

# Localizing Integrative Approaches in Civic Education: Towards development of Moral and Civic Competencies of Secondary School Learners

Davy Mainde<sup>1</sup>, Daniel L. Mpolomoka<sup>2</sup>, Maximus Mwansa<sup>3</sup>

<sup>1</sup>Lusaka West Day Secondary School

<sup>2</sup>Research and Consultancy Unit, Zambian Open University

<sup>3</sup>School of Education, Zambian Open University

**Abstract:** This study examined localizing Civic Education's integrative approaches on the development of moral and civic competencies among secondary school learners. A descriptive research design was used targeting 96 respondents who were selected to participate in collecting primary data which was analyzed thematically. The study used 'Social Learning Theory' expounded by Albert Bandura which stresses the importance of observation and imitation of behavioural samples, which meet moral standards of the society. Through this theory, it is hopeful that learners will observe and imitate positive community behaviours which will be integrated with Civic Education's integrative approaches in developing moral and civic competencies in the community. The common themes that emerged were: human rights recognition, instilling feeling of patriotism, social justice promotion, respect for the Rule of Law and molding moral conduct in society. After thorough engagement with literature and primary data provided, the study recommends the formulation of a National Commission for Civic Education (NCCE) which will be responsible for the education of Zambians on civic matters, especially those who are still in secondary schools; and school administrators should collaborate with cooperating partners to act as role models in teaching Civic Education. This study has highlighted key areas which need to be considered in teaching Civic Education in secondary schools.

**Key Terms:** Civic Education, Integrative Approaches, Moral Competencies, and Civic Competencies

## I. INTRODUCTION

Civic Education is designed to equip learners with knowledge; skills and values that enable them to practice their civic rights and perform duties as responsible citizens at personal, local, national and international levels. Civic Education increases the level of civic awareness by raising civic awareness (civic knowledge) and capacities (civic skills and dispositions) of the population. The former and later are essential aspects of quality civic participation in a democratic country (Piñgul, 2015; Debbie and Stacey, 2016; Gayane, 2016 and Mainde, 2018). The main focus of teaching Civic Education is to produce informed citizenry who will actively participate in public affairs. Kaumba, et al. (2020) categorise participation as, 'participation wishes' and 'participation behaviour' which can be partly considered as a result of knowledge about the importance of civic engagement. This

engagement can lead to positive results only if it is driven by correct interpretation of political issues in schools. Furthermore, civic competences, which encompass the knowledge, skills, values and attitudes are key abilities required from education and training for personal fulfilment, active citizenship, social cohesion and employability in a knowledge society (Kaumba, et al., 2020). Thus, the teaching of Civic Education in schools should ensure instilling of these civic competencies to learners so that they become responsible members of the community.

The most notable competencies that can be found in Civic Education are civic and moral competencies. Hoskins, et al., (2012) define civic competencies as qualities of a competent active citizens. The quality of performance of active citizenship is also based on the knowledge and skills of the individual who may or may not be able to influence a decision. Civic competencies are a necessity and a tool for the survival of democracy at local, national and international fronts. This explains why Crick (2003) contends that vibrant democracies require active citizens - both inside and outside the political system - to monitor the process and to be willing and able to act to create or resist change. What is interesting is that active citizens outside the representative political system and within civil society in the form of non-governmental organizations play an important role in insuring government accountability.

On the other hand, García, et al (2020) described moral competences as based on universal principles, including justice. These consist of the ability to solve problems and conflicts on the basis of one's moral principles through deliberation and discussion, rather than through violence and deception or submission to others. People with high moral competences are those who demonstrate their ability to systematically appreciate arguments that refer to a socio-moral perspective different from their own. In order for this skill to flourish, it requires a coordinated program which instil certain traits into citizens' minds so that their participation is accompanied with such systematic abilities so as to accomplish the intended goals. It is for this reason that Zambia actualised the teaching of Civic Education at senior

secondary school level of education in 2003 under a pilot project. This came after a long period stretching as far back as 1978 when the Republican President, Kenneth Kaunda abolished it. This abandonment in teaching Civic Education was due to fear that citizens would be enlightened of their rights and duties, consequently, lead to their rebellion and advocacy of the president's removal with his UNIP government from power (Muleya, 2015, Mainde, 2018; Kaumba, et al., 2020). Since then, the subject has continued to gain considerable ground in the school system. Interestingly, the new education curriculum of 2013 placed it among compulsory subjects under designated pathways (MESVTEE, 2013). This review of the education curriculum focused on 'Outcome Based Education' principles espoused to link education (Civic Education) to real life experiences that give learners skills to access, criticize, analyze and apply knowledge that help them make good citizen. According to the High School Syllabus, civic education learners are hoped to be equipped with knowledge, skills and values (CDC, 2013) supposedly to enable them practice their civic rights and perform duties as responsible Zambian citizens at personal, local, national and international levels.

The three strands of Civic Education are a key in measuring results in teaching and learning of this subject in schools. This three-strand further provides civic and moral competencies on one hand, and applies them simultaneously, on the other. However, it is not clear whether this has so far been actualized in four selected Secondary Schools in Sesheke district of Western Province of Zambia or not. It is against this backdrop that this study focused on localizing Civic Education's integrative approaches in developing morals and civic competencies of learners at secondary school level of education.

#### *Theoretical Framework*

The theory that guided this study is the 'Social Learning Theory' which was expounded by Albert Bandura (1991). The theory stresses the importance of observation and imitation of behavioural samples, which meet moral standards of society (Oleg & Moskau, 2008). Through this type of learning, the child seizes moral standards which hinge on regulating and directing the function of behaviour.

Mischel and Mischel (1976) stress that moral behaviour is influenced by two types of learning experiences: 1) direct tuition, which is based on reward or reinforcement for behaving in certain ways, and punishment for behaving in other ways, and 2) observational learning - by observing other people being rewarded or punished for behaving in certain ways, and then by moral behaviour learned by imitating rewarded behaviour. Therefore, this provides two different learning behaviours; negative and positive. The negative behaviour is punishable by those who practice it while positive behaviour is rewarded based on those who cherish it. A survey in the teaching of Civic Education indicates the presence of social learning traits as proclaimed by Bandura.

Using social learning approach, teachers help learners to follow positive behaviour through observation and imitations.

According to Edinyang (2016), Bandura believed people could control their own behaviour through self-regulation. Self-regulation requires a person to self-observe, make judgments about their environment and themselves. Civic Education in this study is seen as the subject that offers persuasive messages to change behaviour and attitudes as well as perspectives of learners. It provides processes that influence people's beliefs, commitments, capabilities and actions as members or prospective members of communities (Stanford, 2007).

By observing the behaviours of others, people develop similar behaviors. This is done through assimilation and imitation of such behaviors, especially if their observational experiences are positive or include rewards related to the observed behaviour. Civic Education is viewed as a formal mechanism for attempted attitude, value and behavioral change in newly democratizing societies: through the means of classroom instruction for learners. It is hoped that learners will be persuaded by the messages conveyed, that they will internalize and integrate orientations such as efficacy, tolerance, and generalized support for democracy (Finkel, 2003). As such, it may be expected that the conditions that facilitate attitude change in general should facilitate attitude change via the mechanisms of Civic Education.

## II. LITERATURE REVIEW

### *Description of Civic Education*

The definition of Civic Education cannot be compressed in a single sentence as universal agreed meaning by all scholars and institutions. What is more is that time and space are not universal to accommodate collective consensus on the description of Civic Education in a single phrase as needs of society are dynamic. Muleya (2015, 2018) acknowledged this fragility in defining Civic Education as not something that is easy due to several meanings of the concept itself. This is due to the fact that those who have attempted to define it bring to the fore their own perspectives and orientations thereby making it complex to have a universal definition.

The 20<sup>th</sup> century scholars viewed Civic Education in relation to democracy and linked it to education in self-governance (Branson and Quigley, 1998). Later development describes it as an education which promotes recipients' understanding of the political system, their own interests, and options to contribute to democratic government or citizens' rights and obligations (Satu, 2007; Şanlı and Mehmet, 2015). It was Muleya (2019) who integrated key aspects of Civic Education in trying to harmonize what constitutes Civic (Citizenship) Education. Thus, as a school subject, Civic Education is supposed to provide young citizens with conceptions of citizenship, its rights and duties, governance and participation opportunities in a broader sense. It infers on making learners critical thinkers and active participants in democratic activities

of their community. Civic Education programs offered at any level must incorporate the process which will enable learners to start engaging themselves (civic competence) in influencing government decisions as well as being involved through such allocated representation in decision making of their country. These are expected traits in the teaching of Civic Education in relation to the developing morals and civic competencies among learners in four selected Secondary Schools in Sesheke district of Western Province of Zambia.

#### *Emphasis of Civic Education programs*

Civic Education has numerous tasks to address in a community depending on the adopted governance systems. It equips learners with knowledge, skills and values that enable them to practice their civic rights and perform duties as responsible Zambian citizens at personal, local, national and international levels (MESVTEE, 2013). Zimba (2011) supports this view and holds that Civic Education is highly effective in the development of learners' civic knowledge. Civic knowledge is perceived as very highly effective in learners' understanding of how government operates, understanding and knowing their rights and cultivates responsiveness in them as citizens.

The importance of Civic Education, in any democratic society especially to youths cannot be overstated. Awareness raising on rights and responsibilities of citizens, as well as those of the State and public institutions, are among essential aspects of Civic Education to civil society building and democratic promotion (Gayane, 2016). Civic Education is an important determinant of civic participation. Therefore, increasing the level of civic awareness by improving quality of civic education, raising civic awareness (civic knowledge) and capacities (civic skills and dispositions) of the population will have a positive effect on the level and quality of civic participation in the country. Mbangweta (2017) contends that anyone affected by or interested in a decision should have the opportunity to participate in the process for making that decision. This can happen in several ways. Thus, community members may be provided with information, asked for their opinion, given an opportunity to make recommendations or in some cases, be part of the actual decision-making process. According to Mainde et al (2021), the main focus in teaching Civic Education is to produce informed citizenry who will actively participate in public affairs. Participation wishes and participation behaviour can be partly considered to be a result of knowledge about the importance of civic engagement which leads to positive results if driven by correct interpretation of political issues in schools (Kaumba, et al. 2020).

According to Muleya (2015), the rationale for the introduction of Civic Education in high schools arises from the following factors:

- a. That Civics taught at junior secondary school level had created a gap between the upper secondary and

tertiary levels and that was an urgent need to bridge up this gap.

- b. That the content at junior level was too loaded and detailed to be grasped by the level of learning difficulty for the learners at stage of the school system.
- c. That the skills and values in the content were also limited to enable the learners understand and practice their civic rights and obligations.

Civic competences, which encompasses the knowledge, skills, values and attitudes needed to produce an active citizen, is noted as one of the eight key competences required from education and training for 'personal fulfilment, active citizenship, social cohesion and employability in a knowledge society' (Kaumba, et al., 2020). Thus, democracy and democratic practices in schools should not be used as a form of enforced indoctrination of a specific political ideology - as by definition democracy suggests a choice (Sousa, 2017). From the foregoing, it is not clear whether or not Zambia's Civic Education through localization of its integrative approaches has realized this potential especially in developing morals and civic competencies among the secondary school learners.

#### *Civic Education in Zambia*

Civic Education was taught at all levels in Zambian schools since the colonial era. However, during the second republic of Zambia, it was discovered that citizens were receiving knowledge concerning governance system which was contrary to what the United National Independence Party (UNIP) had introduced the country to (One-Party Participatory Democracy). In order to avoid citizens' revolt against UNIP government under presidency of Kenneth Kaunda, in 1978 Civic Education was abolished as one of the subjects taught at the senior secondary school (Muleya, 2015). However, Civic Education contents in Zambia schools were integrated into core curriculum activities as recommended in the 1977 Education Reform Report. The 1977 curriculum reforms emphatically argued for core-content essential subjects, civics inclusive, to be taught to all pupils at elementary school level (primary) and junior secondary school level.

At the end of the Second Republic, Zambia's governance system transformed from one-party participatory democracy to multi-party participatory democracy. This also led to the transformation of the education system to accommodate democratic ideals into the education system. The transformation gave birth to the formation of Zambia Civic Education Association in 1993 whose focus was to empower citizens with democratic dispensations in the new era (Mainde, 2018). This was the genesis of the massive programs in communities which helped citizens acquire knowledge and skills in a democratic society. Henceforth, a debate ensued from both domestic and international organizations and institutions.

In 1999 the Ministry of Education commissioned five curriculum studies to be conducted by the University of Zambia. These studies were followed by a review of the lower and middle basic and primary teacher education curriculum. This led to the reintroduction of Civic Education which was actualized in 2003 under a probationary arrangement in three provinces namely: Lusaka, Central and Northern (Irish Aid Report, 2007). The reintroduction of Civic Education in schools in Zambia arose from the following factors:

*“that civics was taught at junior level of secondary education, which had created a gap between the upper secondary and tertiary level; that the content at junior level was too loaded and detailed to be grasped by learners at junior level; that the skills and values in the content were limited to enabling learners to understand and practice their civic rights and obligations in society; and that trained civics teachers had a low esteem of the subject and preferred teaching subjects other than civics”* (Kaumba, et al., 2020: 90).

When the national results came out in 2005, it was noticed that learners performed well in Civic Education compared to other social sciences subjects. The same year, the Upper Basic Education National conducted a Survey targeting learners, parents, teachers, educational administrators (head teachers, educational standards officers, etc.), tertiary institutions, traditional leaders, civic leaders and various stakeholders in education where their views could help to redesign a relevant curriculum (MESVTEE, 2013). The review was necessitated by the need to provide an education system that would not only incorporate latest social, economic, technological and political developments but also to equip learners with vital knowledge, skills and values that are necessary to contribute to the attainment of Vision 2030. By 2007, the pilot phase was rolled out to other provinces and in selected secondary schools where Civic Education was taught as an optional subject (Magasu, et al., 2020). All the provinces were catered for in this phase.

Since its re-introduction, the subject has continued to gain considerable ground in the school system. As earlier mentioned, the new national education curriculum of 2013, Civic Education is now taught compulsory subject in all the schools under designated pathways (MESVTEE, 2013). Further, Civic Education is one of the most popular subjects in schools, colleges and universities. The University of Zambia (UNZA) had her first cohort who pursued Civic Education degree graduate in 2011 and since then, there are a number of graduates in Civic Education from various tertiary institutions yearly. This has increased a number of qualified Civic Education teachers in secondary schools compared to the time when it was just introduced. Given the basis on which Civic Education was introduced, it became imperative to explore the perceptions of teachers and learners on the influence Civic Education through its integrative approaches has in the development of morals and civic competencies among

learners in four selected Secondary Schools in Sesheke district of Western Province of Zambia.

### III. METHODOLOGY

The study used a descriptive research which can use both qualitative and quantitative studies (Miller and Whicker, 1999; Banda, Mpolomoka, Mbono and Sampa, 2017). The study population consisted of the school administrators (4-deputy head teachers, 4-heads of department-Social Sciences) who were selected through judgmental sampling and 16-Civic Education teachers (selected through stratified sampling – 8 females and 8 - males) and 72-learners in Civic Education classes (systematic sampled through a common class interval). These were selected to participate in the study in providing data on how civic education’s integrative approaches aiding in developing morals and civic competencies among learners in selected Secondary School. School deputy head teachers were included in this study because their offices are a key in ascertaining the development of morals and civic competencies within school environment. Civic Education teachers were interviewed because they are the ones who transform subject content to learners through appropriate strategies which stimulate the development of morals and civic competencies among learners in secondary schools. Learners in Civic Education classes participated in focus group interviews. Therefore, 96 participants were sampled in this study for the purpose of collecting data.

The study used both secondary and primary data. Secondary data are those sources of information which have already been collected and analyzed by someone else (Ranjit, 2005) which includes; news bulletins, magazines, newspapers, documentaries, advertising, the internet, and books (Walliman, 2011). In this study books, journals and internet sites with related information on teaching civic education through its integrative approaches in relation to developing moral and civic competencies among secondary school learners were used. Further, primary data was collected from informants through interviews, Focus Group Discussions and questionnaire (Ranjit, 2005). One-on-one interviews were used for school administrators and Focus Group Discussion with 6-participants per panel were used for learners in Civic Education classes using interview schedule with open ended questions for the purpose of collecting primary data. Questionnaires with semi-structured questions were distributed to Civic Education Teachers for the same purpose. In some instances, interview sessions and or FGDs were recorded to capture events (Musingafi and Hlatywayo, 2013; Banda et al, 2017). Responses from respondents were recorded and later on analyzed thematically.

In this study, interviewees’ names are not mentioned, instead category coding was used in place of their actual names (Cohen et al, 2007; Wimmer & Dominik, 1994; Banda et al, 2017). Teachers’ names were coded as FCET<sub>1</sub>, FCET<sub>2</sub>... for female and MCET<sub>1</sub>, MCET<sub>2</sub>... for males, while school administrators (deputy head-teachers and heads of

department) were coded as FSA<sub>1</sub>, FSA<sub>2</sub>,... for female and MSA<sub>1</sub>, MSA<sub>1</sub>,... for males and Focus Group Discussions were labelled as FGD<sub>1</sub>, FGD<sub>2</sub>,... Gender was taken into consideration as shown at the beginning of the coding with letter F (Female) or M (Male) as shown on above codes. The objective of the research was clearly stated which prompted respondents to agree willingly to share their experiences on teaching Civic Education using its approaches in developing morals and civic competencies among secondary school learners. Respondents were assured of confidentiality and consent forms were signed before they proceeded into the interviews and Focus Group Discussions.

#### IV. FINDINGS AND DISCUSSION

*The role of Civic Education's integrative approaches help in the development of morals and civic competencies among secondary school learners in Zambia*

Civic Education through its integrated approaches (Civic knowledge, Civic skills and Civic Values) has a significant impact in the development of morals and civic competencies of learners in secondary schools in Zambia. This has been conferred by various researchers across the globe (Kaumba, et al. 2020). In Zambia, a number of researches conducted justify the importance of Civic Education. In this study, teachers and pupils in four selected Secondary Schools in Sesheke District of Western Province gave out their views on the influence of Civic Education's integrative approaches on learners' development of morals and civic competencies. The most prominent themes that came out are: recognition of the existence of human rights, instilling feeling of patriotism, promoting social justice in the community, ensuring respect for rule of law, molding moral conduct and creating mutual respect in society. These can be learnt and or observed through daily interactions with the environment.

##### *Recognition of Human Rights*

Data from the questionnaires distributed to Civic Education teachers on the effectiveness of Civic Education in promotion of Human Rights through localizing its integrative approaches in developing morals and civic competencies of learners in secondary schools in Zambia shows that, 12- and 4-informants responded very effective and effective respectively, and none of participants responded not effective and don't know. This is evident that most Civic Education teachers also acknowledged effectiveness of Civic Education in impacting learners' development of moral and civic competencies through promotion and respecting of human rights of every citizen in one's community. When required to explain how effective Civic Education is in development of morals and civic competencies through promotion of Human Rights, this is what was recorded from FCET<sub>1, 3, 5, 8</sub> and MCET<sub>2, 4, 5, 8</sub>,

*"We train our children so that they realize that as they promote and enjoy their rights, it must be done in the confinement of the law of the land. In this way, they develop*

*civic competencies whilst at school which become useful in the communities they find themselves after school".*

The observation of Human Rights expresses how individuals relate to each other in the community. It is the duty of Civic Education teachers to help learners without reservations. This is concomitant to the value of upholding respect to fundamental Human Rights and freedoms whilst still in school. However, Hamainza's (2020) study reviewed those topics that were bordering on the abuse of Human Rights by the government were deemed controversial and teachers rarely talked about them with the learners. If they did, it was done while trading very carefully on them. This need to be curbed by making legal frameworks bordering of academic freedom where teachers are protected by objectively delivering subject contents as it demands so (Mainde, 2018). Teaching what suits one's desire may intoxicate the community as reserved content may be a key to curbing community's challenges. The authors contend that legalising academic immunity at secondary school level can give room for both teachers and learners in Civic Education classes to openly bring out their views on transpiring community problems and suggesting possible solutions in addressing such challenges especially bordering on human rights matters.

Findings also revealed that Civic Education has greater impact in the realization of Human Rights in a community. This is exemplified by revelations from some focus group discussions (FGD<sub>1, 4, 9, 11</sub>):

*"We have learnt about our rights and how to respect other people's rights because they are also important".*

What is interesting to also note is that children are trained to use their fundamental freedoms and liberties according to the law that govern their territory. This is in agreement with Şanlı and Mehmet (2015) who sight Civic Education as the process of educating society through transferring the principles and rules of democracy, human rights and freedoms into open or closed goals in the education programs. Ziile et al (2021) points out that Zambia is not only a signatory to all these human rights protocols and instruments, but has gone further to integrate into its various deliberate ratifications and local policies drawn from International Law through its novel constitutional dispensation which came into force in 2010. Education being a Right of every child whether disabled or non-disabled, orphaned or vulnerable, equips children to meet challenges of life. Human Rights are a key topic in Secondary School's Civic Education Syllabus. After learners have been taught this topic, they observe how members of the community integrate classroom content into reality, in turn helping them correct misconceptions which the community may practice which infringes others' fundamental rights and freedoms. Through observation (social learning), they pick behaviours which are in line with the dictate of the community as they strive to fulfil Human Rights enjoyments.

The school administrators assimilate Civic Education lessons to those concerned with training individuals for political responsibilities to the public. The FSA<sub>1, 3</sub> and MSA<sub>2,3</sub> argue that,

*“This subject helps learners to have kin interest in the political affairs of their community. They are well informed with the current happenings in the country in all areas, therefore are able to make critical decisions because they have those competent skills sir”.*

The findings further point to the need for teachers to ensure that learners are trained to become responsible citizens in the community. It is for this reason that Civic Education teachers should be knowledgeable of the competences which learners should acquire in order for them to teach and implement an outcome-based curriculum effectively (Kaumba, 2020). Civic Education produces citizens who are well-informed and willing to take part in affairs of communities in which they find themselves. Taking part in national affairs calls for appropriate actions undertaken by citizens with community interest put at the center of every activity one undertakes and engages in. Findings of this study also show that this learning takes place by observing the behaviour of members of the community as they participate in community affairs. Unanimously, all the focus group discussions observed that learners are able to pick and practice positive behaviours as they endeavour to take part in national affairs.

#### *Feeling of Patriotism*

One of the common themes that was prominent on the questionnaire distributed to teachers on the relevance of Civic Education through localizing its integrative approaches was instilling the feeling of patriotism among learners during and after school. The frequency indicates that, 13- and 2- teachers indicated that Civic Education is very effective and effective respectively in instilling the spirit of patriotism to learner. Apart from 1- teacher who was not sure of this implication, none of the teachers indicated that Civic Education is not effective in instilling feeling of patriotism to learners.

When asked to describe how Civic Education through its integrative approaches instill sense of patriotism, FCET<sub>2, 7</sub> and MCET<sub>3, 7</sub> disclosed the following:

*“Children who are well trained in Civic Education will have a sense of patriotism to their country. They will love and ready to sacrifice for the sake of their country’s common good”.*

Westheimer (2006) also echoed the need to instill the sense of patriotism in young people through the provision of education in bringing hope and freedom to other people. Young people must be taught to put the interest of the State as primary and individual as secondary. Education should train the youths to recognise the supremacy of the State and its institutions. This study clearly points to the need for patriotic citizens to serve their communities diligently to fulfil the mandate of the State

as outlined in the supreme law of that land and Common Law that governs societies and communities.

Further, when learners are given such information concerning freedom fighters and how they sacrificed during liberation time, they will learn to uphold common national identities. This view was made by the school administrator MSA<sub>1</sub> who narrated the following:

*“Sir, during the time of independence, our forefather fought a good fight that is why we are enjoying their fruits today. Through Civic Education, you teach children about how Zambia got independence, and learners are geared to defend this heritage”.*

All focus group discussions also contended that learning about the past events helps modify individuals’ current characters in order to maintain what is good and discard or rebrand what is not. In one instance, the group participants intimated that the fight for independence is seen by many as a noble event which need to be cherished through such yearly commemorations. During these events, recitations on the names and slogans used during the struggle for independence instill the sense of love and loyalty to their country. This calls for inculcation of moral and civic competencies to learners during class lessons and through observing other people’s behavior during daily interactions.

#### *Promote social justice*

Civic Education through localizing its integrative approaches in developing morals and civic competencies helps in promoting social justice among members of the community. The views of pupils from FGD<sub>5</sub> shows that:

*“When we learner Civic Education, we are helped to live well with members of the community. We are able to denounce social injustices and promote fairness in all community affairs”.*

The above view confers with Self (2006) who postulates that Civic Education ensures and upholds certain democratic values and duties such as social justice, tolerance, mutual respect, freedom, privacy, rule of law, equality, diversity, self-restraint and self-respect. Without doubt, these are key tenets every community needs to uphold for the betterment of every individual member. Civic competencies entail training learners to understand and uphold such democratic values required for common consensus without affecting others’ wellbeing. Further, Murphy (2007) holds a view that schooling already has a compelling moral purpose, namely, to impart the intellectual virtues, that is, those dispositions making us conscientious in the pursuit of truth. In this regard, civic schooling is relevant to the intrinsic moral purpose of schooling. Civic Education through civic values instill the sense of responsibility in an individual to live according to accepted behaviours of the community. Learning social justice can be done in classroom where a teacher through expanding of subject content brings out such themes. These are a pillar of

the nation. Such learning can also be found in the community as members of the society interact. Children are able to pick such behaviours that are commonly accepted in the community. In this way, learning Civic Education through its integrative approaches consolidates what learners already know and also modifies such characteristics which may not conform to acceptable standards of society.

#### *Ensure respect for rule of law*

Teaching Civic Education enables basic understanding of the rule of law and how it is embraced. It is important for citizens to understand the rule of law in order to refrain from unethical behaviours which contradict with community values. A consolidated view from FGD<sub>2,7,11,12</sub> is captured below:

*“If you look at the curriculum for Civic Education, you will discover that there is basic aspect of the law. There is learning on the basics of law and how it is applied and institutions involved thereof”.*

This knowledge also aids in using the law appropriately which in turn accords institutions in charge respect from the members of the community. It is for this reason that Civic Education contents need to serve this purpose to ordinary citizens. Magasu (2021) provides the ultimate goal of Civic Education, which is to prepare generations for the essential principles and values of democracy embodied with a high sense of responsibility and active engagement in issues of society in their everyday life. Such responsibilities and values are coded in the law of the land which govern the behavior of its members. These rules must be accessible to every member so that they get accustomed to them. Civic Education exist to provide such awareness to constitutionalism among secondary school learners.

#### *Understanding of political systems*

Civic Education helps in the development of civic competencies through assisting children understand the political systems of their communities. This was observed from responses gathered on the questionnaire distributed to teachers as 15 out of 16 informants responded yes on the value of Civic Education in understanding the political systems of the community. When asked how the subject helps in the understanding of political systems among learners, FCET<sub>2,4</sub> reveals the following:

*“Our children have better understanding of governance systems. This helps them to live according the system of governance which the country adopted”.*

Civic knowledge gained from Civic Education enables learners understand political systems, conscientizes them of their own political and civic rights and responsibilities (Mainde and Chola, 2020) which every individual in a democratic society is entitled to. In support of this viewpoint, Broom (2007) contends that students learn about government procedures through civic education. Broom further holds that the values taught in civic education mold learners in realizing

individuals’ responsibilities to fulfill to the State and community where their citizenship hauls. Through the understanding of political systems, they learn to contribute positively as they participate in ensuring that their communities develop according to the common values they hold. Thus, the authors contend that civically enlightened citizens take community engagements such as voting, attending political rallies, writing petition papers, joining civic society organizations as personal responsibilities.

#### *Molding moral conduct*

Out 16 questionnaires distributed to Civic Education teacher, 14 indicated positive response while two showed negative response on whether the subject through its integrative approaches mold recipients’ moral conduct or not. This gives us confidence that Civic Education while localizing its integrative approaches positively transforms the character of the learners. It prepares them to become better citizens when their time is due to serve in respective capacities of their community. Similarly, school administrators also acknowledged the influence Civic Education has through localizing its integrative approaches on developing morals and civic competencies of secondary school learners. For example, according to MSA<sub>4</sub>:

*“Most learners who understand ideals of Civic Education have refrained from deviant behaviors. Their behaviors are molded to the common standards of the community”.*

It may be true that most learners from Civic Education classes are orderly and peaceful in school compared to those from non-Civic Education classrooms. This is so because Civic Education helps children acquire virtues or moral habits that enable them individually lead peaceable lives and at the same time become productive members in communities. These findings review that Civic Education pupils in high school exhibited moral behavior (Church, 2003; Owen, 2015) through learning civic virtues in school which has the potential to influence the development of good morals in students (Nie & Hillygus, 2001). This helps them refrain from foreseeable, avoidable and inconsequential outcomes in adulthood, including early pregnancies and early fatherhood, domestic violence, criminal offending, alcoholism and substance abuse. These evils if not checked have potential to infiltrate learners and breed deviants in them.

Civic Education helps children in developing a desirable code of conduct in school and beyond. Since Civic Education is a subject which imparts learners with civic knowledge, civic skills and civic values (Mainde, et al, 2021), it acts as a catalyst to learner transformation (Mufalo, 2021). Evidently, through Civic Education, learners acquire relevant knowledge and gain a deeper understanding of issues affecting society, in addition to acquiring skills for reflective and responsible action (Magasu et al., 2020b). In this way, they are made aware of what communities permit and prohibit.

## V. CONCLUSION

The main purpose of this study was to examine localizing integrative approaches in civic education and how they develop secondary school learners' moral and civic competencies. The study recognized human rights, feeling of patriotism, promotion of social justice and ensuring respect to the rule of law among community members as key outcomes in teaching Civic Education among secondary school learners. Understanding political systems and molding of moral conduct were also cited as inevitable benefits learners acquire through Civic Education taught in schools. Localizing Civic Education's integrative approaches (civic knowledge, civic skills and civic dispositions) are key in developing learners' moral and civic competencies. Apart from what they acquire in classroom lessons, learners acquire civic education knowledge, skills and competencies through daily interaction and observation of behaviors of members in communities. Through civic skills, they are able to imitate positive behavior observed from the adult members of the community.

## VI. RECOMMENDATIONS

In view of the study findings the following recommendations were made:

1. The Government of the Republic of Zambia through Ministry of General Education should formulate a National Commission for Civic Education (NCCE) which shall be responsible for the education of Zambians on civic matters, especially those who are still in secondary schools.
2. The Ministry of General Education should encourage school administrators to collaborate with civic society and cooperating partners to act as role models in teaching Civic Education.

## REFERENCES

- [1] Awoniyi Samuel Adebayo, A.S. and Zimba, F.L. (2014). Perceptions of Teachers and Learners on the Effectiveness of Civic Education in the Development of Civic Competency among Learners in Chipata District, Zambia. *European Scientific Journal*. 10(7), pp. 425-435.
- [2] Banda, S., Mpolomoka, D.L., Mbono, D. and Sampa, R.L. (2017). Use of questions in qualitative research: How questions guided our study, *International Journal of Development Research*, 7, (12).
- [3] Branson, M.S. and Quigley, C.N. (1998). *The Role of Civic Education*. New York.
- [4] Church, J. (2003). *Definition, Diagnosis and Treatment of Children and Youth with severe Behavioral Difficulties: A Review of the Research*. Wellington, New Zealand.
- [5] Creswell, J.W. (2007). *Qualitative inquiry & research design: Choosing among five approaches*. Thousand Oaks, CA: Sage Publications, Inc.
- [6] Edinyang, S.D. (2016). The Significance of Social Learning Theories in the Teaching of Social Studies Education. *International Journal of Sociology and Anthropology Research*. 2(1), 40-45.
- [7] García, H.P., Carbonero, M.A. and Luis, J.M.A. (2020). The Moral Competence of Spanish Councillors. [www.mdpi.com/journal/sustainability](http://www.mdpi.com/journal/sustainability).
- [8] Gayane, S. (2016). *Democracy and Development in the Making: Civic Participation in Armenia; Challenges, Opportunities*. A dissertation submitted to the doctoral school of local development and global dynamics in partial fulfilment of the requirements for the Doctoral degree (Ph.D.) in Local Development and Global Dynamics. University of Trento.
- [9] Hamainza, V., Mambwe, M., Simwatachela, R., Mundende, K., Simui, F. and Muleya, G. (2020). Leveraging Civic Education as a Strategic Approach in Managing Conflicts among Health Workers in Zambia. *International Journal of Research and Innovation in Social Science (IJRISS)*. IV(XII), pp. 472-475.
- [10] Hoskins, B., Villalba, C. M.H. and Saisana, M. (2012). *The 2011 Civic Competence Composite Indicator (CCCI-2)*. Luxembourg: Publications Office of the European Union.
- [11] Irish Aid Report (2002). *The Context of the Development of High School Civic Education*. Lusaka: Irish Aid.
- [12] Kaumba, C., Malambo K.Y., and Mwanza, C. (2020). Civic Competences: What does an Outcomes Based Curriculum mean for a Civic Education Teacher in Zambia? *International Journal of Education and Research*. 8(6), pp. 87-104.
- [13] Magasu, O. (2021). Domesticating Kolb's Experiential Learning Model into the Teaching of Civic Education: A Case of Secondary Schools in Zambia. *International Journal of Research and Innovation in Social Science (IJRISS)*. V(VII), pp. 25-31.
- [14] Magasu, O., Muleya, G. & Mweemba, L. (2020b). Pedagogical Challenges in Teaching Civic Education in Secondary Schools in Zambia, *International Journal of Science and Research (IJSR)*, 9(3), 1483-1488.
- [15] Mainde, D. (2018). *The Teaching of Civic Education in Zambian Schools: A Tool for Conflict Resolution in the Community. A Study of Selected Schools of Lusaka Province*. A dissertation submitted to the University of Zambia in collaboration with Zimbabwe Open University in partial fulfilment of the requirements for the award of the degree in Masters Science in Peace, Leadership and Conflict Resolution. Lusaka.
- [16] Mainde, D. and Chola, D.K. (2020). The Teaching of Civic Education in Zambian Secondary Schools as a Strategy for Effective Political Participation. *International Journal of Research and Innovation in Social Science (IJRISS)*. IV (XII), pp. 293-301.
- [17] Mainde, D., Chola, D.K., & Mpolomoka, D.L. (2021). Interrogating Civic Education Pedagogies that Stimulate Political Participation in Selected Secondary Schools in Zambia. *International Journal of Research and Innovation in Social Science (IJRISS)*, 5(2), 269-279.
- [18] Mbangweta, S. (2017). *An Investigation of the Role of Civic Education in the Governance of Schools in Selected Secondary Schools in Lusaka Province - Zambia*. A Dissertation Submitted to the University of Zambia in Partial Fulfilment of the Requirements for the Award of the Master's Degree in Education (Civic Education). Lusaka.
- [19] MOESVTEE (2013). *Zambia Education Curriculum Framework 2013*. Lusaka: CDC.
- [20] Mufalo, M.S. (2021). Exploring Civic Education as a Catalyst to Learner Transformation in Zambian Schools: A Glance on the Developed Civic Education Pedagogical Content Knowledge (CEPCK) Model. *International Journal of Research and Scientific Innovation (IJRSI)*. VIII (VII), pp. 89-95.
- [21] Mufalo, S.M., Muleya, G. and Simui, F. (2021). Exploring the Global Emergence of Social Studies at Junior Secondary School: A Glance on Literature Review. *International Journal of Research and Innovation in Social Science (IJRISS)*. V (VII), pp. 694-703.
- [22] Muleya, G. (2015). *The teaching of Civic Education in Zambia: An Examination of trends in the teaching of Civic Education in Schools*. PhD dissertation: University of South Africa.
- [23] Muleya, G. (2019). Curriculum Policy and Practice of Civic Education in Zambia: A Reflective Perspective, In A. Petersen et al. (eds.). *The Palgrave Handbook of Citizenship and Education*. <https://doi/10.007/978-3-319-67905-153-1>.
- [24] Muleya, G. (2019). Re-examining the Concept of Civic Education. *Journal of Lexicography and Terminology*. 2(2), pp. 25-42.



- [25] Nie, N. and Sunshine, D.H. (2001). Education and Democratic Citizenship, in *Making Good Citizens: Education and Civil Society*. New Haven: Yale University Press.
- [26] Oleg, P. and Moskau, R. (2008). Technology-based Ways of Measurement. Inaugural-Dissertation.
- [27] Owen, D. (2015). High School Students' Acquisition of Civic Disposition: The Impact of We the people. Chicago: Follet Publishing Company
- [28] Piñgul, F.S. (2015). Measuring the Impact of a Supplemental Civic Education Program on Students' Civic Attitude and Efficacy Beliefs. *Journal of Education and Training Studies*. 3(2), pp. 61-69.
- [29] Ranjit, K. (2005). *Research Methodology-A Step-by-Step Guide for Beginners*, (2nd ed.). Singapore: Pearson Education.
- [30] Sousa, D.S. (2017). 'Revolution', Democracy and Education: An investigation of Early Childhood Education in Portugal. A Thesis submitted to the University College London (UCL). London.
- [31] Stanford, A. (2007). Civic Education and Peace building: Examples from Iraq and Sudan. Washington: United States Institute of Peace.
- [32] Westheimer, J. (2006). Politics and Patriotism in Education: <https://www.researchgate.net/publication/275514826>.
- [33] Ziile, M., Muleya, G. and Simui, F. (2021). Orphans Rights in Accessing the Educational Support in Selected Public Secondary Schools in Lusaka, Zambia. *International Journal of Research and Innovation in Social Science (IJRISS) V(II)*, pp. 165-171.
- [34] Zimba, F.L. (2014). Perceptions of Teachers and Learners on the Effectiveness of Civic Education in the development of Civic Competency among Learners. Bulawayo: Solusi University.