 0.05	
		1	2
NCE	54	93.20	
M.A	9	93.67	
ND	10	93.80	
BA. Ed	41	94.02	
B. Sc. Ed	48	95.04	
B. Ed	64	95.62	
HND	22		104.31
M. Sc. plus PGDE	11		106.18
Sig.		.637	.670

The result in Table 21 shows Post-hoc comparisons using the Duncan Multiple Classification Test conducted to determine where the observed difference exists in teacher-suggested remediation strategies for Civic Education curriculum implementation problems among Civic Education curriculum implementers with different academic qualification. Results show that the mean scores on suggested remediation strategies for Civic Education curriculum implementation problems of Civic Education curriculum implementers with HND and M. Sc. plus PGDE significantly differ from others. The results therefore suggest that teachers with HND and M. Sc. plus PGDE significantly differ on teacher suggested remediation strategies for Civic Education curriculum implementation problems in North Central, Nigeria.

Ho6: *There is no significant difference in the teacher-perceived problems of Civic Education curriculum implementers in North Central Nigeria on the basis of teaching experience.*

Table 22: Summary of Result of t-test Analysis of difference on Teacher-perceived Problems of Civic Education Curriculum Implementers in North Central, Nigeria on the basis of experience.

Gender	N	Mean	SD	SEM	t	df	p	Decision
< 5yrs	99	46.35	7.10	.71	1.248	257	.213	Do not reject Ho6
5-10yrs	160	45.25	6.79	.54				

Table 22 shows the result of t-test analysis of teacher-perceived problems of Civic Education curriculum implementers on the basis of experience. Result shows that there was no significant difference in mean values of perceived problems of Civic Education curriculum of Civic Education curriculum implementers with less than 5 years of experience ($M = 46.35$, $SD = 7.10$) and those with between 5-10years of experience, $M = 45.25$, $SD 6.79$; $t(257) = 1.248$, $p > .05$. Since the p-value is greater than .05, it means that the observed difference lies in the acceptance region. In order

words, Civic Education curriculum implementers are not significantly different on the perceived problems of Civic Education curriculum implementation on the basis of tutors experience on the subject in North Central, Nigeria.

H₀₇: *There is no significant difference in the teacher-suggested remediation strategies for Civic Education curriculum implementation problems in North Central, Nigeria on the basis of teaching experience.*

Table 23: Summary of t-test Analysis of difference on Teacher-suggested Remediation Strategies for Civic Education Curriculum Implementation Problems in North Central, Nigeria on the basis of teachers' experience

Gender	N	Mean	SD	SEM	t	df	p	Decision
< 5yrs	99	96.59	13.44	1.35	.731	257	.466	Do not reject H₀₇
5-10yrs	160	95.32	13.81	1.09				

Table 23 shows the result of t-test analysis of teachers- suggested remediation strategies for Civic Education curriculum implementation on the basis of teachers' experience. Result shows that there was no significant difference in mean values of suggested remediation strategies of Civic Education curriculum implementers with less than 5 years of experience ($M = 96.59$, $SD = 13.44$) and those with 5-10 years of experience, $M = 95.32$, $SD = 13.81$; $t(257) = 0.731$, $p > .05$. Since the p-value is greater than .05, it means that the observed difference lies in the acceptance region. In order words, Civic Education curriculum implementers are not significantly different on the suggested remediation strategies for Civic Education curriculum implementation on the basis of teachers' experience.

H₀₈: *There is no significant difference in the teacher-perceived problems of Civic Education curriculum implementers in North Central, Nigeria on the basis of exposure to seminar on the teaching of Civic Education.*

Table 24: Summary of t-test Analysis of difference between Teacher-perceived Problems of Civic Education Curriculum Implementers in North Central, Nigeria on the basis of exposure to seminar on the teaching of Civic Education.

Participation in Seminar	N	Mean	SD	SEM	T	df	p	Decision
Yes	90	45.60	4.47	.47	-.122	257	.903	Do not reject H₀₈
No	169	45.71	7.94	.61				

Table 24 shows the result of t-test analysis of teacher-perceived problems of Civic Education curriculum implementers on the basis of exposure to seminar on the teaching of Civic Education. Result shows that there was no significant difference in mean values of Civic Education curriculum implementers that were exposed to seminar ($M = 45.60$, $SD = 4.47$) and those that were not exposed to seminar, $M = 45.71$, $SD = 7.94$; $t(257) = -0.122$, $p > .05$. Since the p-value is greater than .05, it means that the observed difference lies in the acceptance region. In other words, Civic Education curriculum implementers are not significantly different on the perceived problems of Civic Education curriculum implementation on the basis of exposure or otherwise to seminar in North Central, Nigeria.

H₀₉: *There is no significant difference in the teacher-suggested remediation strategies for Civic Education curriculum implementation problems in North Central, Nigeria on the basis of exposure to seminar on the teaching of Civic Education.*

Table 25: t-test Analysis of difference between Teacher-suggested Remediation Strategies for Civic Education Curriculum Implementation Problems in North Central, Nigeria on the basis of exposure to seminar on the teaching of Civic Education

Participation in Seminar	N	Mean	SD	SEM	T	df	p	Decision
Yes	90	95.89	11.53	1.22	.070	257	.944	Do not reject H₀₉
No	169	95.76	14.69	1.13				

Table 25 shows the result of t-test analysis of teacher- suggested remediation strategies for Civic Education curriculum implementation on the basis of attendance of seminar on the teaching of Civic Education. Result shows that there was no significant differentiation in mean values of suggested remediation strategies of Civic Education curriculum implementers that were exposed to seminar ($M = 95.89$, $SD = 11.53$) and those that were not exposed to seminar, $M = 95.76$, $SD = 14.69$; $t(257) = 0.70$, $p > .05$. Since the p-value is greater than .05, it means that the observed difference lies in the acceptance region. In other words, Civic Education curriculum implementers are not significantly different on the suggested remediation strategies for Civic Education curriculum implementation on the basis of exposure or otherwise to seminar in North Central, Nigeria.

Summary of Findings

Based on the outcome of the data analysis and interpretations, the major findings of this study were:

1. Problems related to instructional resources, school administrator, and classroom furniture were the teacher-perceived problems of Civic Education curriculum implementers in North Central, Nigeria.
2. Teacher-suggested remediation strategies for Civic Education curriculum implementation problems in North Central, Nigeria were provision of relevant instructional resources and teaching aids as well as Civic Education textbooks,
3. Classroom lesson implementation practices of Civic Education curriculum implementers in North Central Nigeria were found adequate.

4. There was no significant differentiation in the teacher-perceived problems of Civic Education curriculum implementers on the basis of gender in North Central, Nigeria.
5. There was no significant differentiation in the teacher-suggested remediation strategies for Civic Education curriculum implementation problems in North Central, Nigeria on the basis of gender.
6. There was a significant difference in students and teachers of Civic Education perception of the problem of Civic Education curriculum implementation in North Central, Nigeria.
7. There was a significant difference in the teacher-perceived problems of Civic Education curriculum implementers on problems of Civic Education curriculum implementers in North Central, Nigeria on the basis of qualification.
8. There was a significant difference in the teacher-suggested remediation strategies for Civic Education curriculum implementation problems in North Central, Nigeria on the basis of qualification.
9. There was no significant difference in the teacher-perceived problems of Civic Education curriculum implementers in North Central, Nigeria on the basis of experience
10. There was no significant difference in the teacher-suggested remediation strategies for Civic Education curriculum implementation problems in North Central, Nigeria on the basis of teachers' experience

11. There was no significant difference in the teacher-perceived problems of Civic Education curriculum implementers in North Central, Nigeria on the basis of exposure to seminar on the teaching of Civic Education.
12. There was no significant difference in the teacher-suggested remediation strategies for Civic Education curriculum implementation problems in North Central, Nigeria on the basis of exposure to seminar on the teaching of Civic Education

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with the discussion of findings emanating from this study, conclusions and recommendations deemed necessary from the analysis of teachers' perceived problems and suggested intervention strategies of Civic Education curriculum implementation in North Central, Nigeria

The findings of this study reveals that problems related to instructional resources, school administrator, and classroom furniture were the core teacher-perceived problems of Civic Education curriculum implementers in North Central, Nigeria. This finding is in consonance with Bandele and Faremi (2012) who found that inadequate resources, non-availability of in-service training and poor condition of service of teachers are the challenges confronting the implementation of technical colleges' curriculum.

The findings of this study has uncovered what Civic Education curriculum implementers considered as impediments to the effectiveness of teaching of Civic Education in the secondary schools in the North Central, Nigeria. This has negative effect on proper implementation of new secondary school curriculum. Physical facility such as realia for the teaching of Civic Education was not available in the secondary schools in the North Central, Nigeria. The findings of this study revealed teacher-suggested remediation strategies for Civic Education curriculum implementation problems in North Central, Nigeria were supplies of relevant instructional resources and teaching aids. Nwagu (2004) states that the nature of education that our children receive bear direct significance to the availability and lack of physical facilities and overall atmosphere in which teaching

and learning takes place. The provision of adequate and relevant instructional resources in our schools will enhance proper implementation of Civic Education curriculum. The findings of this studies is in agreement with Ivowi (2004) who opines that to ensure that curriculum is effectively implemented, infrastructural facilities, equipment tools and material must be sufficiently provided. Civic Education teachers should prepare relevant instructional resources that will enhance the teaching and learning of Civic Education curriculum.

Another finding of this study shows that classroom lesson implementation materials of Civic Education curriculum implementers in North Central Nigeria were found adequate. The use of other instructional resources as well as measurement of the three domains in assessment in Civic Education classroom was found inadequate, but the general classroom practices were found adequate. This finding corroborates Ugwu (2005) observation that the worthiness of a curriculum is determined only when it is implemented. In other words the importance of any curriculum depends on the extent to which the classroom teacher is able not only to understand the curriculum, but it implementation.

The finding of this study reveals also that there was no significant difference in the teacher-perceived problems of Civic Education curriculum implementers on the basis of gender in North Central, Nigeria. The basic differences between man and woman are sex and gender. Sex is physical biological difference between man and woman, whether people are born male or female. Gender is socially determined while sex is biologically determined. Finding of this study revealed no significant difference in problem of Civic Education curriculum implementers based on gender. This finding suggests that problem confronting Civic Education curriculum implementers in North Central, Nigeria is gender independent. This collaborates Meziobi, Oyeoku, Ezegbe &

Igbo (2014) findings that Social Studies curriculum offered in Nigerian universities is gender unbiased.

The finding of this study reveals that there was no significant difference in the teacher suggested remediation strategies for Civic Education curriculum implementation problems in North Central, Nigeria on the basis of gender. This is an indication that Civic Education curriculum implementers share common position; gender differences notwithstanding on remediation strategies for Civic Education curriculum implementation in the North Central, Nigeria.

Another finding of this study indicates that there was a significant difference in students and teachers of Civic Education awareness of the difficulties of Civic Education curriculum implementation in North Central, Nigeria. There was difference in students and teachers of Civic Education perception of the problem of Civic Education curriculum implementation in North Central, Nigeria. The difference can be attributed to the fact that. Civic Education curriculum implementers did not perceive the problems the way the students did. In other words, students and teachers' perception of the problem of Civic Education curriculum implementation significantly differ in North Central, Nigeria.

This finding reveals that there was a significant difference in the teacher-perceived problems of Civic Education curriculum executors on problems of Civic Education curriculum executors in North Central, Nigeria on the basis of qualification.

Most of the teachers involved in the implementation of Civic Education curriculum in North Central, Nigeria do not have background in Social Studies or related subjects. Teachers with Administration and Planning, Educational Psychology,

English language background, Human Kinetics and Health Education, Project Management background, to mention but these few, do not have Civic Education knowledge as to teach them or become the teacher of Civic Education. They specialized in different subject areas. They may be perceived competent.

This study reveals the existence of a significant difference on problems of Civic Education curriculum implementers in North Central, Nigeria based on qualification. It was shown that the existence of this difference occurred among teachers with Bachelor of Arts education and Masters of Arts degrees. It was further shown that teachers with Masters of Arts rated the identified problems confronting Civic Education curriculum implementation higher. This result is in line with Nwanekezi and Ibekwe (2017) that there was a significant weight of Social Studies teachers' academic qualification on effective implementation of upper basic Social Studies curriculum, This means that Teacher qualification is an important variable to be considered in the implementation of Civic Education curriculum in our schools.

This result also indicates that there was a significant difference in the teacher-suggested remediation strategies for Civic Education curriculum implementation problems in North Central, Nigeria on the basis of qualification. The existence of difference in strategies occurred in this study among teachers with HND and M. Sc. Plus PGDE. In teaching profession, individuals with HND are not qualified professionally to teach, however, situation does arise where they are engaged to take such responsibilities. The knowledge of subject matter alone does not make one a professional teacher, pedagogical knowledge and skills prepare individual better in terms of attitude and approach. This is in agreement with Falade and Falade (2012) findings that show that possession of required qualification for teaching in primary

school alone may not determine the effectiveness and competence of primary school teachers in teaching Civic Concepts.

Another finding reveals that there was no significant difference in the teacher-perceived problems of Civic Education curriculum implementers on the basis of experience. This outcome therefore suggests that identified problems of Civic Education curriculum in North Central, Nigeria do not differ along years of teaching experience. Though, it is expected that teachers with more experience stand a better chance of assessing the situation, however, when the situation on ground seems to be perennial in nature, the opinion of both the experienced and the less experienced teachers is not expected to be different. This finding is in agreement with Ishiekwen and Benjamine (2014) assertion that teachers' area of specialization does not significantly affect the implementation of environmental studies education curriculum in Cross River State. It however contradicts Adegbite (2016) confirmation that students that were taught by teachers who have worked for over five years do better in their academic performance than those taught by teachers with less years of experience.

The finding reveals that there was no significant difference in the teacher-suggested strategies for Civic Education curriculum implementation problems on the basis of teachers' experience

It was also revealed in this study that there was no significant difference in strategies utilised by Civic Education curriculum executors in North Central, Nigeria based on experience. As indicated in this finding, Civic Education curriculum executors of different years of professional experience seems to be on the same page as regards strategies. This shows the commonality of problems of Civic Education

curriculum implementation and their level of agreement in the best practices of addressing these identified problems.

Another finding reveals that there was no important difference in the teacher-perceived problems of Civic Education curriculum implementers on the basis of exposure to seminar

No significant difference was also found in challenges of Civic Education curriculum implementers in North Central, Nigeria based on teachers' exposure to seminar. The essence of seminar is to equip the curriculum implementers with adequate and up to date knowledge and skills of discharging their professional responsibilities in the classroom. Professional gains from exposure to seminar will only translate to classroom advantage when other necessary facilities are in place. One professional knowledge and skills might be hampered when the required tools or enabling environment is not adequately available. This finding suggests that exposure to seminar alone could not adequately take care of challenges confronting Civic Education teachers in discharging their duties in the classrooms. This negates Bandele and Faremi (2012) findings that non-availability of in-service training and pitiable condition of service of teachers as problems facing the implementation technical education

The finding reveals that there was no significant difference in the teacher-suggested remediation strategies for Civic Education curriculum implementation problems on the basis of exposure to seminar

Finally, the finding of this study indicates that there was no significant difference in strategies utilised by Civic Education curriculum executors in North

Central, Nigeria based on their exposure to seminar. This is to say strategies utilized by teachers with and without exposure to seminar do not significantly differ.

Conclusions

Generally, the problems of Civic Education curriculum implementation in North Central, Nigeria were those related to instructional resources; instructional resources are limited and were not adequately used in the teaching of Civic Education. Another problem is School Administration. The school administrators allot the execution of Civic Education to teachers that do not have background knowledge of Social Studies or related subject, which eventually have significant effect on classroom lesson implementation practice. Also is the problem of Classroom furniture which were not available and where available disrupt movement in the classroom.

The intervention strategies of Civic Education curriculum implementers includes the provision of relevant instructional resources, adequate arrangement of furniture in the classrooms, and school Administrator should assign Civic Education to qualified teachers with Social Studies or related subjects for effective Civic Education curriculum implementation.

Implication of Findings

The implication of the findings is that the use of instructional resources will make learning to be concrete instead of teaching in abstract without the use of instructional resources. This will also make the actualisation of the reason for the introduction of Civic Education achieved. Adequate furniture should be provided in all classrooms so as to allow the students to concentrate. Also, school administrators should not assign the teaching of Civic Education to teachers without relevant

prerequisite qualification. This is imperative as the approach to adequate skill needed for effective lesson content delivery may be lacking.

Recommendations

The study was conducted with the hope that the insights gained will be relevant to the teachers, students, government officials, curriculum developers, textbook writers and researchers in general. The following recommendations were thus made;

1. Civic Education teachers should be encouraged to improvise instructional resources in schools where there are none so as to enhance teaching and learning and also to make teaching real instead of teaching in abstract in the North central, Nigeria
2. Federal and states ministry of education should provide adequate infrastructures such as classroom blocks and internet facilities to allow for easy teaching and learning in our schools,
3. State government should encourage teachers who are already employed but not qualified to embark on in-service training that will improve their teaching skills and academic qualification to meet with the current global teaching standard.
4. Book publishers should be encouraged to publish more relevant Civic Education textbooks for secondary school use.
5. States Teaching Service Commission should ensure adequate supervision of all schools and colleges to ensure proper lesson implementation of Civic Education as stipulated in the curriculum.
6. Finally, the various state ministries of education should organise periodic seminars for teachers as a way of gaining expertise needed on the teaching of Civic Education in various secondary schools in North Central, Nigeria.

Limitation of the Study

1. The study was carried out in the public secondary schools in North central, Nigeria. This type of study could have been carried out in all private secondary schools in the six (6) geo-political zones of Nigeria.
2. Besides, this type of study could have made use of quantitative survey research in all public secondary schools in the six (6) geo-political Zones of Nigeria using a larger percentage of participants.

Suggestions for Further Research

As a result of the limitation of this study and the need to also explore the generalisability of the findings of this work to other five geo-political zones in Nigeria, other researchers may consider;

1. A comparative study of public and private school analysis of problems and intervention strategies utilised by Civic Education curriculum implementers in other geo-political zones in Nigeria
2. Given the survey design used in conducting this study, it may be necessary to employ quasi-experimental design to examine the effects of exposure of Civic Education teaches to post-seminar in the teaching of Civic Education in North Central, Nigeria
3. Finally, on the basis of the nature of this study as a geo-political based study restricted to one geo-political zone (North Central) out of six, this study may be conducted in the other five geo-political zones of Nigeria to ascertain the generalizability of findings of North Central geo-political zone-based study.

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APPENDIX A
UNIVERSITY OF ILORIN
DEPARTMENT OF SOCIAL SCIENCES EDUCATION

**TEACHERS PROBLEMS OF CIVIC EDUCATION CURRICULUM
IMPLEMENTATION QUESTIONNAIRE
(TPCECIQ)**

Dear Respondent,

I am a postgraduate student of the above institution. This questionnaire is designed to elicit information on problems and intervention strategies utilised by Civic Education curriculum implementers in North Central, Nigeria.

Kindly fill the questionnaire honestly to the best of your knowledge. I assure you that all responses would be treated with utmost confidentiality since the research work is for academic purpose only.

Thank you.

Yours faithfully,

Omolekan, J. A.

SECTION A

GENERAL INFORMATION

Please tick (✓) in the appropriate place.

Name of school:

1. **Gender:** Male () Female ()
2. **Years of Teaching Experience:** Less than 5 years () 5 – 9 years () 10 – 14 years () 15 – 19 years () 20 years and above ()
3. **Qualification:** NCE () B.Ed () B.A Ed () BSc.Ed () N.D () HND ()
M.A () M.Sc Plus PGDE. B.A () BSc. Plus PGDE

Others (please specify).....

4. **Areas of Specialisation:**
 - Social Studies ()
 - Economics ()
 - Geography ()
 - Political Science ()
 - History ()
 - Sociology ()
 - Anthropology ()
 - Public Administration ()
 - International Relations ()
 - Others (Please Specify qualification and subject Specialisation).....
5. Have you ever participated in seminar on Teaching of Civic Education since you started teaching Civic Education? Yes () No ()
6. How many times have you participated? Once () Twice () Three times ()
More than three times () None ()
7. Total number of periods taught per week in Civic Education.....
8. Total number of period taught in any other subject(s) per week (Please state them) E.g. Social Studies....., Economics.....
History.....Geography..... others.....
9. Total number of periods taught per week (in all allocated subjects).....
10. Total number of teachers presently teaching Civic Education in your School.....
11. Total number of J.S.S Students offering Civic Education in your school (Please specify) JS 1 () JS () JS ()
12. Total number of S.S.S Students offering Civic Education in your school (Please Specify) SS 1 () SS 2 () SS 3 ()

SECTION B: Problems of Civic Education Curriculum Implementers

Instruction: kindly tick (✓) the option appropriate to your position or viewpoint of the problems of Civic Education curriculum implementers using modified likert rating scale of 5, 3 and 1. 5= Great Deal of Challenge (GDC), 3= Little Bit of Challenge (LBC) and 1= Not A Challenge (NAC).

S/ N	Civic Education Curriculum implementation problem in areas of Classified	3 GD C	2 LB C	1 NAC
	Instructional Material-Related			
1.	Availability of relevant instructional materials.			
2.	Improvisation of un-available instructional materials.			
3.	Use of available instructional material requiring technical skills.			
4.	Availability of recommended textbooks.			
	Curriculum-Related			
5.	Teachers 'perception/interpretation of Civic Education curriculum.			
6.	Allotted periods on the school time table for curriculum content coverage.			
7.	Teaching outside designed curriculum.			
8.	Civic Education syllabus content coverage.			
	Instruction- Related			
9.	Drawing of logical or sequentially arranged scheme of work.			
10.	Writing of measurable and achievable lesson objectives.			
11.	Use of teacher-centred teaching strategies.			
12.	Use of learner –centred teaching strategies.			
	Classroom furniture-Related			
13.	Availability of classroom furniture for students (chairs and lockers)			
14.	Furniture arrangement in classes			
15.	Chairs and lockers which disrupts teacher's movement during lesson			
16.	Damage furniture which disrupts student's attention			
	School Administrators-Related			
17.	Relationship between teachers and school management			

18.	Provision of required teaching and learning materials.			
19.	Teachers participation in seminars or conferences on the teaching of Civic Education			
20.	Allocation of Civic Education to teachers without reference to subject specialisation			
	Examination Bodies-Related Problems			
21.	Involvement of teachers' in item writing for Civic Education papers in WAEC/NECO/NABTEB			
22.	Participation in marking of Civic Education in WAEC/NECO/NABTEB			
23.	Participation in WAEC/NECO/NABTEB Examination supervision.			
24.	Participation in Civic Education paper coordination/test construction seminar			

Any other problem encountered in teaching Civic Education (please state them briefly)

- i.....
- ii.....
- iii.....
- iv.....
- v.....

SECTION C: Intervention strategies utilised by Civic Education Curriculum Implementers

Instruction: Please indicate your agreement regarding the following statements on intervention strategies of Civic Education curriculum implementation by ticking (✓) the five likert rating scale of 1 to 5. 1= Strongly Disagreed (SD), 2= Disagree, 3= Neutral, 4= Agree and 5= Strongly Agree (SA).

S/N	Intervention strategies utilised by Civic Education Curriculum implementers	1	2	3	4	5
		SD	D	N	A	SA
1.	Relevant instructional materials and teaching aids should be provided					
2.	Improvising non-available but relevant instructional materials and teaching aids.					
3.	Training should be provided on the use of available instructional materials					
4.	Adequate fund should be provided to improvise non-available instructional materials					
5.	Civic Education experts should be involved in curriculum preparation					
6.	Extra time should be arranged to cover all the topics					
7.	Teaching should be done within the contents of the curriculum					
8.	Relevant Civic Education textbooks should be provided					
9.	Teacher' should make use of learners centred teaching strategies					
10.	High student-teachers ratio should be avoided					
11.	Civic Education teachers' should always write measurable and achievable lesson objectives					
12.	Civic Education teachers should draw logically and sequentially arranged scheme of work					
13.	Adequate sitting facilities should be provided for the students					
14.	Appropriate furniture arrangement should be made in the classroom					
15.	Moveable chairs and lockers should be provided to allow for free movement of teachers in the classroom					
16.	All damaged chairs and lockers should be removed from the classroom					

17.	Cordial relationship should be encouraged between teachers and school managements					
18.	School management should provide needed teaching and learning materials such as chalk, chairs etc should be provided					
19.	Civic Education teachers should be recommended for seminar and conferences on the teaching of Civic Education					
20.	Civic Education should be allocated to teachers with subject specialisation					
21.	Teachers in related subjects such as History,Sociology,Social Studies should be involved in writing Civic Education test item for WAEC/NECO					
22.	Civic Education teachers should participate in the marking of standardised examination such as WAEC/NECO					
23.	WAEC/NECO should provide adequate personnel to monitor her examination					
24.	Involvement of Civic Education teachers in paper coordination and test construction					

Any other intervention strategies (Please state briefly)

i.....

ii

iii.

iv.....

V.....

Thanks for participating in this study.

APPENDIX B
UNIVERSITY OF ILORIN
DEPARTMENT OF SOCIAL SCIENCES EDUCATION
STUDENTS PROBLEMS OF CIVIC EDUCATION CURRICULUM
IMPLEMENTATION QUESTIONNAIRE
(SPCECIQ)

Dear Respondent,

I am a postgraduate student of the above institution. This questionnaire is designed to elicit information on problems and intervention strategies utilised by Civic Education curriculum implementers in North Central, Nigeria.

Kindly fill the questionnaire honestly to the best of your knowledge. I assure you that all responses would be treated with utmost confidentiality since the research work is for academic purpose only.

Thank you.

Yours faithfully,

Omolekan, J. A.

SECTION A

GENERAL INFORMATION

Please tick (✓) in the appropriate place.

Name of school:

1. **Gender:** Male () Female ()
2. **Class:** SSS 1 () SSS 2 () SSS3 ()
3. **Average Age:** Less than 10 years () 10 – 14 years () 15 – 19 years () 20 years and above ()
4. Do you have a functional library in your school? Yes () No ()

SECTION B: Student problems of Civic Education Curriculum Implementation

Instruction: kindly tick (✓) the option appropriate to your submission on the student problems of Civic Education curriculum implementation using modified likert rating scale of 5, 3 and 1. 5= Great Deal of Challenge (GDC), 3= Little Bit of Challenge (LBC) and 1= Not A Challenge (NAC).

S/N	Implementation of Civic Education Curriculum has Student-Related Problems of:	5 GDC	3 LBC	1 NAC
	Classroom Furniture-Related			
1.	Sitting arrangement cause problems for us in doing group teaching learning activities during lesson.			
2.	Immoveable chairs and lockers which make teacher to use the method that will help us to cover the syllabus.			
3.	Many students do not have personal chair and lockers.			
4.	Many damaged chairs and lockers disrupt teaching and learning during lesson.			
	Curriculum-Related			
5.	Time table arrangement prevents us from having enough periods for learning of Civic Education.			
6.	Over-crowded class(s) leading to high student-teacher ratio.			
7.	Participation in teaching-learning process in classroom due to nature of some topics in the subject.			
8.	Contents of the subject are wide for us as students to cover during lessons in the school.			
	Instructional Material-Related			
9.	Use of real objects by teachers to improve on students' learning of Civic Education.			
10.	Instructional materials used by teachers do not appeal to us as learners.			

11.	Organisation of field trips by teachers and schools to learn more on the subjects.			
12.	Continuous use of same instructional material makes lesson monotonous.			
	Student-Related			
13.	Students' interest in attending Civic Education lessons			
14.	Students' attitude to the learning of Civic Education			
15.	Level of students' participation in classroom activities in Civic Education lessons.			
16.	Students' opinion about Civic Education as a simple subject			
	Examination Bodies-Related Problems			
17.	Writing examinations in un-conducive environment.			
18.	Setting of questions on topics that were not taught.			
19.	Writing examinations on topics that were not well treated during lessons.			
20.	Possibility of knowing question before the commencement of examination			

SECTION C: Intervention strategies for student related problems of Civic Education Curriculum Implementation

Instruction: Please indicate your agreement regarding the following statements on intervention strategies for student related problems of Civic Education curriculum implementation by ticking (✓) the five likert rating scale of 1 to 5. 1= Strongly Disagreed (SD), 2= Disagree, 3= Neutral, 4= Agree and 5= Strongly Agree (SA).

S/N	Student-Related Problems of Implementing Civic Education Curriculum can be Remediated by:	1 SD	2 D	3 N	4 A	5 SA
1.	Teaching students with real teaching aids like Nigerian constitution, videos showing Nigerian leaders, National flag, Ballot papers etc					
2.	Using local examples that will appeal to the students' to make learning of the subject more society focused during lesson.					
3.	Exposing students to field trips by visiting places like court of law, highways/roads to see traffic signs and government houses					
4.	Use of different types of instructional materials that will make students to have more interest in the subject.					
5.	More periods should be given to Civic Education to create enough period for the properly of Civic Education.					
6.	Reducing students' classes to manageable size for effective teaching and learning.					
7.	Student(s) interest should aroused through the discussion of practical societal activities.					
8.	Extra lesson should be organised for students so that all content of the subject would be covered.					
9.	Classroom sitting arrangement should be properly arranged for effective learning.					
10	Immoveable chairs and lockers should be discouraged in the classroom.					
11	All students should be provided with chairs and lockers.					
12	Repair should be done to all damaged chairs and lockers.					
13	Provision of free relevant textbooks for the students by the government and NGOs.					
14	More copies of Civic Education textbooks that cover the syllabus should be made available in the school library.					
15	Giving students group assignments to bring about individual and group interaction on topics.					
16	Easy to understand Civic Education textbooks should be provided					
17	Conducive environment should be provided for all examination					
18	Civic Education teachers should be involved in setting					

	standardized Civic Education questions					
19	Civic Education examination should be within the content area covered by the teachers'					
20	Examination malpractice should be completely discouraged among the students					

Thanks for participating in the study.

APPENDIX C

CIVIC EDUCATION OBSERVATION CHECK LIST

S/N	CIVIC EDUCATION CURRICULUM IMPLEMENTATION CHECKLIST	4	3	2	1
		Very Adequate	Adequate	Not Adequate	Grossly Inadequate
1.	Up-to-date documentation of the scheme and record of work				
2.	Preparation of lesson plan in line with scheme of work				
3.	Periodic checking of the scheme of work by the school management				
4.	Logical implementation of lesson in the classroom				
5.	Use of specific, measurable, achievable and reliable lesson objectives				
6.	Students involvement in the lesson development activities				
7.	Use of relevant instructional resources/methods				
8.	Use of realia/real objects				
9.	Use Clear and attainable questions during lesson				
10.	Measurement of the three domains in lesson development or evaluation				
11.	Consistency of content coverage of lesson as reflected in the scheme of work				

APPENDIX D

Contents of Senior Secondary School Civic Education Curriculum

SS 1 Themes:

- a. Our values
- b. Emerging issues
- c. Citizenship
- d. Representative Democracy
- e. Pillars of democracy
- f. Human Rights
- g. Cultism
- h. Law and Order

SS 2 Themes:

- a. Citizenship
- b. Democracy and National Development
- c. Dangers of Political Apathy
- d. Achieving popular participation in politics
- e. Limitation to human Rights
- f. Drugs and Drug Abuse
- g. Responsible parenthood
- h. Traffic Regulation
- i. Relationship

SS 3 Themes:

- (a) Characteristics and categories of Human Rights
- (b) Fighting political apathy
- (c) Public service in a Democracy
- (d) Civil society and popular participation
- (e) Constitutional Democracy and the Rule of Law
- (f) Human Trafficking

APPENDIX E

Research Advisor

Required Sample Size[†]

Population Size	Confidence = 95%				Confidence = 99%			
	Margin of Error				Margin of Error			
	5.0%	3.5%	2.5%	1.0%	5.0%	3.5%	2.5%	1.0%
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
200	132	160	177	196	154	174	186	198
250	152	190	215	244	182	211	229	246
300	169	217	251	291	207	246	270	295
400	196	265	318	384	250	309	348	391
500	217	306	377	475	285	365	421	485
600	234	340	432	565	315	416	490	579
700	248	370	481	653	341	462	554	672
800	260	396	526	739	363	503	615	763
1,000	278	440	606	906	399	575	727	943
1,200	291	474	674	1067	427	636	827	1119
1,500	306	515	759	1297	460	712	959	1376
2,000	322	563	869	1655	498	808	1141	1785
2,500	333	597	952	1984	524	879	1288	2173
3,500	346	641	1068	2565	558	977	1510	2890
5,000	357	678	1176	3288	586	1066	1734	3842
7,500	365	710	1275	4211	610	1147	1960	5165
10,000	370	727	1332	4899	622	1193	2098	6239
25,000	378	760	1448	6939	646	1285	2399	9972
50,000	381	772	1491	8056	655	1318	2520	12455
75,000	382	776	1506	8514	658	1330	2563	13583
100,000	383	778	1513	8762	659	1336	2585	14227
250,000	384	782	1527	9248	662	1347	2626	15555
500,000	384	783	1532	9423	663	1350	2640	16055
1,000,000	384	783	1534	9512	663	1352	2647	16317
2,500,000	384	784	1536	9567	663	1353	2651	16478
10,000,000	384	784	1536	9594	663	1354	2653	16560
100,000,000	384	784	1537	9603	663	1354	2654	16584
300,000,000	384	784	1537	9603	663	1354	2654	16586

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APPENDIX F

Enrolment in Public Secondary Schools by State, Class and Gender: 2017/2018

Table 4.4: Enrolment in Public Senior Secondary Schools by State, Class and Gender: 2017/2018

STATE	No. of schools	No. of Classrooms	SSS1		SSS2		SSS3		TOTAL		
			M	F	M	F	M	F	M	F	M+F
Abia	233	1,908	3,219	3,324	3,020	3,116	2,960	3,188	9,199	9,628	18,827
Adamawa	278		19,065	16,832	19,122	17,673	18,460	17,493	56,647	51,998	108,645
Akwa Ibom	241	3,649	55,771	56,395	51,035	50,960	39,833	39,550	146,639	146,905	293,544
Anambra	256	2,571	9,534	10,908	8,308	9,638	6,014	6,417	23,856	26,963	50,819
Bauchi	163	1,600	19,937	11,587	19,744	10,970	18,067	9,607	57,748	32,164	89,912
Bayelsa	189	1,168	7,200	6,679	7,903	7,096	8,743	7,485	23,946	21,260	45,206
Benue	307	19,498	24,970	19,209	25,422	19,881	47,236	37,055	97,628	76,145	173,773
Borno											
Cross River	227	1,330	7,290	7,987	7,096	6,373	5,491	5,572	19,877	19,932	39,809
Delta	425		21,011	19,877	18,909	18,435	14,280	13,969	54,200	52,281	106,481
Ebonyi	221		8,259	9,253	10,231	11,106	8,714	9,911	27,204	30,270	57,474
Edo	315	2,483	16,125	15,835	16,109	16,461	16,316	16,089	48,550	48,385	96,935
Ekiti											
Enugu	280	2,516	10,962	14,310	10,223	14,460	10,309	13,528	31,494	42,298	73,792
FCT											
Gombe	109	1,024	11,535	6,442	11,031	6,896	10,727	5,950	33,293	19,288	52,581
Imo	279	3,115	73,725	74,934	68,784	76,259	64,000	66,620	206,509	217,813	424,322
Jigawa											
Kaduna	327	3,382	18,209	15,096	20,335	16,249	18,751	13,537	57,295	44,883	102,177
Kano	596	7,507	56,536	37,180	53,676	32,858	48,886	29,525	160,098	99,563	259,661
Katsina	224	2,486	34,645	18,642	31,961	15,292	28,961	12,615	95,767	46,549	142,316
Kebbi											
Kogi	276	2,442	9,497	7,897	10,238	8,858	13,105	10,693	32,840	27,448	60,288
Kwara	346	2,311	15,830	13,862	15,220	14,160	14,473	12,689	45,523	40,711	86,234
Lagos	324	4,055	62,848	62,292	38,115	39,720	21,666	23,698	122,629	125,710	248,339
Nasarawa	248		11,505	8,424	12,917	8,900	16,663	11,432	41,085	28,756	69,841
Niger	245	2,023	28,063	19,891	30,362	20,383	27,351	16,849	85,776	57,123	142,899
Ogun	172		35,746	35,165	28,745	27,994	21,404	21,631	85,895	84,790	170,685
Ondo	304	3,612	22,928	22,167	19,631	19,065	16,832	15,555	59,391	56,787	116,178
Osun	241	11,440	22,425	21,350	19,859	19,450	17,119	15,975	59,403	56,775	116,178
Oyo											
Plateau	305	1,456	11,453	9,524	11,872	10,133	10,963	8,896	34,288	28,553	62,841
Rivers											
Sokoto	73	790	11,744	5,871	12,669	6,285	12,094	6,194	36,507	18,350	54,857
Taraba	194	1,425	6,786	4,940	6,844	5,028	5,877	4,415	19,507	14,383	33,890
Yobe	48	1,037	15,897	11,003	15,014	5,345	15,256	5,747	46,167	22,095	68,262
Zamfara	147	1,180	16,177	6,097	16,399	5,875	17,477	6,034	50,053	18,106	68,159
Total	7,613	86,108	669,192	572,973	620,794	525,019	579,028	467,919	1,869,014	1,565,911	3,434,925

PERMANENT SECRETARY
 MINISTRY OF EDUCATION
 SCIENCE AND TECHNOLOGY
 P.M.B 1069 LOKOJA
 KOGI STATE

APPENDIX G

Ethical Certificate

UNIVERSITY OF ILORIN, ILORIN, NIGERIA

UNIVERSITY ETHICAL REVIEW COMMITTEE

Vice-Chancellor: Prof. A.G. Ambali
DVM (ABU), M.V.Sc., Ph.D (Liverpool, UK),
MVCN, MCVSN, MNVMA, FCVSN
Registrar: Mr. E.D. Obafemi
B.A (Hons), Cert. Public Information (Kaduna),
MNIPR



E-mail: P.M.B. 1515, Ilorin
uerc@unilorin.edu.ng
unilorin.uerc@gmail.com
Website: ethicalreview.unilorin.edu.ng
www.unilorin.edu.ng

Our Ref: UIL/UERC/14/68ZB002

Date: 14th June, 2018

Protocol Identification Code: UERC/EDU/252
UERC Approval Number: UERC/ASN/2018/1298

TEACHER AND STUDENT FACTORS IN DIAGNOSIS AND REMEDIATION OF CIVIC EDUCATION CURRICULUM IMPLEMENTATION PROBLEMS IN NIGERIA

Name of applicant/Principal Investigator: OMOLEKAN, Johnson Adewale
Address of Applicant: Department of Social Science Education
Faculty of Education,
University of Ilorin, Ilorin.
Type of Review: Full Committee Review
Date of Approval: 14/06/2018

Notice of Full Committee Approval

I am pleased to inform you that the research described in the submitted proposal has been reviewed by the University Ethical Review Committee (UERC) and given full Committee approval.

This approval dates from 14/06/2018 to 13/06/2021, and there should be no participant accrual or any activity related to this research to be conducted outside these dates.

You are requested to inform the committee at the commencement of the research to enable it appoints its representative who will ensure compliance with the approved protocol. If there is any delay in starting the research, please inform the UERC so that the dates of approval can be adjusted accordingly.

The UERC requires you to comply with all institutional guidelines and regulations and ensure that all adverse events are reported promptly to the UERC. No charges are allowed in the research without prior approval by the UERC. Please note that the UERC reserves the right to conduct monitoring/oversight visit to your research site without prior notification.

Thank You,

Ismaila Isah
For: University Ethical Review Committee

"....if it's not ethical, it's not scientific, if it's not scientific it's not ethical"

APPENDIX H


Protocol Certificate

UNIVERSITY OF ILORIN, ILORIN, NIGERIA
POSTGRADUATE SCHOOL

Vice-Chancellor:
Prof. S. A. Abdulkareem
B.ChE (Detroit); Ph.D. (Louisville);
MNAICH; MNSE; MACS; R.Eng (COREN)

Dean:
Prof. R. A. Bello
B.Sc., M.Sc., Ph.D.; Economics (ABU)
MNES; NHEA

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UIL/PGS/42 **15th August, 2019**

OMOLEKAN, Johnson Adewale
Matric. No.: 14/68ZB002
Department of Social Sciences Education
Faculty of Education
University of Ilorin
Ilorin.

Dear **Omolekan,**

APPROVAL OF DOCTORAL RESEARCH PROTOCOL


I am pleased to inform you that, the Board of Postgraduate School at its 281st Meeting held on Wednesday, 17th July, 2019 considered and approved your Doctoral Research Protocol titled:

Analysis of Problems and Intervention Strategies Utilized by Civil Education Curriculum Implementers in North-central, Nigeria

You are therefore, to proceed with your Ph.D. programme accordingly, please.

Congratulations.

Yours sincerely,



M.A. Alfania
Secretary, Postgraduate School

MA/JB

APPENDIX I

Request for Research Assistance

UNIVERSITY OF ILORIN, ILORIN, NIGERIA

DEPARTMENT OF SOCIAL SCIENCES EDUCATION

FACULTY OF EDUCATION

Head
Dr. (Mrs) B. O. Olawuyi
B.Ed, M.Ed, (Ibadan)
Ph.D. (Ilorin)
08093335366
e-mail: obolabisi@unilorin.edu.ng



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Telephone (031)221691-4 Ext. 354
Direct Line: (031)221706,
e-mail: facedu@unilorin.ed.ng

2nd November, 2018.

Our Ref: _____

Your Ref: _____

Date: _____


TO WHOM IT MAY CONCERN REQUEST FOR RESEARCH ASSISTANCE

OMOLEKAN, Johnson Adewale (Matric.No: 14/68ZB002) is a Postgraduate Student of the Department of Social Sciences Education, University of Ilorin. He is currently undergoing a Research Project on:

"Analysis of Problems and Intervention Strategies Utilised by Civic Education Curriculum Implementers in North Central, Nigeria"

Kindly render him all possible assistance in this regard.

Thanks for your anticipated understanding and cooperation.


Prof. Bolanle. O. Olawuyi
Head of Department

Professors in the Department: PROF. C. O. DARAMOLA, PROF. O. E. ABDULLAHI,
PROF. (MRS) F. A. O. OLASEHINDE-WILLIAMS, PROF. (MRS.) A. A. JEKAYINFA