

Challenges associated with the Teaching of Civic Education in Social Studies Lessons in Schools in Masaiti district: A Hermeneutic Perspective

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Abstract: The article explores challenges associated with the teaching of Civic Education in Social Studies lessons at junior secondary school. An interpretive study was conducted which employed hermeneutic phenomenological approach. The sample size for the study was 12 comprising 2 females and 10 males drawn from the Ministry of Education district office and selected primary and secondary schools. All the participants were selected using homogenous purposive sampling. The data that was generated through semi structured interviews, observation schedules and document analysis was thematically analysed. The study established that there were many challenges associated with the teaching of Civic Education through Social Studies lessons. Some of them were shortage of qualified Civic Education teachers, a dearth of teaching/learning materials such as textbooks and computers. Also, substandard textbooks, shortage of desks, inadequate contact time and low literacy levels among learners among others. Based on the above highlighted challenges, the study recommended that Ministry of Education should employ adequate qualified Civic Education teachers. It was also recommended that Ministry of Education should allocate adequate funds to schools for the procurement of teaching/learning materials as well as enhancing field studies in order for learners to supplement on theories learnt in the classroom environment. Further, it was recommended that Ministry of Education should build and procure more school infrastructure.

Keywords: Challenges, Civic Education, Social Studies, Teaching

I. INTRODUCTION

The government of the Republic of Zambia through the Ministry of Education carried out a curriculum review in 2013 in a bid to enhance the delivery of quality education. Arising from this reform, Civic Education was integrated into Social Studies at junior secondary school. Therefore, this article explores challenges associated with the teaching of Civic Education in Social Studies lessons at junior secondary school.

II. REVIEW OF RELATED LITERATURE

Challenges associated with the teaching of Civic Education in schools

In Asia, Gurkan and Doganay (2020) conducted their research in three secondary schools in the Sahinbey district of

Gaziantep, Turkey. This was in a bid to examine factors affecting Citizenship Education according to perceptions and experiences of secondary school teachers. It was established that both teachers and learners were affected because the curriculum was constantly updated. This posed a challenge to teachers in terms of preparations and teaching while creating a sense of competition among learners as well as encouraging egocentric thinking and test anxiety (Gurkan and Doganay, 2020). Additionally, the study revealed that Civic Education had limited time which negatively affected the subject in terms of delivery because teachers were not able to complete the syllabus on time. Further, it was discovered that the content of subject was bulky which also contributed to teachers not able to finish the syllabus on time. One may conclude that constant curriculum reforms coupled with limited time and bulkiness of the subject not only affect subject delivery but also learner acquisition of expected Civic Education profile dimensions and academic performance. Therefore, it is important to bear in mind that when the education curriculum is constantly reviewed, it may affect the set specific learning outcomes and long term goals of the subject because people always tend to resist abrupt change.

In Hong Kong, a study was conducted to establish the challenges associated with the teaching of Citizenship Education in schools (Shan, 2011). One of the challenges the study indicated was lack of agency that served to represent teachers professionally despite having two important bodies that represented teachers' interests namely; Professional Teachers' Union (PTU) and the Federation of Education Workers. The study revealed that these teacher unions were not representing teachers well due to alleged political inclination. This meant that teachers' welfare and grievances were not handled as expected because the school system was highly politicised. Hence, politicised government-teacher relationship did not motivate the government to raise the status of the occupation of teachers nor to promote the characteristics associated with a strong degree of professionalization (Shan, 2011). Debatably, one may assert that such school environments polluted and diluted with politics negatively affected subject delivery and academic performance of learners. Lack of awareness of political values

was another challenge teacher in practice faced. This was because not every teacher had the knowledge and skills required for appreciating sensitivity of political values and political function of government (Shan, 2011). Undoubtedly, the status quo could have been because of teachers' insufficiency in content knowledge, curriculum knowledge and pedagogical knowledge, which could have emanated from inadequate training. Consistent with this assertion, Yuen (2016) stated that most teachers of Civic Education were not well trained, while others were untrained, and they did not have much political awareness.

Similarly, the study by Yuen (2016) revealed that Civic Education in Hong Kong was a weak discipline with low status and little ability to compete for resources with other subjects in schools. It was also found that schools did not set up slots for the subject on the timetable as it was often integrated with moral education being the main subject. This implied that the priority was given to the major subjects hence, its low status among teachers and pupils in schools. The other revelation was that the subject had no assessment results and did not contribute to the overall portfolio of the students. Therefore, some schools were not timetabling the subject completely. The status quo could have affected those pupils and teachers who had the passion for the subject.

In India, the study by Mohit (2018) revealed that teachers had challenges in terms of bulkiness of Civic Education content in the curriculum and learners were losing interest in studying the subject on their own. Therefore, large subject content affects the teaching/learning process because teachers may not complete the syllabus on time, which puts them in a panic mode.

Further, the teaching of Civic Education in many European countries is also associated with a number of challenges that impede effective delivery of the subject. In line with this statement, the study by Kenner (2020) in Germany revealed that teachers who were not trained in the subject taught Civic Education. In addition, it was found that the subject was being marginalised in various federal states and threatened by its alleged neutrality. Furthermore, it was also discovered that the subject was being reduced on student timetables throughout the course of secondary level one (1) in different schools across Germany.

In Italy, Civic Education was introduced as a curricular subject in 1958 by Aldo Moro who was the Prime Minister by then and it was a standalone subject which was allocated only two hours per month (Palmerio, Damiani and Caponera, 2021). At the moment the Civic Education is not taught as a separate subject but integrated with History and Geography and at primary and lower secondary school, the subject is taught by Italian language, Geography and History teachers or teachers with a degree in humanities (Palmerio et al., 2021). Further, the study revealed that there was a limitation that characterised the educational policies in Italy as educational authorities were not committed to developing a coherent curriculum and assessments feasible in practice. Since Civic

Education was not taught as a separate subject, Bombardelli and Codato (2017: 77) contended that; "actual implementation largely depends on the interest and willingness of teachers inside each school. There are big difficulties, because of the feeling of the teachers of having no time and because of their reluctance to deal with political concepts. Nobody knows exactly how many lessons of civic and citizenship education is taught during a school year in Italy". Based on the highlighted revelations, there is no doubt that teachers handling Civic Education had limited content knowledge, curriculum knowledge and pedagogical knowledge owing to the fact that those teaching the subject were teachers not trained specifically in Civic Education but teachers trained in Italian language, history and geography respectively. Since the study has also indicated that there was a limitation that characterised educational policies, this also affect teachers' effective delivery of the subject. Further, the teaching of Civic Education without time allocated to the subject hinders successful delivery of the subject and completion of the syllabus by the teacher.

In Azerbaijan, teachers also faced challenges during subject delivery. One of the challenges they faced was that they were paradoxically limited to carefully culled and state-approved teaching materials (USAID, 2018). This meant that teachers were forced to the use only state provided teaching material and approach at the expense of other equally important approaches. The study further stated that Civic education courses were often infused with specific citizenship goals that had little or nothing to do with true democratic participation and were instead focused on patriotism. Therefore, the infiltration of specific courses in the subject tailored to produce a citizen who is only patriotic to the benefit of the authorities is detrimental because it serves to produce passive and blind followers with little or no civic skills, values and dispositions acquired from the subject.

The study done by Zuluaga and Chaguendo (2021) in Latin America Colombia to be precise found that there were challenges that Civic and Citizenship Education teachers encountered which negatively affected the delivery of the subject in schools. The study established that it was often difficult to teach the subject in the way the constitution and the educational law required and to promote the competences as enshrined in the Standards of Citizenship Competences. In addition, it was revealed that the political, economic and social contexts of the country had influenced the topics covered in the subject (Herrera, 2008 in Zuluaga and Chaguendo, 2021). This meant that teachers were teaching the topics, which favoured the elite and those who held the instruments of power at the expense of the goals of the subject. In such a situation, teachers may not freely tackle controversial issues and topics for fear of censorship. Further, the study found that Colombia's national education policy was based on schools' autonomy, which meant that schools and teachers' beliefs shaped the way Civic Education competences were taught. Since the constitution gave local authorities the mandate to be responsible for education in their jurisdiction,

some of them had challenges of financial resources to conduct inspections fully on how the teaching process was taking place in schools (Zuluaga and Chaguendo, 2021). In other words, local authorities had inadequate financial resources to monitor the implementation of Civic Education in schools.

The study by Alemnge and Andongaba (2021) in Cameroon showed that there was lack of needed teaching materials in schools and most of the participants stated that they had never seen or used the Civic Education syllabus. In addition, it was established that teachers failed to conduct field trips or have educational tours with learners from one learning environment to another due to lack of financial and school support. Based on these findings, learners' acquisition of specific learning outcomes as outlined in the syllabus was compromised. Similarly, the study by Nkechinyere (2019) in Nigeria revealed that Civic Education teachers faced a number of challenges one of which was paucity of funds to implement Civic Education programmes in schools due to limited financial support from the government. In addition, it was found that schools had insufficient instructional resources such as classrooms leading to overcrowding, limited desks and inadequate teaching and learning materials. Odusanya and Oni (2019) agree with this revelation because their study also discovered that there was a dearth of relevant resources for teaching Civic Education in Nigeria. Further, Nkechinyere found that teachers working conditions were poor which led to the shortage of manpower as they migrated for greener pastures to other places. Consistent with this, Kayode-Olawoyin (2017) also revealed that Civic Education in Nigerian secondary schools was confronted with inadequate manpower. Thus, Civic Education teachers faced the challenge of inadequate motivation where salaries were not paid on time and many states in Nigeria owed their teachers in terms of their salaries (Nkechinyere, 2019). Alozie (2019) reinforces this revelation by positing that, due to reduced financial receipts and other resources, the Nigerian government fails to meet up with the provision of essential services and prompt payment of salaries to public servants. There is no doubt that the highlighted deficiencies could have had a negative effect on teacher delivery, learner performance and acquisition of required competences.

In Tunisia, Saidi (2019) did conduct a research to explore the status of Civic Education in public schools. It was discovered that teachers faced challenges in terms of the subject having the lowest coefficient among all other subjects taught in secondary schools as well as limited delivery time, which was one-hour session per week compared to other subjects, which had three to five hours per week. Limited contact time affect teaching and learning because teachers may fail to complete the syllabus on time and in turn affect the academic performance of learners. On the aspect of low coefficient of the subject, one can conclude that passionate teachers faced challenges regarding material, financial and administrative support. This negatively affects learner acquisition of Civic Education profile dimensions and transformation at large.

Similarly, in Ethiopia, Tafese (2018) assessed challenges of Civics and Ethical Education (Civic Education) in secondary school. The study findings indicated that there was inadequate contact time allocated to the subject, lack of classroom instructional materials and authoritarian kind of secondary school administration. The highlighted challenges affect the teaching and learning process because Civic Education require enough time and adequate teaching/learning materials as well as administrative support because of the nature of the subject.

The study conducted by Mufalo, Mulubale, Muleya and Simui (2021) in Masaiti district, Zambia revealed that teachers faced a number of challenges not limited to the following: inadequate teaching and learning materials, limited school infrastructure, poor reading culture among learners and lack of qualified teachers. The study established that teachers faced challenges in terms of preparations and conducting class activities because some schools had inadequate teaching and learning materials. This revelation agrees with the findings of Magasu, Muleya and Mweemba (2020b) who established that teaching and learning materials were not adequate and posed a challenge in the transmission of right knowledge, skill and values which were vital and required for democratic citizenship. Further, it was discovered that teachers faced challenges with regard to conducting lessons owing to poor reading and communication skills among some pupils who could hardly read possibly due to their primary education background (Mufalo et al., 2021). This revelation corresponds with the findings of (Musonda, 2019) who established that the challenge which teachers faced during teaching was the language barrier emanating from failure by learners to use the official language (English) to participate in the lesson activities as well as inadequate teaching and learning materials.

Further, Mufalo et al. (2021) noted that all schools sampled had limited school infrastructure such as staff offices, classroom blocks and desks among others. The status quo resulted into pupil congestion in classes hence, putting pressure on the existing school infrastructure. In the same vein, Akinyemi Olufunmiyi and Abiodun Adekunle (2019) citing Tobin (1990) contend that, too much pressure on the use of tools, equipment, infrastructure and materials may result to over utilisation, which may lead to breakdown of such. On the aspect of inadequate qualified teachers, it was found that some teachers who were teaching Civic Education or Social Studies were seconded due to shortage of qualified teachers and the few qualified teachers were found teaching subjects, where they had no requisite specialisation. Therefore, it is very important to state that effective teaching and learning of any school subject depends on the availability and utilisation of human and material resources (Nwaubani, Otoh-Offong, Usulor and Okeke, 2016).

III. METHODOLOGY

An interpretive study was adopted and employed hermeneutic phenomenological approach. The sample size for the study was 12 comprising 2 females and 10 males drawn from the

Ministry of Education district office and selected primary and secondary schools in Masaiti district on the Copperbelt province of Zambia. All the participants were selected using homogenous purposive sampling. The data that was generated through semi structured interviews, observation schedules and document analysis. The data was thematically analysed. This was done by grouping similar ideas together after the data production process.

IV. PRESENTATION AND DISCUSSION OF FINDINGS

The study revealed that there were many challenges associated with the teaching of Civic Education through Social Studies lessons. Therefore, the emergent themes were: shortage of qualified Civic Education teachers, inadequate teaching/learning materials, inadequate school infrastructure, learners' failure to read, write and transact through the official language of instruction, paucity of financial resources, inadequate time allocated to the component, the integration of Civic Education into Social Studies and substandard textbooks used during delivery. The study also revealed that these challenges hindered the provision of quality education.

4.1 Shortage of qualified Civic Education teachers

The study established that schools had inadequate qualified Civic Education teachers. Consistent with this revelation, studies conducted by Nkechinyere (2019) and Kayode-Olawoyin (2017) established that Civic Education in Nigerian secondary schools was confronted with inadequate manpower. Further, the study revealed that most of the teachers who taught Civic Education component in Social Studies lessons had different specialisations while others were primary school teachers. Similar results were also noted from a study conducted in Germany by Kenner (2020) who found that teachers who taught Civic Education were not trained in the subject. In line with the current findings, a study that was done in Italy by Palmerio et al. (2021) found that Civic Education was taught by teachers who had different specialisation such as Italian language, history, geography or any teacher with a degree in humanities. Corresponding with this finding, the study by Cekse (2021) in Latvia, Europe revealed that teachers with degrees in social sciences taught Civic Education at grade 1 to 9.

Therefore, teachers with different specialities were merely seconded by the school administration but others were requested to teach the subject against their specialisation. As a reinforcement, the study by Yuen (2016) revealed that most teachers who taught Civic Education in Hong Kong were not well trained and others were untrained. Similarly, the study that was conducted in Masaiti district established that some teachers who taught Civic Education component in Social Studies at junior secondary school were seconded due to shortage of qualified teachers in social studies (Mufalo et al., 2021). Additionally, the few qualified teachers were also found teaching other subjects that were not in their area of specialisation (Mufalo et al., 2021).

Peba aptly put it:

'...there is also a shortage of teachers. So you would find that maybe two teachers the whole school [spatiality] and these teachers should teach the whole school [spatiality]. So that becomes a challenge you go in class you are already tired [corporeality]. At some point [temporality] you might even fail to deliver the content according to the expectation' (Peba.p12, 15.09.2021).

When teachers are forced or volunteer to teach a subject, which is not part of their specialisation, they may encounter challenges along the way. This submission is in line with the sentiments of *Tou*:

'Teachers who are specialised in one component are finding it difficulty to teach the other components due to lack of trained teaching staff in schools [spatiality]. Teachers are forced to teach subjects that they do not have the required competence' (Tou.p11, 04.11.2021).

Therefore, the status quo may affect subject delivery and pupil performance. For example, *Tapi* observed that:

'Making teachers those who are not trained to teach Civic Education all in the name of Social Studies contribute to poor performance of learners' (Tapi.p9, 27.10.2021).

In line with the observation of *Tapi*, one may infer that those teachers in schools [spatiality] who are forced to handle Civic Education, against their specialisation are likely teach learners without the passion required and at times it may just be done for the sake of examination purposes instead of teaching them in line with the profile dimensions necessary for their survival in life [temporality]. This assertion sits well with the revelation of Kousar and Brett (2020) who established that Civic Education was still anchored on transmissivity. Therefore, it is very important to state that effective teaching and learning of any school subject depends on availability and utilisation of human and material resources (Nwaubani, Otoh-Offong, Usulor and Okeke, 2016).

4.2 Inadequate teaching materials

Paucity of teaching materials in Civic Education components was another theme, which came out strongly from all the participants during data gathering process. In line with this, the study by Alemnge and Andongaba (2021) in Cameroon noted that there were inadequate teaching materials in schools. Odusanya and Oni (2019) agree with this revelation because their study also discovered that there was a dearth of relevant resources for teaching Civic Education in Nigeria. The findings of Tafese (2018) also revealed that there was paucity of teaching materials in schools in Ethiopia. Similar findings have also been observed by Mufalo et al. (2021) and Magasu et al. (2020b) in their works.

4.3 Inadequate school infrastructure and pupil congestion

The current findings indicate that all the sampled schools in Masaiti district had inadequate school infrastructure that

encompassed classroom blocks and school furniture such as desks, chairs and tables. This limitation in terms of school infrastructure led to pupil congestion in classes. Supporting these findings, the study done in Nigeria by Nkechinyere (2019) discovered that schools had insufficient instructional resources such as classrooms leading to overcrowding on limited desks. Similarly, the study by Mufalo et al. (2021) in Masaiti district established that all sampled schools had limited infrastructure such as classroom blocks and desks. Therefore, findings of Akinyemi Olufunmiyi and Abiodun Adekunle (2019) as cited in Tobin (1990) contend that, too much pressure on the use of tools, equipment, infrastructure and materials may result to over utilisation among others.

4.4 Learners failure to read, write and understand English language

During the study *Ndu*, *Tapi*, *Kuhu* and other participants reported that most learners at junior secondary school level [spatiality] had challenges with reading, writing and understanding the language of instruction. In other words, participants' complained of low literacy levels among learners in schools [spatiality]. For instance, *Ndu* noted that:

'...It is very difficult for them [pupils] to understand English and it is advisable for a teacher to use English all the time [temporality] when delivering content. So it is very difficult for a teacher to deliver unless there is a combination of vernacular and English. But there are some terms which are difficult to translate into Ibibemba or any local language. There is a certain teacher here [spatiality] who just teach in English and pupils are complaining that they do not get anything...' (*Ndu*._{p4}, 31.08.2021).

In the same vein, *Tapi* added that:

'Most learners can't read and write properly which is a challenge' (*Tapi*._{p9}, 27.10.2021).

Consistent with the observations of *Ndu* and *Tapi*, *Kuhu* also observed the following:

'...in our rural schools [spatiality] you will find that most of the pupils the literacy levels are very low. So reading and comprehending what is being taught not just in Social Studies is very difficult because of low literacy' (*Kuhu*._{p7}, 27.10.2021).

In line with the works of *Ndu*, *Tapi* and *Kuhu*, low literacy levels among learners in schools [spatiality] was a big challenge for both Civic Education teachers and school authorities [relationality]. This was so in that teachers could not complete the syllabus on time [temporality] due to learners failing to read, write and understand English, which is an official language for our country [spatiality]. In the same vein, administrators in schools [spatiality] also placed blame on parents and other stakeholders [relationality] for recording poor results.

4.5 Paucity of financial resources

A dearth of financial resources was found to be one the challenges, which affected Civic Education as schools were unable to procure adequate teaching and learning materials.

'Low funding in schools [spatiality] hinders the procurement of needed materials. We are forced to write tests on the board and most of the required information is left out due to the limitation of the chalk board. So funding in schools [spatiality] should be increased' (*Tapi*._{p9}, 27.10.2021).

The prevailing situation also led to schools failing to implement relevant programmes such as study tours. In line with this revelation, the study by Alemnge and Andongaba (2021) established that Civic Education teachers in Cameroon failed to conduct field trips due to lack of financial support. Additionally, Nkechinyere (2019) revealed that Civic Education teachers in Nigeria faced challenges to implement Civic Education programmes in schools due to limited financial support from the government. In the same vein, limited financial resources led to the Nigerian government failing to meet the provision of essential services and prompt payment of salaries to public servants (Alozie, 2019). Similarly, Yuen (2016) revealed that Civic Education in Hong Kong had little ability to compete for resources with other subjects in schools. Furthermore, local authorities in Colombia responsible for education shared the same views challenges associated with financial resources (Zuluaga and Chaguendo, 2021).

4.6 Inadequate time allocated to the subject

Inadequate time allotted to the component was one of the challenges voiced out by *Peba* and other key insiders during data gathering. For instance, *Peba* observed that:

'...Civic Education does not have a lot of periods on the time table... [temporality] You would find that civics [Civic Education] component has been given two periods per week, just two periods [temporality]. So now it becomes difficult for the teachers to deliver, to finish the syllabus on time [temporality]. Within the same two periods in a week [temporality], the teachers gives notes as well as teaching. So it becomes so difficult its better they add more periods [temporality] to the subject so that teachers are able to teach and are able to finish the syllabus on time [temporality]. So in a situation where we are given two periods, [temporality] it is difficult to swith on to the next syllabus [topic]' (*Peba*._{p12}, 15.09.2021).

Consistent with the current views, the study by Cekse (2021) revealed that Civic Education at junior secondary school was taught for 40 minutes (one lesson period) twice a week which affect the performance of learners in the subject. Similarly, Gurkan and Doganay (2020) also reported that Civic Education in secondary schools had limited time, which negatively affected effective delivery of the subject to the

learners. Kenner (2020) also agrees with the current study where he discovered that in Germany, Civic Education was reduced on student timetables throughout the course of secondary level one (1) in different schools. In Italy, Civic Education was not taught as a separate subject and as such, the actual implementation largely depended on the interest and willingness of teachers each school hence; nobody knew exactly how many lessons of the subject were taught during a school year (Bombardelli and Codato, 2017). The inadequacy contact time was also noted by Saidi (2019) in Tunisia who found that Civic Education in public schools was given one-hour session per week compared to other subjects, which had three to five hours per week. This was also the prevailing situation in Ethiopia as reported by Tafese (2018).

Therefore, it is important to state that inadequate time [temporality] allocated to Civic Education component at junior secondary school level [spatiality] has a negative effect on both teachers and learners because there is always limited time [temporality] for meaningful engagements between learners and teachers [relationality] during the teaching and learning process. This is because some topics in Civic Education such as corruption, drug abuse and gender-based violence among others require ample time.

4.7 Integration of Civic Education into Social Studies

The study found that Civic Education at junior secondary school was integrated into Social Studies. This finding agrees with that of Palmerio et al. (2021) in Italy who found that Civic Education was not taught as a separate subject but integrated with History and Geography. Further, in China, it was found that schools integrated Civic Education with moral education being the main subject (Yuen, 2016).

According to the current study, this situation posed challenges to teachers of Civic Education as well as learners. Participants held the view [corporeality] that the integration was not good because Civic Education on its own was bulky in terms of the content. This situation raised complaints among participants who said that time [temporality] was not enough for teachers to teach effectively. Mba opined as follows:

'...In my view [the integration] is not okay. It has deprived learner more time [temporality]. When Civics stood on its own, History on its own, each subject had ample space but this time you have to rush the syllabus because time is not there... [temporality]. The integration has deprived these subjects. History has a lot of content, Civic Education also has a lot of content...In the past [temporality], I was a Civics teacher myself it had a lot of content. Even the three periods per week was not enough that time [temporality]. Now if it is two periods each subject per week [temporality], teachers and learners have restricted time [temporality] to share...Because of restricted time [temporality], teachers are bound to the books. They just bring out the data without discussion.

Learners have no ample time [temporality] to discuss' (Mba.p1, 04.08.2021).

Similarly, the study by Gurkan and Doganay (2020) noted that the content of Civic Education was bulky which also contributed to teachers not finishing the syllabus on time. This revelation is also in line with works of Mohit (2018) in India. Additionally, learners complained that the integration was confusing them thus affecting their academic performance. This revelation corresponds with the finding of Fernandez, Massey and Dombush (1976 in Mensah, 2019) who posited that Social Studies was rather confusing

Additionally, *Tau* and other participants held the view [corporeality] that the implementation of the programme needed to begin from colleges and universities before implementing it in schools [spatiality]. In this regard, *Tau* reported that:

[The integration] 'It is not okay, the changes were effected at the school level before doing it at tertiary level [spatiality]. The change would have begun at tertiary level' [spatiality] (Tau.p10, 28.10.2021).

Further, *Tau* reported that in some schools [spatiality], one teacher taught all the three components (History, Geography and Civic Education). However, other participants reported that in some schools, [spatiality] these components were taught by individual teachers.

'The subject is taught as a whole with only one teacher teaching the three combination' (Tau.p10, 28.10.2021).

Additionally, *Tau* posited that no any teacher in schools [spatiality] was trained specifically in Social Studies. This position was also confirmed by the researcher during data production.

'No teachers so far ... have been trained to teach all the three subjects as one hence, they face challenges in going about the study area' (Tau.p10, 28.10.2021).

It is worth noting that teachers who teach subjects whose specialisation is different have challenges in terms of delivering the subject matter to the learners. Corroborating this notion, Bordoh et al. (2015) aptly put it, majority of such teachers lack content knowledge and they do not teach to develop attitude, skills, values and knowledge. Therefore, it is important to note that untimely curriculum reviews affect both curriculum implementers (Debs officials, school authorities and teachers) and curriculum recipients (learners). This assertion is consistent with the position of Andrietti and Su (2019) who contended in their theory that a change in the curriculum has distributional effects across students because reforms can benefit some students while hurting others.

4.8 Substandard textbooks

Poor quality of Social Studies textbooks where Civic Education is embedded was another thematic concern among

participants. For instance, *Tau* lamented that some books had shallow content.

'...some books are shallow they don't have enough content' (Tau.p10, 28.10.2021).

Consistent with the study finding, Mensah (2020) reported that people with superficial knowledge of the subject wrote most Social Studies textbooks in Ghana thus a situation, which seriously undermined the effective teaching and learning of Social Studies in schools. In the same vein, Moobola and Mulenga (2020) observed that Social Studies textbooks that teachers were using were of poor quality. This was because they were hurriedly published and later distributed in schools for the implementation purposes of the subject. Therefore, the thinking of participants [*corporeality*] was that companies [*spatiality*] that publish textbooks should do a good job. In addition, they noted that Curriculum Development Centre as an institution [*spatiality*] given the mandate to approve teaching and learning materials should not approve any substandard textbooks.

V. CONCLUSION

The study revealed that there were a number of challenges associated with the teaching of Civic Education in Social Studies lessons in schools. These were; shortage of qualified Civic Education teachers, a dearth of teaching and learning materials. Additionally, substandard textbooks, shortage of desks, inadequate contact time, pupil congestion and the challenge of low literacy levels among learners. Therefore, the above highlighted challenges emerged as themes which negatively affected both delivery of the subject and the academic performance of learners in social studies schools.

VI. RECOMMENDATIONS

The study recommended the following:

- Ministry of Education should employ both qualified Civic Education teachers and Social Studies teachers
- Ministry of Education should allocate adequate funds to schools for the procurement of teaching/learning materials as well as enhancing field studies in order for learners to supplement on theories learnt in the classroom environment.
- Ministry of Education should build more school infrastructure.
- Ministry of Education and Curriculum Development Centre should work together and disintegrate Social Studies into independent subjects.
- The Ministry of Education through District Education Board Secretary's office and school authorities should enhance Continuous Professional Development programmes (CPDs) for reinvigoration of teachers' pedagogy.
- Schools should encourage teachers who were trained in Civics a long time ago to re-train in Civic Education. At the same time, primary school teachers teaching Civic Education component in Social

Studies should be encouraged to upgrade their qualifications by training in Civic Education.

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