

# Unearthing Disablers in the Cultivation of Civic Skills among Learners in Selected Secondary Schools in Lusaka District, Zambia

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**Abstract:** The thrust of this study was to unearth disablers in the cultivation of civic skills among learners in selected secondary schools in Lusaka, Zambia. At the core of the study, we interrogated teaching sources, methods and evaluations in Civic Education. Purposive sampling was applied to select participants from the selected schools. Specifically, Civic Education teachers formed part of the sample. Data was generated through the use of an interview Guide. Raw data was produced, coded and organised in themes for the purposes of drawing implications in the discussions. The study revealed that teachers of Civic Education were using methods that did not empower learners with civic skills. Further, the study revealed that the teaching of Civic Education in the schools relied mainly on lecture approaches which did not support the development of civic skills among the learners. The study also revealed that the lack of teaching and learning materials coupled with over enrolments affected the abilities of the teachers in supporting the learners to develop the civic skills. The study therefore concludes that teachers of Civic Education anchor their teaching on sources, methods and evaluation and in the process fail to support the learners in the development of civic skills. Thus, it is recommended among others, given that Civic Education Syllabus for Grade 10 to 12 has only Specific Outcomes based on Cognitive Level (Knowledge based outcomes), there is a need to revise the Syllabus so as to include the Specific Outcomes based on Psychomotor Level (Skill based outcomes) and Affective Level (Value based Outcomes).

**Key words:** Civic Education Teachers, Learners, Sources, Methods, Evaluation, Civic Skills

## I. INTRODUCTION

This paper is an excerpt from the lead researcher's Master of Education in Civic Education dissertation on exploring Civic Education teaching sources, methods and evaluations used by Civic Education teachers to empower Civic Education learners with civic skills in selected schools of Lusaka district of Zambia. Countries world over have realised the need to educate citizens especially, the young people in the development of civic skills. Civic Education therefore has been identified as one of the disciplines that could drive the aforementioned agenda. McCracken, (2012) states that, Civic Education, also known as Citizenship Education or Democracy Education is a subject that provides information and learning experiences which equips and empowers the

citizens to participate in democratic processes. Zambia equally like any other country desires to empower her youths with civic skills. This empowerment does not just come but will have to be taught and learnt by the learners.

However, it is worth noting that teachers who are vital in this process need to have the skills needed to apply the sources, methods and techniques/evaluations that are useful elements in the development of civic skills among the learners in schools. Topics such as 'elections, rights and constitution' in Civic Education, should contribute to the development of civic skills among the learners if the teaching is done through appropriate sources, methods and evaluation.. Butts (as cited in Muleya, 2015) argued that, "an effective democratic citizenship education programme should not only provide learners with the necessary knowledge but also with opportunities for the development of desirable traits of public and private character.". The major expectation arising from Civic Education both as taught and caught is that the learning process should be one that makes the learners get exposed to the subject as well as acquiring of various civic skills which include: Collective Decision Making, Critical Thinking (Cognitive, Political interpretation) and Participatory/News Monitoring among others. With this in mind, it will become easy for them to identify, describe, explain, analyse, evaluate, take and defend positions on public matters. Against this background the study was conducted to explore teaching sources, methods and evaluations in Civic Education in Zambia as an enabler in developing civic skills among the learners in selected secondary schools in Lusaka District of Zambia.

### *Statement of the Problem*

The contextual situation of Civic Education is that, it is globally upheld as a vehicle of transforming citizens in society. In a bid to advance the core ideals of Civic Education, MOE, (2013) has set out an ideal situation of Civic Education in Zambia through the revised Civic Education Syllabus 10-12. The syllabus is anchored on the Outcome Based Education principle which goes beyond teaching for the examinations purposes. MOE (2013 as cited in Muleya, 2015) further states that the competences and general outcomes are the expected

outcomes to be attained by the learners through the acquisition of knowledge, skills, techniques and values which are very important for the total development of the individual and the nation as a whole.

The current situation is such that there is limited data explaining how civic education teachers apply teaching sources, methods and evaluations in Civic Education in Zambia as an enabler in developing civic skills among the learners in selected secondary schools in Lusaka District of Zambia sources, methods and evaluation in Based on this background, Civic Education Teachers do not help the learners in developing the civic skills that enhances their ability to look at learning beyond the lecture halls or classrooms. It was against this background that this study was conducted in the selected secondary schools in Lusaka District of Zambia.

#### *Purpose of the Study*

The purpose of this study was to explore how civic education teachers apply teaching sources, methods and evaluations in Civic Education lesson in Zambia as an enabler in developing civic skills among the learners in selected secondary schools in Lusaka District of Zambia

#### *Theoretical Framework*

The theoretical framework applied was anchored on the Correlative Learning Theory by John Bransford in 1990. Correlative Learning is one of the application Models of Constructivist Approach. It is a learning approach whose proposition is that learning activities should be organized around Learner Centred Approaches such as Story, Role Play, Debate, Discussions, Presentations, Problem Solving or Case Study. This approach provides the students with the opportunity to apply the information they have acquired in the classroom set up to different real life situations. Thus, it serves as a bridge between school life and real life. Correlative learning focuses on the importance of learning through problem solving and avoids memorization. It advocates and encourages hands on learning patterns.

The word 'anchor' within the framework of correlative learning means a comprehensive knowledge base or environmental adjustment that provides students with a rich source of information. Another definition of 'anchor' within the framework of correlative teaching is a comprehensive case of story or problem that also includes introductory and explanatory preliminary information that students will need and that presents a rich source of information.

The focus of this study is to interrogate how Civic Education teachers apply teaching sources, methods and evaluations Civic Education lessons in Zambia as an enabler in developing civic skills among the learners in selected secondary schools in Lusaka District of Zambia.

According to Bransford, (1990) Correlative learning focuses on the importance of learning through problem solving and

discourages memorization. He posits that, it encourages hands on learning patterns. This, to a greater extent responds to correct teaching methods that may encourage skills acquisition by learners in the learning of Civic Education. Bransford proposed activities for use during Correlative Teaching theory. These activities as argued by Bransford can also be seen to be fitting well in the teaching of Civic Education as they help in facilitating skills acquisition in many ways.

## II. REVIEW OF RELATED LITERATURE

### *Meaning of Civic Education*

In conceptualizing the notion of Civic Education, scholars often make reference to its alternate terms which are then used interchangeably from time to time. Additionally, they also define Civic Education based on their orientation such as educational, country, moral, democratic, sociological, political, cultural and technological. Other scholars such as Muleya, 2017a, 2017b, 2018a, 2018b, 2018c, 2019; Bergersen & Muleya ,2019; Machila, Sompa, Muleya, & Pitsoe, 2018; Magasu, Muleya & Mweemba ,2020; , 2020; Mupeta, Muleya , Kanyamuna, & Simui, 2020, Habanyati, Simui, Kanyamuna & Muleya, 2020 ; Mwase, Simuyaba, Mwewa, Muleya, & Simui, 2020 Mwanangombe, Mundende, Muzata, Muleya, Kanyamuna & Simui, 2020 consistently assert that the meaning of Civic Education also known as Citizenship Education is dependent on the context and as such it is called differently in different countries. Further, they argue that Civic Education provides information required by the learners to improve on their civic knowledge, civic skills, civic virtues and civic dispositions. So within the different contexts in which Civic Education presents itself to the learners, it is seen as a subject that has the potential to enhance learners' civic skills in many ways. McCracken, (2012) explains that Civic education, also known as Citizen Education or Democracy Education is a subject that provides information and learning experiences which equip and empower citizens to participate in democratic processes. Osborne, (2001) adds that Civic Education, also known as Democratic Citizenship, is a concept of education for Democratic Citizenship which focuses on the multicultural nature of the world as a whole, through teaching of critical thinking and creativity, thereby producing an informed citizen in the immediate community, nationally, and globally events (Evans, 2006). It is evident from the different scholars writing on the subject of Civic Education that it imparts knowledge, values and skills that enables learners to become active participants in the democratic dispensation of the country and also being able to critically analyse the governance processes and have the ability to engage the government and the community on matters that are aimed at bettering society.

### *Components of Civic Education*

Civic Education has the following four components;

1. *Civic knowledge* refers to citizens' understanding of the working of the political system and of their own political and civic rights and responsibilities, such as the rights to freedom of expression and to vote and run for public office, and the responsibilities to respect the rule of law and the rights and interests of others. Peterson, (2011, p. 139) defines civic knowledge as, "the ability of students not only to know and understand certain civic facts but also to apply such learning to their actions and deliberations."
2. *Civic dispositions* are defined as the citizens' traits necessary for a democracy. These include tolerance, public spiritedness, civility, critical mindedness and willingness to listen, negotiate, and compromise. Peterson, (2011) explains that Civic disposition is the ability to participate in open and unforced democratic dialogue as co-operative rather competitive enterprise. This does not mean that there will not be disagreement and tensions but the sense and spirit of common pursuit should supersede any other interest.
3. *Civic skills* refer to citizens' ability to analyse, evaluate, take and defend positions on public issues, and to use their knowledge to participate in civic and political processes such as to monitor government performance, or mobilize other citizens around particular issues. Kirlin, (2003) explains that civic skills are competencies that allow one to become a participant in democratic processes rather than an observer and if the students are taught these skills, they will be in position to shape not only policy choices, but their execution as well. She outlines four civic skills as communication, organization, collective decision making and critical thinking skills.
4. *Civic Values* are values which an individual should possess in a functional democratic society. An individual should believe and practise justice, should learn on how to co-operate with other members of society, should be a responsible citizen, respect others, should be honest and have courtesy, should be sincere and, all in all, should have an independent mind and ensure that he does not interfere with the freedoms of others just like he would not want his freedom to be tampered with. Cohen, (2009, p. 7) explains that, "the values pillar will stress the common values which are seen as essential in order to maintain society such as freedom, tolerance or the value of labour."

### III. METHODOLOGY

This study used qualitative research approach which is explained by Creswell, (2008) as a research approach that explores a problem and develops a detailed understanding of a central phenomenon. The collection of data under qualitative research is based on words from a small number of individuals so that the participant's views are obtained. Creswell, (2012) further argues that qualitative research is best suited to address a research problem in which you do not

know the variables and need to be explored (Simui, 2018). The literature view might yield little information about the phenomenon of the study and hence, there is need to learn more from participants through the explorations.

#### *Research Design*

This study used the descriptive research design. According to Leedy & Ormrod, (2005) descriptive research involves either identifying the characteristics of an observed phenomenon or exploring possible associations amounting to two or more phenomena. Descriptive research involves gathering of data that describe events and later on analyse them. Gray, Williamson, Karp, & Dalphin, (2007) explain that descriptive research involves collecting information through data review, surveys, interviews and observations.

However, in this study the interviews were employed to explore the various Civic Education teaching sources, methods and evaluations Civic Education teachers employ in Civic Education lessons.

#### *Population of the Study*

Mugenda & Mugenda, (2003) explains that population of the study is all members of any well-defined class of people, events or objects who are designated as being the focus of an investigation. The target population of this investigation was teachers of Civic Education from the selected secondary schools of Lusaka District.

#### *Sampling of Participants*

Sampling is a process of selecting participants, events, behaviours or elements for participation in a study (Gray, Grove, & Sutherland, 2016). In selecting participants for this study, the researcher used Purposive sampling. Purposive sampling is based on the assumption that the researcher wishes to discover, understand, and gain insight, and therefore must select a sample from which the most can be learnt. Kombo and Tromp (2006) state that, Purposive sampling allows the researcher to directly target a group of people believed to be reliable for the study. Creswell, (2012) posits that, a researcher needs to be very strategic in identifying and selecting a sample with a view to interviewing relevant respondents to the study. The study purposefully selected on four (4) Civic Education teachers from the three (3) selected secondary schools of Lusaka District namely; School A, B and C

#### *Sample Size*

The study focused on three (3) secondary schools in Lusaka District namely; School A, B and C. The total number of participants was twelve (12) comprised four (4) teachers of Civic Education from the three (3) selected secondary schools in the study.

Table 1: Composition of Civic Education teachers

No	Schools	Number of Participants
1	A Secondary School	4
2	B Secondary School	4
3	C Secondary School	4
	Total	12

### *Sampling Procedure*

The study used Homogeneous sampling. This is so, because Homogeneous sampling allows the researcher to sample participants with similar characteristics to represent the rest of the group, (Kombo & Tromp, 2006). Henceforth, in selecting the Civic Education Teachers Homogeneous Sampling was used to select the respondents to represent other fellow Civic Education teachers since they have same characteristics.

### *Data Generation Instruments*

Creswell, (2012) argues that the researcher must strategically collect data with the help of instruments such as questionnaire or interview guide, document analysis checklist and observations. However, for this study the researcher only employed interview guide through the use of semi-structured interviews to collect the data from the respondents.

### *Semi-Structured Interview Guide*

The Semi-Structured Interviews was employed in collection of data from Civic Education teachers. Kombo and Tromp, (2006), explains that Semi-Structured Interviews through the use of focused interviews are good because they use both the open and closed-ended questions whereby the researcher will have a complete and detailed understanding of the topic under research. This is the more the reason focused interviews method was employed on the respondents.

### *Data Generation Methods*

Data collection is the process of finding necessary information on a research problem (Onwuegbuzie and Leech, 2007). Therefore, this research will use Interview Schedules to collect data from respondents.

### *Interview Schedules*

The data was collected from respondents through administering of interview questions listed on the Interviews Schedules. The researcher made prior arrangements with the teachers of Civic Education. During the Interviews our conversation was recorded with the permission from respondents involved. The Interviews were done either on one on one basis or through phone conversation if the respondent to be interviewed was unable to meet in person. Kombo and Tromp, (2006), explain that the researcher should be able to make prior arrangement with respondents either in person or through telephone conversation on the pending interviews.

The researcher should read out the questions to the respondent whilst taking down the responses.

### *Data Analysis*

Data collected in this research was analysed using Thematic Analysis. This is where the responses from each respondent is transcribed and coded by allocating themes to each response in line with the research objectives. Henceforth, responses of each respondent were transcribed and coded in line with the research objectives. Kombo and Tromp, (2006) explain that qualitative data can be analysed thematically with the use of themes to differentiate major issues from minor issues. This is the more reason the researcher decided to analyse the data thematically as Kombo and Tromp (2006) alludes.

### *Credibility and Trustworthiness*

According to Leedy and Ormrod, (2001) Research validity is the certainty and truthfulness of the findings in response to the research problem. This is very important because research findings are a reflection of the situation at hand and as such must be supported by the collected evidence. The data was validated by Triangulation which is a process of corroborating evidence from different individuals, data type and methods. In this study triangulation was used by comparing the responses of each teacher on a specific question with the responses from other teachers to check for common emerging themes and to confirm the credibility and trustworthiness of the information collected from each respondent.

### *Ethical Considerations*

The principle of informed consent was observed in line with research ethics. Hence, before the respondents were asked to participate, they were informed about the purpose and focus of the study. Consent to participate was taken from them and they were asked to sign a consent form showing their willingness to participate. They were also told that they were free to withdraw from the interviews once they felt so. All participants remained anonymous in order to maintain confidentiality. The researcher further sought for ethical clearance from the University of Zambia Ethical Committee, School of Education Postgraduate Office, Lusaka District Education Board Secretary (DEBS) and targeted Secondary Schools of Lusaka District.

## IV. PRESENTATION OF FINDINGS

After a number of months interacting with the teachers of Civic Education in order to explore teaching sources, methods and evaluations used, this section presents findings of the study.

### *Teaching Sources, Methods & Evaluations used by Civic Education Teachers*

Under this objective, the researcher sought to find out various Civic Education teaching sources, methods and evaluations used by Civic Education teachers to empower Civic education learners with civic skills. The study targeted 12 Civic



Education teachers from three selected secondary schools in Lusaka district. The findings that emerged under this objective were: Civic Education Teaching Sources, Civic Education Teaching Methods and Civic Education Teaching Evaluations.

#### *Empowering learners with Civic skills*

It was noted in the findings that there were various elements of empowering learners with civic skills, namely: Civic Education Teaching Sources, Civic Education Teaching Methods and Civic Education Teaching Evaluations.

Teacher 1 from School 'A' indicated that:

*There are various possible elements of building civic skills in learners and methods are most vital of them as they give a framework of initiating the intended skill and shaping it to fruition namely Civic Education Teaching Sources, Civic Education Teaching Methods and Civic Education Teaching Evaluations.*

#### *Civic Education Teaching Sources*

It was noted by the respondents that there were various sources of information the teachers relied on. The responses were as follows: 12 Civic Education teachers relied on Civic Education Syllabus, 9 Civic Education teachers relied on Civic Education Pupils and Teachers Textbooks, 12 Civic Education teachers relied on Civic Education Schemes of Work and Civic Education Lesson plans. While the other 6 Civic Education teachers brought in the aspect of internet, Civic Education Past Papers, leaflets rich in Civic Education content such as the Constitution, Newspapers, Magazines, Written Speeches, Audio Recordings and Pictures as other relevant sources of teaching correct civic skills to learners in Civic Education.

The frequency of respondents is more than 12 total number of respondents interviewed, reason being the same Civic Education teachers were interviewed on various aspects hence the accumulative frequency above 12 respondents.

Teacher 2 from School 'C' added that:

*It is a mandate for each and every teacher of Civic Education to have on his or her teaching file necessary materials that will aid their smooth teaching. These recommended materials include: updated syllabus, provincial schemes of work, lesson notes, lesson plans and some past papers.*

Teacher 3 from School 'A' had a distinctive view on the sources of civic skills and stated that:

*Teaching Civic Education is more than knowing methods and other pedagogy of teaching but a certain subtle element of understanding its purpose, value and pride to a nation makes such a teacher whole round and the best. However, even in such a case, a teacher needs to have at his or her disposal a lesson plan which has to guide, informative socio-political magazines, and leaflets on social matters and so on.*

Teacher 1 from School 'B' and Teacher 3 from School 'C' had this to say:

*In Social Sciences Department, the Head of Departments (HOD) demand that each and every teacher in our department should have the correct Syllabus, Schemes of Work, Text Books, Lesson Plans and Relevant Teaching and Aids when planning to teach a given topic. All teachers are asked to have the Syllabus, Schemes of Work and Lesson Plans filed in their teaching files each time they submit their files for checking with Heads of Department (HOD). In most cases all these prerequisite materials are provided for by the department to every teacher.*

#### *Civic Education Teaching Methods*

The results show that Civic Education teachers employed various methods in the teaching of Civic Education with respect to empowerment of learners with civic skills. The views from the respondents were distributed as follows: 7 Civic Education teachers said Lecture Method/Teacher Exposition Method, 2 Civic Education teachers said they used Question and Answer Method, 2 Civic Education teachers indicated Class Presentations/Group Discussions and 1 Civic Education teacher said Whole Class Discussions. Teachers did not utilise these methods uniformly, they had a way they rated the methods as shown from their preferences when asked on their extensive use as well. The findings were distributed according to their responses. The figure below demonstrates teachers' preference of available methods of empowering civic education learners with skills.

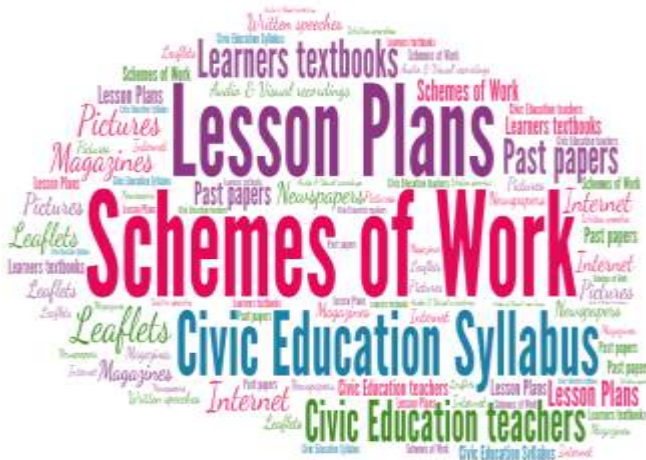


Figure 1: Civic Education Teaching Sources

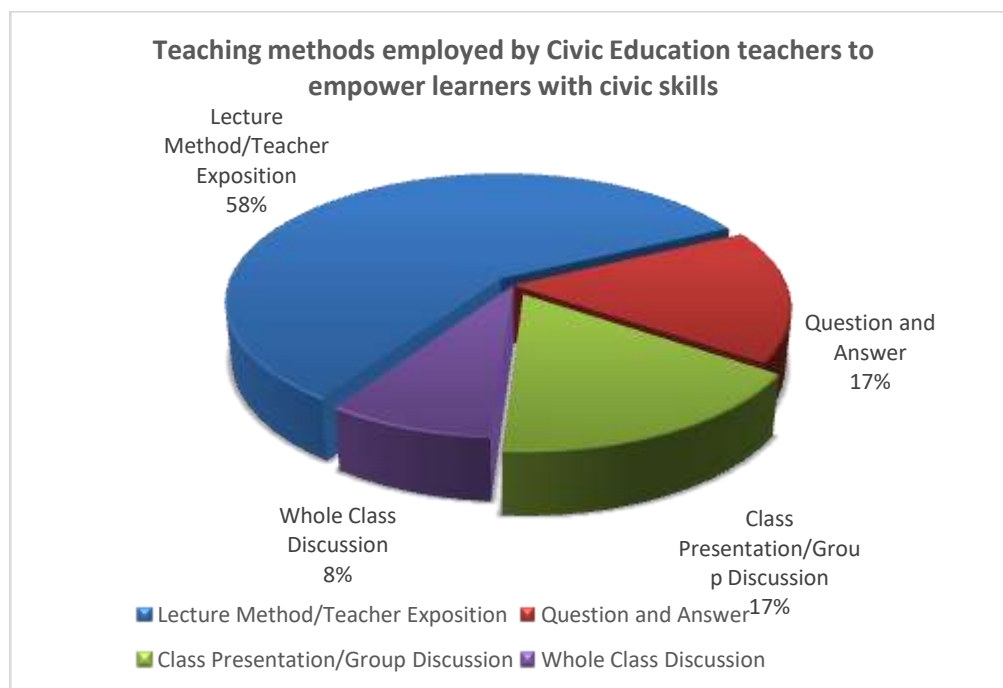


Figure 2: Teaching methods employed by Civic Education teachers

Teacher 1 from School 'C' had similar view with Teacher 1 from School 'B' who clarified on why teachers use learner centred as opposed to teacher centred methods and vice versa. This is what she said:

*Civic Education is just like any other Social Sciences subject such as History, Geography and Religious Education. Therefore, the way we handle these other three subjects that is how we equally handle Civic Education. We know for sure that for the pupils to acquire the Civic Skills we need to use more of Learner Centred Methods. However, the Learner Centred Methods cannot work well with big classes; hence we prefer the use of more Teacher Centred Methods together with selected Learner Centred Methods such as Class Presentations, Group Discussions and Whole Class Discussions so that we finish the syllabus on time.*

Teacher 4 from School 'C' had similar view with Teacher 4 from School 'A' on their Social Sciences Head of Department (HOD) demand for usage of learner centred methods in Civic Education teaching.

*The Social Sciences Head of Department (HOD) always insist that all teachers should use learner centred methods in their everyday teaching and the learner centred methods should clearly be indicated on the lesson plan and should be properly used in ensuring that the learners are taught to acquire the Civic Skills in Civic Education lesson. However, it is not possible to keep on using the learner centred methods each and every time we go to teach because these learner centred methods are time consuming to the extent that a teacher may fail to complete the syllabus on time resulting in pupils failing to pass grade 12 examinations and consequently get blamed for failing pupils. So to avoid the blame we rely so much on*

*teacher centred methods which allows cruising and dictating the teaching.*

Teacher 2 from School 'B' had similar view with Teacher 2 from School 'A' on preference of Lecture method to Learner centred method

*Even though the school administrators want us to use more of learner centred methods in our everyday lessons, It is not possible, because Civic Education being a bulk subject needs a teacher to dictate the learning in classroom in order to explain, at the same time giving notes which is not practical with learner methods as they require learners to dictate the progression of the lesson while the teacher assumes the role of the facilitator*

#### *Civic Education Teaching Evaluations*

The study that Oral Questions and Answers, Class Exercises, End of Topic Tests, Mid Term Tests, End of Term Tests and Progress Chart Monitoring were used to evaluate the Civic Education teaching of civic skills. The teachers' responses indicated uniformity in the use of Oral Questions and Answers, Class Exercises, End of Topic Tests, Mid Term Tests and End of Term Tests as monitoring and evaluation approaches used by the Civic Education teachers in all the three secondary schools under study. However, 3 Civic Education Teachers out of 12 interviewed brought out the aspect of monitoring and evaluating learners through the use of Progress Chart. The teachers narrated that they tracked the performance of learners from the first assessment to the last assessment in the term and year at large and thereafter, make comparison on the learner progress in the subject.

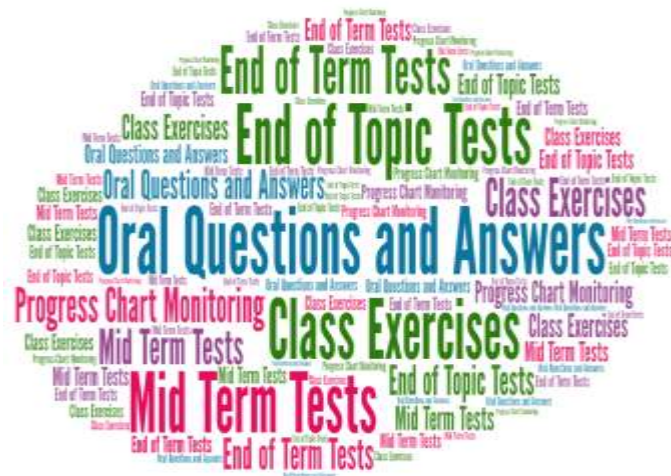


Figure 2: Possible ways of evaluating the teaching of Civic Skills in Civic Education lessons.

The frequency of respondents is more than 12 total number of respondents interviewed reason being the same Civic Education teachers were interviewed on various aspects hence the accumulative frequency above 12 respondents.

Teacher 4 from School 'B' carefully explained the Civic Education evaluation and shared with the researcher what he does when it comes to evaluating self on whether or not civic skills are acquired by learners during teaching. He said:

*An evaluation is essentially an examination of a skill or knowledge in a learner after subjecting them to a rigorous activity with an intention of imparting a skill or knowledge or rule in the learner. To this end, I for one as a teacher of Civic Education do conduct my evaluation exercises in various ways befitting the skills being evaluated. Sometime I explore the Question and Answer process, End of topic assessment or even by way of referring to the progress chart which of course has to be fed by the information from tests.*

Another statement was echoed by Teacher 4 from School 'A' concerning conducting an evaluation using the tools mentioned above. She emphasised saying:

*Evaluations are only meaningful when a teacher has first of all taught a learner conclusively using the appropriate method and assume that the right skill has been imparted in a learner. However, the challenge sometimes with evaluation that comes in is that, some of the evaluation tools we teachers use do not assist us to measure the right situation about learners because some tools especially for national examinations and end of year tests which are sometimes provincial papers do not reflect the actual content or skill we laboured the entire term to expose learners to, only to see out-dated questions being used. So evaluations are meaningful when one prepares own evaluation tool befitting the content taught to learners.*

In addition, another statement was echoed by Teacher 3 from School 'B' concerning conducting an evaluation using the tools mentioned above. She emphasised saying:

*The school administrators assign the immediate supervisors who happen to be the Heads of Departments (HOD) to evaluate and monitor the teaching of teachers in various Subjects. However, once in a while the Head Teacher and Deputy Head Teacher sample out Teaching Files of teachers across the departments as well as randomly choose a number of teachers from each department to be monitored by the Head Teacher and Deputy Head Teacher using the Standardized Teacher Monitoring Instrument. They also sometimes carryout Spot Check Observation on the teachers and if they happen to notice any improper teaching they summon the teacher for a discussion.*

## V. DISCUSSION OF FINDINGS

*Teaching sources, methods and evaluations used by Civic Education teachers*

Under this research question, the researcher sought to find out different Civic Education teaching sources, methods and evaluations used by Civic Education teachers to empower Civic Education learners with civic skills.

The findings that emerged under this research question were: Civic Education Teaching Sources, Civic Education Teaching Methods and Civic Education Teaching Evaluations. It was concluded from the findings that, there were more than enough teaching sources, methods and evaluations prescribed for effective teaching of Civic Education to empower Civic Education learners with civic skills. The findings have shown that from the available sources, methods and evaluations a solution can be well formulated as these findings give a baseline of what is obtaining on the ground and how best to reconstruct means of proposing new techniques and procedures of initiating skills acquisition by learners.

*Civic Education Teaching Sources*

It was noted by the respondents that there were various sources of information the teachers relied on. The responses included: Civic Education Syllabus, Civic Education Pupils and Teachers Textbooks, Civic Education Schemes of Work as well as Lesson Plans. Also internet, Civic Education Past Papers, leaflets rich in Civic Education content such as the Constitution, Newspapers, Magazines, Written Speeches, Audio Recordings and Pictures were sighted among others as other relevant sources of teaching correct civic skills to learners in Civic Education. In addition, ICTs platforms and repositories are critical sources of Civic knowledge especially in the 21st century (Simui, Mwewa, Chota, Kakana, Mundende, Thompson, Mwanza, Ndhlovu & Namangala, 2018; Simui, Nyaruwata and Kasonde-Ngandu, 2017; Simui, Chibale & Namangala, 2017; & Simui, 2009). However, ICT platform accessibility could still prove a challenge among digital immigrants (Muleya, Simui, Mundende, Kakana,



Mwewa & Namangala, 2019). Hence care must be attached to empower users with vital skills for searching for information.

This revelation by teachers demonstrated that they were well informed about sources of information that would be of great help in the empowering learners with civic skills in schools. The distinctive goals and principles of Civic Education speak and resonate well with the broader goals of the nation on education and the teaching of citizens. The focus is on educating and shaping the learners as competent members of the society through skills empowerment. Therefore, the information obtained from these sources should facilitate the teaching process that would help realise the goals of civic education and the nation in the context of education.

For this reason, Civic Education teachers ought to be resourceful in their approach to teaching and empowerment of learners with civic skills. Equally, the administrators in schools need to keep monitoring teachers to ensure that they have on their teaching files necessary materials that would aid their smooth teaching. Usually, well trained teachers display this knowledge of sources of good content for civic education. This confirms what McCracken (2012) explains that instructors of Civic Education programmes have been known to have good knowledge about the basic features of the political system of their country, including the structure and function of democratic institutions, their basic political and civil rights, and the timing of election. However, this could make teachers fully prepared to handle civic education classes if undertaken allegiance of Bransford (1990) 'Correlative Learning' Anchor based lessons.

#### *Civic Education Teaching Methods*

The various views of Civic Education teachers on methods were indicated in the findings. Findings showed that Civic Education teachers employed various methods in the teaching of Civic Education with respect to empowerment of learners with civic skills. From the findings, it was noted that Lecture Method/Teacher Exposition Method, Question and Answer Method, Class Presentations/Group Discussions and Whole Class Discussions were among the commonly exploited methods of teaching Civic Education. However, it was realised that, teachers did not utilise these methods uniformly. It was clear that, they had a way they rated the methods as shown from their preferences when asked on their extensive use of the methods as well. This then concludes that, teachers were aware of various teaching methods but they had their own reasons why they preferred some to others. So this left a gap on teacher competence over available and known teaching methods. In as much as Civic Educations teachers justified reasons they opted to use teacher centred approach as opposed to learner centred and vice versa by comparing the nature of Civic Education to other social sciences, it still rendered that Civic Education teachers unaware of the nature of Civic Education and its difference from other social sciences by their insulation that it could be taught using teacher centred methods just like other social subjects. To the contrary Civic Education sits well when it is taught by learner centred

methods as advocated by Bransford (1990) in Collective Theory.

The study established that Civic Education teachers were more comfortable to use more of teacher centred methods than to learner centred methods. This practice almost makes it impossible to teach learners to acquire civic skills in Civic Education Lessons. It was shown in the findings that teachers could not comprehend, to some extent, the living objectives of Civic Education. They expressed lack of understanding of the goals and significance of Civic Education. This was shown in the teachers likening the subject to History, Geography or Religious Studies. However, Civic Education is more oriented towards character building of learners, thereby transforming the learners from less civilised to more civilised as its content cut across many facets of human life. This finding confirms the finding by Muleya (2015) that civic education in schools was not premised on practices that could lead to social change and transformation of society due to the way it was taught by teachers. He further substantiated the argument by stating that teaching approaches in colleges and universities with respect to Civic Education teacher training were greatly lacking. Therefore, it can be inferred that unless Civic Education teachers begin to attach meaning to their teaching, they will not be able to see the ability of the subject to transform the learners into good citizens in society, those who shall be ready and willing to participate in the democratic dispensation in their society.

The findings also confirm the proposition of correlative learning theory that all learning activities should be organized around a story, role play, debate, discussions, presentations, problem solving or case study that is called 'anchor'. This is the intent of Civic Education even though it was discovered in the findings that teacher centred method as well as lecture methods were mostly used by teachers at the expense of the anchors of teaching. It is expected of the Civic Education teachers to use more of the following anchor based teaching techniques such as class debates, panel discussions, drama, role play, brain storming in addition to three common used methods in ensuring that the learners are taught to acquire the civic skills in Civic Education Lessons. However, providing Civic skills to learners in Zambian secondary schools with the status quo of current teaching methods used by teachers of Civic Education has proved far from being attained, thus the outcomes of the recommendations of this study might help to find a way of teaching civic skills to learners.

#### *Civic Education Evaluations*

The study made it inevitable to conduct an interview with Civic Education teachers on the evaluation of the teaching of civic skills to Civic Education learners. To this effect, an evaluation was conducted to see how the following were conducted, Oral Questions and Answers, Class Exercises, End of Topic Tests, Mid Term Tests, End of Term Tests and Progress Chart Monitoring in a bid to assess skills acquisition and competence. It was evident from the findings that there was consistency in the use of classroom taught content in the



evaluation activities used through the evaluation tools. Notwithstanding, there was also an outcry by some teachers that some regional assessments which were used as evaluation tools were prepared with questions or topics which could not have been taught to learners and yet the learners were still subjected to them. This resulted in false results which gave a wrong picture about the learners' acquired knowledge in those schools which did not teach. However, school based evaluation tools were more reliable because they reflected the actual situation prevailing in the classroom set up. The evaluations being undertaken using the school based tools proved that teachers and schools were on course in imparting civic skills to Civic Education learners. The Irish Aid Report from 2002 to 2006 in Muleya (2015) explains that there was an existing gap in Civic Education provision at high school such that schools were producing learners with little or no experience of civic life to collect, analyse and process information about societies. Civic Education has been made a compulsory subject taken by all learners in Zambian senior secondary schools with time allocation of 3 hours 20 minutes translating into 5 periods per week.

The uniformity in monitoring and evaluation approaches rose from the fact that schools are given uniform monitoring and evaluation approaches from the District Education Standard Office. However, it has further been realised that some teachers now find certain evaluation techniques to be less efficient than others. Seeing that the ultimate goal of evaluation is to monitor progress of performance as well as needy areas to be improved, it is important to teach civic skills using the recommended skills objectives and use the same to evaluate performance. The theory of the study 'Correlative Learning theory' by Bransford (1990) considers the anchors as the best model to direct a lesson which is skills based, and it is the very anchor that might be used as an evaluating tool at an opportune time. This becomes a reliable and accurate measure of evaluating civic skills. Thus, the theory guiding this study provides a basis for establishing a framework for civic acquisition which this study endeavours to attain.

## VI. CONCLUSION

This study concludes that teaching methods employed in schools by teachers of Civic Education do not help in facilitating acquisition of civic skills. The study revealed that, teacher centred methods such as lecture method and teacher exposition denied learners a chance to practise or participate in the activity or skill being discussed. It is inferred that lessons of Civic Education lack the use of anchors in delivering Civic Education lessons with an intention of learners acquiring civic skills. The theory used in the study by Bransford (1990) confirmed that anchors were not utilised in the lessons as there was lack of them in findings. Thus, the theory redefined the study and remains pivotal in helping to find the best methods of teaching Civic Education in schools. The study also revealed that Civic Education teachers had a challenge of using out-dated sources of information, over enrolment and examination based teaching. Hence, the

utilization of the Continuous Professional Development (CPD) programmes such as Lesson Study Circle (LSC), Cluster Meetings (CM) and Professional Subject Associations Meetings (PSAM) as measures through which the teachers navigate the challenges they encounter in empowering Civic Education learners with Civic Skills. Lastly, it was reviewed that teacher training institutions seemed to lack adequate pedagogy preparation of teachers of Civic Education.

## VII. RECOMMENDATIONS

In view of the observations made in this study, the following recommendations are made so as to help in the teaching of civic skills to learners in Civic Education lessons.

- i. Currently the Civic Education Syllabus for Grade 10 to 12 has only Specific Outcomes based on Cognitive Level (Knowledge based outcomes). Hence, there is a need to revise the Syllabus so as to include the Specific Outcomes based on Psychomotor Level (Skill based outcomes) and Affective Level (Value based Outcomes).
- ii. There is a serious need to create an online resource data base to cushion information gap emanating from Civic Education teaching sources getting out-dated with time.
- iii. Teachers of Civic Education should be trained in detailed methodology of Civic Education skills acquisition. Methods and techniques are important in the acquisition of civic skills by learners of Civic Education.
- iv. The Teachers of Civic Education should consider intensifying the Continuous Professional Development (CPD) programmes such as Lesson Study Circle (LSC), Cluster Meetings (CM) and Professional Subject Associations Meetings (PSAM) as they have the capacity to refine teachers.
- v. Curriculum being the guiding factor in formal education, there is need for curriculum developers and syllabus designers to put into consideration ideologies informing the introduction of Civic Education in a country like Zambia and provide appropriate methods that will lead to accurate outcomes which should enhance a skill in a learner.

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