

# Exploring Civic Education Profile Dimensions in Social Studies lessons and how it creates Learner Transformation Possibilities in Schools in Masaiti district: A Hermeneutic Phenomenological Approach

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**Abstract:** The purpose of the study was to explore how Civic Education profile dimensions in Social Studies lessons create learner transformation possibilities in schools. The study was qualitative in nature and hermeneutic phenomenological design guided the study. The study had 12 participants who were selected through homogenous purposive sampling. The production of data was through semi structured interviews, semi structured questionnaires, observation schedules and document analysis. Then generated data was thematically analysed. Findings of the study were that Civic Education enabled learners to acquire civic knowledge, civic values, civic skills, civic dispositions on corruption and human rights education. The study recommended that Ministry of Education should employ more qualified Civic Education teachers in schools in order to enhance subject delivery and learner acquisition of profile dimensions. Ministry of Education and Curriculum Development Centre (CDC) should collaborate and address the issues surrounding Social Studies. Additionally, the Ministry of Education should fund schools adequately to enable them procure necessary teaching and learning materials that will enhance the teaching and learning of social studies in schools.

**Keywords:** Civic Education, Learner Transformation, Profile Dimensions, Social Studies

## I. INTRODUCTION

The revision of the school curricula from pre-school up to the tertiary level in 2013 saw the introduction of Social Studies at junior secondary school as an integrated subject bringing together three subjects thus Civic Education, History and Geography. But before that, History, Geography and Civics were taught as separate subjects at junior secondary school. Before then, there was Civics which was a compulsory subject and was being taught at junior secondary school level in grades 8 & 9 across the country. The implementation of the Zambia Education Curriculum Framework (ZECF) in 2014 and 2015 saw the introduction of Civic Education at junior level which replaced the traditional Civics. One of the reasons which led to this replacement was that there was a disconnection between Civics taught at junior secondary school and Civic Education which was being taught at senior

secondary school level from grades 10 to 12 (Muleya, 2015). This position is supported by Kaumba *et al.* (2020) who submitted that Civics was carefully tailored to produce passive and obedient learners while Civic Education places more emphasis on civic engagement among learners. This submission also corresponds with the view of Muleya (2019) who noted that Civics which was being taught at junior secondary school merely promoted blind loyalty to those in authority at various levels. Furthermore, it was observed that Civics mainly promoted procedural knowledge where learners were taught about state institutions as opposed to the knowledge of challenging imbalances which prevailed in the society (Muleya, 2015). Additionally, Kaumba *et al.* (2020) posited that the Civics content at junior secondary school was too loaded to be grasped by learners and that the content was limited in terms of skills and values that enable them to appreciate and practice their civic rights and obligations in various communities. Therefore, in 2014 the integration of Civic Education under the umbrella of Social Studies at junior secondary school was operationalised. This move by government was deemed as a panacea for the identified mismatch as well as equipping learners with relevant profile dimensions for survival in the 21<sup>st</sup> century. This point has also been shared with Magasu *et al.* (2020b) who pointed out that the introduction of Civic Education in Zambia was meant to respond to different societal needs in a liberal democratic society. The subject was also meant to produce learners who would be aware of the ideals and practices of a democratic community (Muleya, 2019; and Mufalo *et al.*, 2021).

## II. SIGNIFICANCE OF THE PAPER

This paper may help Civic Education teachers equipped with the information regarding the importance of the subject not only to themselves but also to the learners and the citizenry at large. Further, the information in this paper might be relevant to policy makers in the Ministry of Education with as it relates to Civic Education profile dimensions and the significance to learner transformation. Furthermore, the data might be of paramount importance to researchers who may want to

conduct further research in the field of Civic Education and lastly, this paper may add more knowledge to already existing literature.

### III. REVIEW OF RELATED LITERATURE

#### A. Role of Civic Education in Learner Transformation

Pasandaran *et al.* (2018) conducted a study in Indonesia, Asia at the state secondary school 1 Lobbo Regency of Sangile Island to establish the efforts Civic Education teachers were making in developing and strengthening civic disposition of the students. The study established that the teaching and learning of Civic Education enhanced learner transformation in that learners exhibited devotion to God as they prayed before and after classes. In addition, it was discovered that teachers of Civic Education enhanced students' friendly attitude and behaviour by encouraging the students to use polite language, speak in a good manner to parents, teachers, older people and friends and not to use rude language. Furthermore, the study revealed that teachers also built students' discipline postures by asking them to come to class on time, finish all school assignment, maintain a peaceful atmosphere inside and outside the class, and obey school regulations. It was also established that a sense of responsibility was improved among learners by giving them a variety of responsibilities in certain activities as well as fostering students' honesty in accomplishing assignment and taking the tests as prescribed. Therefore, it can be deduced that civic dispositions if well imparted and acquired by learners through teaching and learning of Civic Education, may enhance learner transformation. The study was confined only on civic dispositions leaving out other profile dimensions hence, the knowledge gap.

The study from Pakistan revealed that the curricula, syllabi and textbooks did little to create awareness about gender imbalances among learners (Kousar and Brett, 2020). This was so because there were no discussions about gender imbalances/balances in the Pakistan curriculum or textbooks (Kousar and Brett, 2020). This was so despite the Pakistan Ministry of Education national education policy envisioning to develop a self-reliant individual, capable of analytical and original thinking, a responsible member of society and a global citizen (Ministry of Education, 2018 in Kousar and Brett, 2020). The study further established that Civic Education was still trans-missive and did not focus on students' active participation but concentrated on examination preparation.

In this sense, Petrova (2021) noted that the importance of civic and citizenship education is an integral part of the preparation of the young people for active participation in public life and democratic societies. This as noted from this statement is not focusing on examinations but generally on the life experiences now and in future.

Furthermore, the study that was conducted in four Nordic countries (Denmark, Finland, Norway and Sweden) in Europe

on the aims of Civic and Citizenship Education (Civic Education) revealed that at junior secondary school level, the main subject for teaching Civic Education was Social Studies (Seland *et al.*, 2021). In the same vein, Seland *et al.* (2021) as cited in Isin and Turner (2007) pointed out that Civic Education was devoted in cultivating and maintaining the knowledge, attitude and dispositions among learners and the citizenry as a whole. This position is in tandem with the position of Seland *et al.* (2021) who noted that teaching and learning of Civic Education at junior secondary school enhanced learner's transformation in terms of skills and competences in conflict resolution, promoting knowledge of citizens' rights and responsibilities as well as critical and independent thinking. In other words, the subject imparted learners with knowledge about their rights and responsibilities hence, being able to acquire skills on how to resolve disputes in school and the society. However, the study looked at the aims of Citizenship Education across Nordic Countries comparing school principals' priorities in Citizenship Education and not in Civic Education profile dimensions.

Similarly, a research that was conducted in Belgium Flemish students' tolerance towards immigrants indicated significant improvement on this aspect (Claes and Stals, 2021). In the past, there was intolerance towards immigrants and other ethnic minorities in Flanders (Claes and Stals, 2021). In this regard, it is important to state that Civic and Citizenship Education (Civic Education) was seen as a panacea for positive learner transformation to ameliorate this situation. The study was on Flemish students' tolerance towards immigrants and not on Civic Education profile dimensions despite 'tolerance' falling under the auspice of civic disposition.

Furthermore, the study by Shapiro and Brown (2018) in different states of United States revealed that civic knowledge and public engagement were low among learners and the citizenry as a whole. The study further contended that without an understanding of the structure of government, rights and responsibilities and methods of public engagement, civic literacy and voter apathy would continue to ravage American democracy. Suffice to state that the civic knowledge and skills of the citizenry were insufficient due to inadequacy in the teaching/learning of Civic Education in schools.

In Chile, Osorio and Valdivieso (2021) conducted a study where it was discovered that there was no measurable improvement in the general level of civic knowledge of grade 8 students. It was also found that students had shown lower political participation in terms of national elections. This meant that despite pupils learning about Civic Education, their knowledge on civic issues did not enhance the expected outcomes. Teachers' insufficient pedagogical skills, content knowledge and curriculum issues could have triggered the status-quo since Civic Education was not a stand-alone subject at junior secondary school but embedded in other study areas. However, the study also revealed that there was a positive support of equal rights for everyone. In other words,

Civic education enabled learners to acquire knowledge regarding their right, liberties and freedom.

Nkechinyere (2019) did a study in Nigeria meant to establish the relevance of Civic Education in actualizing self-reliance and the challenges of Civic Education. The study indicated that Civic Education was a means through which citizens were liberated from ignorance and equipped with needed skills, political, economic, social and administrative consciousness which were necessary to facilitate and maintain national consciousness. Thus, Civic Education “develops in the citizen’s good values, patriotism, and provokes in them the determination of becoming good citizens and it enlightens, educates, and helps in individual intellectual development” (Nkechinyere, 2019: 159). The study recommended that the Federal Ministry of Education (FME), State Ministries of Education (SMOEs), and Federal Capital Territory (FCT) should include Civic Education in all disciplines and FCT to collaborate with Nigeria Education and Research Development Council (NERDC) to build the capacity of teachers in Civic Education.

Similarly, Abdu-Raheem (2018) conducted a study which focused on how Civic Education and Social Studies promoted the acquisition of moral values among secondary school students in Ekiti state of Nigeria. It was established that Civic Education and Social Studies had greatly enhanced acquisition of moral values such as honesty, patriotism, civility, obedience, respect to elders, self-confidence, self-reliance, self-discipline and kindness. In other words, teaching and learning of Civic Education enhances civic dispositions and civic values among learner, which are very important tools for survival in the contemporary society. In agreement with this position, Ibekwe and Onyemegbulem (2020) noted that, Civic Education had the sole intention helping and creating a perfect society where peace and justice reigns. Through Civic Education, people acquire good values, and attitude of good citizenship and thereby paving way for patriotism as well as enabling every strata of society to get educated on their rights, duties and the obligations of the government to the people (Alozie, 2019). Consequently, the study recommended that Civic Education and Social Studies should be taught at all levels of education.

Furthermore, the study by Odusanya and Oni (2019) on the examination of Civic Education and pupils’ civic disposition at junior secondary school in Ghana and Nigeria revealed that civic disposition of female and male pupils had not changed much since inception in the delivery of Civic Education due to impediment of some cultural practices.

In Kenya, Omundi and Okendo (2021) did a study that was meant to establish the effect of Civic Education on social cohesion in secondary schools in Uasin Gishu County. The study revealed that majority of the students scored below average on the items that measured the knowledge of the students on the core tenets of Civic Education. They found that the majority of the students were generally likely to treat others well or were likely to do wrong to their colleagues and

the ethnocentric scale indicated that majority of the students believed that their culture was superior to others. Therefore, the findings of the study clearly indicated low-levels of learner acquisition of the tenets of Civic Education during teaching and learning process. This could have been as result of a number of political, social, economic and cultural factors. The study was on effects of Civic Education not on profile dimensions.

Similarly, Bayeh (2016) conducted a research in Ethiopia to examine the role of Civics and Ethical Education (Civic Education) in building good behaviour of citizens and making them active participants in the development of democratic governance. The study showed that Civic Education enabled learners to be aware of the values of democracy and their human rights, which had never existed in the country's modern history. In other words, teaching and learning of Civic Education was of paramount importance as it supported learner transformation because it equipped them with relevant civic knowledge required in a democratic society. In addition, the study indicated that teaching and learning of the subject contributed to building ethical behaviour and created active citizens aware of their duties and responsibilities and the duties of the government, and the overall political life of their country.

In 2015, a study was conducted in Zimbabwe to explore the relevance of Citizenship Education. The study revealed that voter apathy characterised the electoral process (Sibanda, 2015). In other words, the voter apathy experienced in the country might have been attributed to the way the subject was taught to learners by teachers in schools.

Muntengwa *et al.* (2020) conducted a research in Zambia whose objective was to unearth disablers in the cultivation of civic skills among learners in selected secondary schools in Lusaka. The study indicated that the teaching of Civic Education in schools mainly relied on lecture approaches which did not facilitate acquisition of civic skills among learners. This implied that enhancement of learner transformation was inadequate due to teachers’ choices of their pedagogical approaches. Unarguably, learner acquisition of Civic Education profile dimensions is dependent upon the learner’s commitment, teacher’s level of content knowledge, careful selection of relevant pedagogical approaches as well as rightful interweaving of pedagogical strategies and techniques together with content knowledge during lesson delivery. In other words, effective teaching depends on the teacher’s pedagogical content knowledge. It should also be noted that you cannot give what you do not have. This means that for teachers to effectively deliver and enhance learner acquisition of civic skills, civic knowledge, civic dispositions and civic values, there is need for them to have both subject knowledge and pedagogical knowledge. Therefore, relevant training in the subject and consistent Continuous Professional Development meetings (CPDs) in schools enhances teacher’s content knowledge as well as pedagogical skills.

Furthermore, Kaunda and Mbewe (2018) conducted a study to determine the impact of Civic Education on parental involvement in local governance in Kawambwa district, Zambia. The study revealed that 90% of teachers who answered a questionnaire and 75% of teachers interviewed noted that Civic Education had a positive impact on citizen involvement in local governance. This is an indication that the subject enhanced learner acquisition relevant civic knowledge and civic skill necessary for them to participate actively in governance matters. However, their study was on governance not on profile dimensions.

Similarly, Mainde and Chola (2020) conducted a study that investigated the teaching of Civic Education in Zambian secondary schools and how it served as a strategy for effective political participation in the communities. The study revealed that teaching of Civic Education in schools was positively serving a role of training learners for effective political participation as it provided them with knowledge on governance issues.

In short, Civic Education supports and provides some emphasis on praxis, interaction with tools, objects, experiences, reflections, assumptions among many others to gaining great understanding through hands-on knowledge on civic issues and actions (Mupeta, Muleya, Kanyamuna and Simui, 2020; Mupeta and Muleya, 2019; Mwanangombe, Mundende, Muzata, Muleya, Kanyamuna and Simui, 2020; Muleya, Simui, Mundende, Kakana, Mwewa and Namangala, 2019). This is why the subject attracts a lot of attention especially in schools across the globe and as result of this many studies continue to be undertaken that bring out the different dimensions of the subject in schools.

The above information is somewhat consistent with the views of Mainde *et al.* (2021) in certain areas where he noted that teaching and learning of Civic Education prepared learners for political participation, as they got involved in selecting their representatives during school council elections while others contested for positions. Additionally, it was discovered that the teaching and learning of Civic Education enhanced civic dispositions among learners because they were encouraged to be tolerant during classroom interactions and towards community members with different political affiliations. In short, the subject enhanced learners' civic knowledge, civic skills and civic disposition not only for their own advantage but also for the common good.

#### IV. METHODOLOGY

The study was qualitative in nature and hermeneutic phenomenological design guided the study (Simui 2018). The study was conducted at junior secondary school level in selected primary and secondary schools as well as at the District Education Board Secretary (DEBS) office in Masaiti district, Copperbelt province of Zambia. The study had 12 participants who were selected through homogenous purposive sampling. Ray (1994) in Sim *et al.* (2018) supports this sample size and posits that phenomenological studies

usually focus on a group of between 8 and 12 people. Further, Sandelowski (1995) adds that samples in an interpretive study should be larger enough in order to allow generation of enough data of the phenomenon but at the same time small enough not to obviate data analysis. Consequently, the production of data was through semi structured interviews, semi structured questionnaires, observation schedules and document analysis which was thematically analysed.

#### V. PRESENTATION AND DISCUSSION OF FINDINGS

Emerging from the participants were six (6) themes namely: civic knowledge; civic dispositions; civic values; civic skills; knowledge on corruption; and human rights knowledge. In other words, most participants held the view [*corporeality*] that the teaching and learning of Civic Education profile dimensions in Social Studies lessons at junior secondary school [*spatiality*] enabled learners to acquire civic knowledge, civic dispositions, civic values, civic skills, knowledge on corruption as well as human rights knowledge. The researcher also captured the views of the minority who noted that Civic Education at junior secondary school [*spatiality*] had less positive impact in creating learner transformation possibilities arising from the integration into Social Studies, shortage of qualified teachers, inadequate contact time and a dearth of teaching/learning materials among others.

##### A. Civic knowledge

The study revealed that teaching of Civic Education in Social Studies lessons at junior secondary school was an enabler in learner acquisition of Civic knowledge. For example, Ngo said the following:

*'...The benefit is there in the sense that for example, I have seen few that are taking up some civic duties. Like in my area [spatiality] where I stay, I have seen recently [temporality] a school leaver who has ventured into civic leadership like councillor. When I asked this person was saying I got some idea of this from my Civic Education teacher [relationality] who used to encourage me to say...this subject you can become a councillor, you can become an MP [Member of Parliament]. So that is one of the benefits that I saw' (Ngo, p2, 04.08.2021).*

Reinforcing the sentiments of Ngo above, the study by Kaunda and Mbewe (2018) in Kawambwa revealed that Civic Education had a positive impact on citizen involvement in local governance. Similarly, two separate studies which were carried out in Lusaka district also agreed with the position of Ngo where it was found that teaching and learning of Civic Education in schools positively served a role of training learners for effective political participation (Mainde *et al.*, 2021; Mainde and Chola, 2020). Additionally, Civic Education creates active citizens who are aware of their duties and responsibilities and the duties of the government as well as the overall political life of their country (Bayeh, 2016). In

line with this, Nkechinyere (2019) aptly noted that Civic Education was a means through which citizens got liberated from ignorance.

On the contrary, the study that was conducted by Shapiro and Brown (2018) in the United States of America indicated that civic knowledge and public engagement were low among learners. This meant that learners were not adequately equipped with relevant competences which resulted into the low civic knowledge and civic engagement among the citizenry. Therefore, Shapiro and Brown stated that without an understanding of the structure of government, methods of public engagement, civic literacy and voter apathy would continue to ravage American democracy. Corresponding with the findings of Shapiro and Brown (2018), the study by Osorio and Valdivieso (2021) observed that despite the teaching of Civic Education in schools there was no measurable improvement reflecting the general level of civic knowledge among grade 8 students in Chile. The study further indicated that students had shown lower political participation in terms of national elections. Similarly, the study that was conducted in Zimbabwe did present almost the same scenario as the one which was observed in Chile (Sibanda, 2015). Thus, Civic Education did not adequately enhance active participation of learners (Kousar & Brett, 2020).

#### B. Civic dispositions

The general views of key actors [*corporeality*] during the study were that teaching and learning of Civic Education in Social Studies lessons in schools was relevant as it enabled learners to acquire characteristics of a good citizen such as discipline, respect and tolerance. For example, *Tau* observed that:

... 'they [learners] have developed the aspect of tolerance, understanding, self-esteem and self-confidence' [*corporeality*] (*Tau*, p10, 28.10.2021).

The current revelation is consistent with views espoused in this study done by Pasandaran *et al.* (2018) in Indonesia where it was discovered that Civic Education teachers in Lobbo Regency of Sangile Island strengthened civic dispositions of learners through devotion to God before and after classes. In line with the observation of *Tau*, Pasandaran *et al.* (2018) also revealed that teachers of Civic Education enhanced students' friendly attitude and behaviour by encouraging learners to use polite language and to speak in a good manner to their parents, teachers, older people and friends [*relationality*] among others. In addition, their study established that a sense of responsibility improved among learners [*corporeality*] by giving them a variety of responsibilities in certain activities as well as fostering students' honesty in accomplishing assignment and taking the tests as prescribed [*temporality*].

Consistent with the above findings, the study by Claes and Stals (2021) in Belgium found that there was significant

improvement in terms of Flemish students' tolerance towards immigrants. Strengthening the above findings, the study that was conducted in Lusaka by Mainde *et al.* (2021) discovered that teaching and learning of Civic Education enhanced civic dispositions among learners because they were encouraged to be tolerant during classroom interactions and towards community members with different political affiliations. Therefore, Civic Education was seen to be a conduit for learner transformation. As acknowledged by *Tau* and observed by the researcher, civic dispositions are critical determinants of sound relationships [*relationality*] among learners within the school system [*spatiality*] and the outside world [*relationality*] due to the cultivated features of respect, tolerance, understanding, self-esteem and discipline among others.

However, other scholars such as Odusanya and Oni (2019) revealed that civic disposition of female and male pupils at junior secondary school in Ghana and Nigeria did not change much since inception in the delivery of Civic Education due to impediment of some cultural practices. Supporting this, the study by Omundi and Okendo (2021) established that the majority of the students in Kenya scored below average on the items that measured the knowledge of the students on the core tenets of Civic Education as the ethnocentric scale indicated that majority of the students believed that their culture was superior to others. Civic Education is an antidote, which can neutralize and negate backward cultural beliefs that undermine other cultures. In line with this statement, Isin and Turner (2007 in Seland *et al.*, 2021) posited that Civic Education is devoted to cultivating and maintaining civic dispositions among learners and the citizenry in many areas not limited to culture.

#### C. Civic values

Most key insiders held the view [*corporeality*] that civic values were imparted into learners through the delivery of Civic Education in Social Studies lessons. The study further revealed that the subject enabled learners to be responsible citizens. This is in agreement with the views of Nkechinyere (2019) in Nigeria who noted that Civic Education develops the citizens' good values, patriotism, and provokes in them the determination to become good citizens.

Furthermore, Abdu-Raheem (2018) contended that Civic Education enabled learners to acquire moral values such as honesty, patriotism, civility, obedience, respect to elders, self-confidence, self-reliance, self-discipline and kindness. Agreeing with this position, Alozie (2019) pointed out that Civic Education helped people to acquire good values, and attitude of good citizenship.

In this regard, Bayeh (2016) contended that teaching and learning of the Civic Education through Social Studies lessons contribute to building ethical behaviour (Nkechinyere, 2019). In other words, Civic Education has the sole intention of helping people to understand what being a citizen is like and

ought to be and how to build a nation of their dream (Ibekwe and Onyemegbulem, 2020).

#### D. Civic skills

Participants observed that Civic Education in schools [spatiality] enhanced civic skills among learners. This was so in the sense that learners were able to develop think critically, apply the competences acquired, evaluate and analyse political, social and economic issues in the society. As observed by *Nja*,

*'Learners are able to make wise decisions' [corporeality] (Nja.p6, 03.09.2021).*

According to the submission of *Nja*, this means that Civic Education enable learners to become critical minded and be able to make wise decisions due to gained skills.

Equally, *Tau* observed that:

*'Pupils have gained skills [corporeality] in Civic Education which are enabling them to analyse situations in their communities' [spatiality] (Tau.p10, 28.10.2021).*

This finding resonates well with that of *Seland et al. (2021)* where it was also discovered that teaching and learning of Civic Education at junior secondary school in Europe enhanced learner transformation in terms of skills and competences in conflict resolution and promoted critical and independent thinking.

#### E. Knowledge on corruption

When participants were asked to explain how the subject supported learner transformation possibilities in schools [spatiality], they held the view [corporeality] that learners acquired knowledge on corruption. Below were the views of *Peba* on the matter:

*'Civic Education has helped learners in many ways because most of them were ignorant in many areas such as corruption. Some pupils thought corruption is okay, its normal to bribe you to have something you need to pay something in return for a favour. But from the time [temporality] they started learning Civic Education they are able to known their rights, they are able to know dos and don'ts...' (Peba.p12, 15.09.2021).*

Therefore, the most common voices from key insiders indicated that the subject was very important as it enabled learners to be equipped with knowledge on corruption and its negative effect as well as institutions [spatiality] where to report corrupt activities. The acquired knowledge was vital because it helped learners to be aware of the negative effect of corruption not only on the local populace in communities [spatiality] but also on the national economy at large.

#### F. Human rights knowledge

Most key insiders revealed that Civic Education lessons in Social Studies enabled learners to know their rights and that of others as well as where to report violations of human rights. For example, *Lii* had this to say:

*'This [learning of Civic Education] has helped them to know issues to do with their rights and institutions [spatiality] to go to when their rights are abused. Generally, it [learning of Civic Education] has actually helped them' (Lii.p5, 01.09.2021).*

In the same vein, *Kulu* also observed that:

*'It [learning of Civic Education] makes learners know their rights which they had no idea about...Learners know when their rights are violated' [corporeality] (Kulu.p8, 27.10.2021).*

The above revelations as observed by *Lii* and *Kulu* correspond with the study that was conducted by *Seland et al. (2021)* in Europe in four Nordic countries namely: Denmark, Finland, Norway and Sweden where it was established that teaching and learning of Civic Education at junior secondary school enhanced learners' knowledge of citizen rights. The study by *Seland et al. (2021)* agrees also with that of *Osorio and Valdivieso (2021)* in Chile who found that teaching of Civic Education positively supported the aspect of equal rights for everyone. This meant that the subject supported respect of human rights, which enabled learners to promote the aspect of equal rights. In the same vein, *Bayeh (2016)* noted that Civic Education in Ethiopia enabled learners to be aware of their human rights.

## VI. CONCLUSION

This study therefore, notes that the teaching and learning of Civic Education profile dimensions in Social Studies at junior secondary school positively enhanced learner transformation possibilities. Participants observed that the subject enabled learners the possibilities of acquiring civic knowledge, civic values, civic dispositions and civic skills on a number of areas in society.

## VII. RECOMMENDATIONS

Based on the study findings, it was recommended that:

- Ministry of Education should employ more qualified Civic Education teachers in schools in order to enhance subject delivery and learner acquisition of profile dimensions.
- Ministry of Education and Curriculum Development Centre (CDC) should collaborate in enhancing the profile dimension of the subject.

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## CONFLICT OF INTEREST

Authors declare that they do not have any conflict of interest.

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