

**ANALYSIS OF TEACHERS' PERCEIVED PROBLEMS AND SUGGESTED
INTERVENTION STRATEGIES FOR CIVIC EDUCATION CURRICULUM
IMPLEMENTATION IN NORTH-CENTRAL, NIGERIA**

BY

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CURRICULUM DEVELOPMENT

**A Ph.D. THESIS REPORT PRESENTED TO THE DEPARTMENT OF
SOCIAL SCIENCES EDUCATION, FACULTY OF EDUCATION,
UNIVERSITY OF ILORIN, IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF DOCTOR OF
PHILOSOPHY (Ph.D.) DEGREE IN CURRICULUM DEVELOPMENT**

DECLARATION

I hereby declare that this thesis entitled “Analysis of Teachers’ Perceived problems and suggested intervention strategies for Civic Education curriculum implementation in North-central, Nigeria” was written by me and it has been the record of my own work. I also proclaim that neither the whole work nor any part of it has been, is being, or is to be submitted for another degree at this or any other University or examining body.

Signature:

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March, 2020

CERTIFICATION

This is to certify that this thesis entitled “Analysis of Teachers’ problems and suggested intervention strategies for Civic Education curriculum implementation in North-central, Nigeria” written by OMOLEKAN, Johnson Adewale (14/68ZB002) and has been read and approved as meeting part of the requirements of the Department of Social Sciences Education, Faculty of Education, University of Ilorin, Ilorin Nigeria for the award of degree of Doctor of Philosophy (Ph.D.) in Curriculum Development.

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DEDICATION

I dedicate this work to my loving, caring, wonderful and super-supportive wife
Deaconess Titilayo Omolekan

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ABSTRACT

One of the intended objectives of any newly introduced curriculum may be hindered when teachers and students have misconceptions and disconnected implementation strategies about the curriculum. Studies have shown that there were problems of specialist teachers, non-preparedness of teachers, instructional resources and other materials for curriculum implementation. Therefore, this study analysed the perceived problems and suggested intervention strategies by Civic Education Curriculum implementers in North-central, Nigeria. The objectives of the study were to: (i) analyse teachers-perceived problems of Civic Education curriculum implementation (CECI); (ii) examine the teacher-suggested remediation strategies of CECI; (iii) examine the adequacy of lesson implementation materials of Civic Education teachers; (iv) determine whether the teacher-perceived problems of CECI differ on the basis of gender; qualification; experience, and exposure to seminar; (v) determine the difference in teachers and students perception of problems of CECI (vi) ascertain whether the teacher-suggested remediation strategies for CECI differ on the basis of gender; qualification; experience, and exposure to seminar.

The study adopted a descriptive research design of survey type. The specific population consisted of 1,727 teachers and 595,876 students. The sample of 264 teachers and 1,584 students were selected using a multistage sampling procedure. The instruments for data collection were two research questionnaires; one for teachers and the other for students. The instruments were subjected to reliability test using split-half and Cronbach Alpha that yielded coefficients of 0.86 and 0.62 for teachers and students respectively. The data collected were analysed using the percentage, mean, t-test and Analysis of Variance (ANOVA) at 0.05 level of significance.

The findings of the study were that:

- i. instructional resources (\bar{x} = 27.5), school administrator (\bar{x} = 8.0) and classroom furniture (\bar{x} = 7.9) were the core problems confronting CECI in North-central, Nigeria;
- ii. provision of relevant instructional resources (\bar{x} = 4.08) and furniture arrangement (\bar{x} = 4.19) in the classroom were the teacher-suggested remediation strategies;
- iii. the use of other instructional materials as well as measurement of the three domains in assessment were found inadequate (\bar{x} = 1.6 - 2.3), while classroom lesson implementation materials of Civic Education curriculum implementers were found adequate (\bar{x} = 2.5 - 3.0);
- iv. there was significant difference in the teacher-perceived problems of CECI in North-central, Nigeria on the basis of qualification ($F = 3.95$, $p < 0.05$), while there was no significant difference on the basis of gender, experience and exposure to seminar;
- v. there was significant difference in teachers and students perception of problems of CECI ($t = 13.108$; $p < 0.05$); and
- vi. there was significant difference in the teacher-suggested remediation strategies for CECI on the basis of qualification ($F = 2.712$, $p < 0.05$), while there was no significant difference on the basis of experience, gender and exposure to seminar.

The Study concluded that the problems of CECI in North-central, Nigeria were predominantly instructional resources related. This implies that the objectives of Civic Education may not be adequately achieved in the school system if not effectively remediated. The study recommended that pedagogical and content knowledge specialist be engaged in CECI in North-central, Nigeria.

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