TEACHER-RELATED FACTORS AS PREDICTORS OF CIVIC COMPETENCE AMONG JUNIOR SECONDARY SCHOOL STUDENTS IN OYO SOUTH SENATORIAL DISTRICT, NIGERIA

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A Thesis in the Department of Arts and Social Sciences Education,
Submitted to the Faculty of Education
in partial fulfillment of the requirements for the Degree of
DOCTOR OF PHILOSOPHY
of the
UNIVERSITY OF IBADAN

MAY, 2019

ABSTRACT

Civic competence, which is inculcated through the teaching of civic education helps to develop appropriate civic knowledge, values and skills in secondary school students. Lack of this competence is largely responsible for social vices among Junior Secondary School (JSS) students in Oyo State. Previous studies focused more on instructional methods of teaching civic education with little consideration for the influence of teacher-related factors (Teachers' Classroom Practices-TCP, Instructional Pacing-IP, Questioning Techniques-QT, and Feedback Techniques-FT; Teachers' Content Knowledge TCK and Teachers' Perception of Values of Civic Education – TPVCE). Therefore, this study was designed to examine teacher-related factors as predictors of students' civic competence (knowledge, values and skills) in Oyo South Senatorial District, Oyo State, Nigeria.

Social Learning and Brunner's Instruction theories provided the framework, while the survey design was adopted. Five out of the nine Local Government Areas (LGAs) were randomly selected from Oyo South Senatorial District, while 25 (five per LGA) Junior Secondary School were randomly selected. Fifty civic education teachers (two per school) was randomly selected. Instruments used were Civic Education Knowledge Test (r=0.85); Civic Values (CV) (r=0.74), IP (r=0.93), QT (r=0.98), FT (r=0.93) and TCK (r=0.86) scales, and Civic Skills (CS) (r=0.81) and TPVCE (r=0.88) questionnaires. In-depth interview sessions were held with five civic education teachers. Data were analysed using descriptive statistics, Pearson product moment correlation and Multiple regression at 0.05 level of significance, while qualitative data were content analysed.

The proportion of the Civic education teachers was Master's degree holders (31.3%) followed by Nigeria Certificate in Education (29.2%) and first degree holders (39.5%). Students civic knowledge ($\bar{x}$=2.67; SD=.88) was high, while their CS ($\bar{x}$=2.43; SD=.77) and CV ($\bar{x}$=2.41; SD=.81) were low against the threshold of 2.50. The IP (r=0.51), FT (r=0.42), QS (r=0.32), TCK (r=0.29) and TPVCE (r=0.30) had significant positive relationships with students' CS. Only QS (r=0.32) had a significant positive relationship with CK, while none had a significant relationship with CV. The independent variables had significant joint prediction on CS ($F_{(5;42)}$ =3.54; Adj.R^2=0.21), accounting for 21.3% of its variance but not on CK and CV. None of the independent variables made relative contribution to the dependent measures. Most teachers attributed delayed feedback to large population of students, while the adoption of ineffective teaching strategies was attributed to students' inability to translate civic knowledge into values and skills.

Instructional pacing, questioning and feedback techniques, content knowledge and perception of values of civic education improved students' civic skills in Oyo South Senatorial District, Oyo State, Nigeria. Civic teachers should improve on their instructional pacing, feedback techniques and questioning styles with a view to enhancing the overall civic competence of secondary school students.

Keywords: Civic education, Students' civic competence, Junior secondary school students in Oyo State.

Word count: 477

ACKNOWLEDGEMENTS

I give thanks and praises to the God who made me, the Author and Finisher of my faith, who saw me through the programme. If not for Him who has been there for me, what would I be saying today!

My heartfelt and profound gratitude goes to my supervisor, Dr Sunday OlukayodeAjitoni, a father and an erudite scholar who, despite his tight schedule and commitments, supervised this work thoroughly and meticulously in his wealth of experience. He exposed me to challenges of independent work and the need for excellence in my academic pursuit and career. He took me as his son, corrected and counselled me accordingly, especially on attaining greater height in life. More importantly, I will never forget him for his contributions towards achieving my dream in life. He offered constructive criticisms and provided advice and suggestion on the improvement of the work. A mentor and problem solver. May you never go weary. May God bless the work of your hands and water your plants as you water other peoples' plants Amen.

I equally wish to express my sincere appreciation to lecturers in the Department of Arts and Social Sciences, HOD, Prof. C. O. O. Kolawole, Prof. J. O. Ajiboye, Prof. F. O. Ezeokoli, Dr P. A. Amosun, Dr I. N Ohia, Dr David OligbadeFakeye, Dr A. A. Adeyinka, Dr M. Araromi, Dr TolulopeGbadamosi, Dr A. Tella and Prof. S. A. Awoyemi of the Guidance and Counselling Department for their assistance in vetting the work for perfection. Similarly, I can never forget the underserved assistance I got from Dr D. O. Fakeye, Prof (Mrs) Alice Olagunju and Dr O. A. Ogundiwin throughout the course of my study. I thank you all for good mentoring. You will not know sorrow in Jesus name Amen.

Moreover, I would like to really appreciate and thank my uncle, Dr S. B. Adeyemi who initiated the idea and encouraged me to complete the programme despite all obstacles faced during the course of the programme. I cannot but mention my younger ones Adeyemi, TaiwoBabajide, Major AdeyemiKehindeBabatunde and Mrs OluwayemisiAdediran for their concern and care. I thank all of you very much for your prayers. I shall celebrate with you too. In addition, I would like to thank OjoAyodejiTemitope, Mr TundeOmoniyi and Mr Idowu for rendering one assistance or the other when needed during the course of the programme.

Furthermore, I want to thank all my colleagues in the Department of General Studies, the College of Education, Lanlate, Oyo State. My former Dean, Mr S. A. Alabi and other lecturers: Mr O.F., Olatayo (the present Dean), Mr OlusolaOgundepo, Dr A. D. Bamidele, Mrs A. O. Omowon, Dr Adigun and Mr Ismail Adegbola. Thank you all for your prayers, understanding and concern.

I want to also appreciate my father, CSP David OlusolaAdeyemi. I have never seen a caring father like him before. He is a good father and the best manager of our home. A strong man of God. I cannot count the number of days he had fasted for my success in my studies, at home and in my place of work. Daddy Remi, thank you very much, sir. The Lord Almighty will spare your life to eat the fruits of your labour over all your children in Jesus name.

To my mum, Mrs Margaret IbariegoAdeyemi, I will always thank God for making you my mother. If you were not my mother, may be, I would have died when the challenges of life came. My mother is always there for me whenever the need arises. She is ever ready to assist her children. My mother is indeed a good mother. She was there for me spiritually, morally and financially from the beginning of this programme to the end. Indeed, you are a wonderful mother to the core. Mum, I pray for you, you shall live long in peace and prosperity to eat the fruits of your labour over me and my siblings.

Finally, I want to acknowledge the efforts and support of my dear, caring and loving wife, FolashadeChristianahAdeyemi, and my wonderful children Oluwanifemi, Oluwatomiwa and Oluwademilade, for permitting me to go for my dream and attaining it. Thank you very much for giving me a conducive atmosphere. Thank you for your understanding and prayers. We shall all live long, in peace and prosperity to achieve God's destiny.

CERTIFICATION

I certify that this work was carried out by OluremiOlubusuyiAdeyemi in the Department of Arts and Social Sciences Education, University of Ibadan, Ibadan.

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DEDICATION

This work is dedicated to the glory of God Almighty – the Beginning and the End for His faithfulness over my life;

To my parents, CSP David OlusolaAdeyemi and Mrs Margaret IbariegoAdeyemi.

To my darling wife, ChristianahFolashadeAdeyemi, and to my children, Oluwanifemi, Oluwatomiwa and Oluwademilade.

TABLE OF CONTENTS

CHAPTER FOUR: RESULTS AND DISCUSSION OF FINDINGS

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

LIST OF TABLES

LIST OF ABBREVIATIONS

WAI	War Against Indiscipline
MAMSER	Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery
NOA	National Orientation Agency
WAIC	War Against Indiscipline and Corruption
ICPC	Independent Corrupt Practices and other Related Offences Commission
EFCC	Economic and Financial Crimes Commission
NCSS	National Council for the Social Studies
WASSCE	West African Senior School Certificate Examination

CHAPTER ONE

INTRODUCTION

1.1   Background to the Study

A prolonged period of military rule was experienced in Nigeria. The military governed the country for about three decades out of almost fifty-nine years of post-independence Nigeria. During this long period of military rule, democratic culture and political involvement were battered to the level that many of the institutions like the economy, family, education, religion and judiciary were militarised (Ajitoni, 2013). Against this backdrop, the Nigerian democratic government, like those of most countries of the world in a similar situation, has been experiencing tremendous abuse and political instability which constitute a serious obstacle to the sustainability and accomplishment of democratic culture in the country (Adeyemi,2012).

Moreover, Nigeria, over the years, has been faced by an array of political, economic and social challenges such as ethno-religious crisis, election irregularities, thuggery, examination malpractice, corruption,pessimistic demeanor to national issues, absence of patriotism, kidnapping, drug and human trafficking, vandalism, terrorism, cultism, murder and kidnaping (Iyamu and Otete, 2005). Ajitoni (2013) remarks that attempts at implementing and practising democratic principles, since the introduction of electoral democracy from the First Republic till date, have been greatly resisted by some social vices such as snatching of ballot boxes during elections, corruption, nepotism, electoral fraud, thuggery and a host of other vices. These general social vices within the democratic system in Nigeria call for urgent attention and concerted efforts at mitigating their effects on national life of the citizens.

Ogunyemi (2011) notes that the concerns which these challenges have generated since the late '90s border on the quality of civic competence and this has resulted in major regional and international conferences. Such conferences include the 1994 Cairo International Conference on Population and Development, the 1995 Women Conference in Beijing and the 1996 World Summit for Social Development in the Copenhagen. All these meetings were part of the effort to refocus human development concerns for the actualization of appropriate civic knowledge, civic values and civic skills among citizens of all countries.

In order to look for solution to the ethno-religious crisis, election irregularities, thuggery, examination malpractice, corruption, pessimistic attitude to nationwide issues, disloyalty to the nation, kidnapping, drug and human trafficking, vandalism, terrorism, cultism, murder and kidnaping and satisfy the yearning and wishes of Nigerians, the Political Bureau commissioned in 1987 under the military President Ibrahim Babangida recommended, among other things, that the socio-economic power should be democratised through political and economic participation of citizens in all structures and organisation of power (Ajitoni, 2013). Therefore, there is a need to deliberately and concertedly equip people with necessary civic knowledge values and skills that will empower them to have concerns for public-life. Furthermore, there is the need for the citizens to fully participate and contribute positively to the political process. Monk and Emil (2006) affirm that in order to attain political development, it is imperative that citizens participate in government's decision-making processes.

Several efforts have been made by the government to promote and enhance peaceful living and togetherness in Nigeria without much success. Successive Nigerian government, especially since the Second Republic under former president ShehuShagari, has identified these problems and has initiated different programmes aimed at tackling them. For example, AlhajiShehuShagari's administration introduced the Ethical Revolution which was meant to develop national consciousness in the citizens and to promote national unity. The Centre for Democratic Studies (CDS)was also established by the former military President Ibrahim Babangida regime to develop democratic and leadership skills in the citizens. In addition, there was the induction of the Council for Inter –Religious Harmony by the Nigerian Government. The Council for Inter-Religious Harmony is co-headed by the National President of the ChristianAssociationofNigeria (CAN) and the Sultan of Sokoto, the President of the Supreme Council for Islamic-Affairs in Nigeria (Ozumba and Eteng, 1999).

In spite of all these, Fabiyi (2009) reports sharp practices as apparent among highly placed public officers in Nigeria who are in the habit of neglecting their civic duties, compromising standards, disloyalty and disregard for values. In the same vein, the antagonistic reaction and contempt towards the rule of law among the majority of citizens of Nigeria are other observations made by Fabiyi, noting that they are dubious, lazy and

carefree in their approach to duties. Falade (2012) also established the decline of societal values and good governance that could engender good citizenship mentality. In addition, Fabiyi (2009) established that the great challenge presently confronting Nigeria is moral decadence. Olubodun (2014) in his submission,established that the persons in authority have abandoned their duties and this has led to the breakdown of law and order among the entire citizenry who engage in unwholesome practices economically and politically. Consequently, civic education becomes a paramount tool to achieve a wise citizenry for national development in Nigeria.

In order to create a good and better Nigeria there will be a need to develop in each learner those required civic knowledge, values, and skills. To achieve this, AjitoniandNdazagha (2007) stress the significance of not ignoring the noble role of education which is seen as a veritable tool in establishing democratic citizenship in Nigeria. As a matter of fact, the struggle for political emancipation cannot be achieved through political parties; it can only come through the people's own political struggle, understanding and education (Ajitoni andOlubela, 2010). This implies that education is a means to ensuring and maintaining Nigeria's democratic values and the survival of democracy for future generations (Ajitoni, 2013).

This is so as one of the most significant functions of education is to support a culture of democracy and human-right. The principal objectives of school programmes should then be to develop a tolerant, free, and unprejudiced society. Understanding and assisting democratic development tantamount to obtaining basic skills, including critical thinking skills, effective communication and amicable dispute resolution skills. Others are among the competencies that are essential for the basic personality characteristics of democratic citizens. Negotiating with otherpeople cooperatively, open-minded discourses and communicative processes This leads people to think of the necessity to promote democratic citizenship through not merely civic education, but a civic education which is interlinked with peace education, human rights education, values education and intercultural education, among others.

While general education is essential, civic education is more important in this context (Ajitoni, 2013). Civic Education as a problem-solving field provides a person with the values, skills and education required to have reasonable living in the proximate

environment, and to demystify the challenges of global human survival. It involved the advance of social norms, values, skills and democratic ethics in the citizens. Falade (2012) points out some important training in civic education offers. They are freedom, justice, equity, patriotism, responsibility, honesty and obedience to established codes of conduct that regulates behaviours of members of a civil society.

Mofoluwawo, Jarimi and Oyedele (2012) observe that youth impoliteness is now rampart, and there is also a very high level of moral decadence. To Ajitoini and Olubela (2010), this presupposes that the citizens are not politically informed, enlightened and proactive. The needed civic knowledge, values and skills are undoubtedly transmitted through civic education programme. More worrisome, according to Egegbulem(2013), is the situation whereby learners are contending with the difficulty of living the desired life, most especially, with respect to interpersonal relationship such as accountability, esteem, responsibilityand submission. It is opined that; this trend must be discontinued if Nigeria is to experience a transformation from the current socio-political oblivion to a functional democratic society.

It could be debated that, already there were some subjects in the schools which teach facets of civic education, but it was observed that these subjects placed emphasis on the theoretical learning, whereas in the teaching of civic education, students are expected to practise whatever they have learnt by engaging in several activities (Ogunyemi, 2011). The justification of civic education in this study can further be emphasized through accruable benefits the nation stands to enjoy considering important topics taught in civic education which include citizenship rights and obligations. The main objective of civic education is development of competences and principles within and among leaders to ensure they manifest higher dimensions of responsibility as citizens. Likewise, citizens are able to learn acceptable behaviours, values and skills to promote a stable and effective democratic system(Ogunyemi, 2011). Through civic education, citizens are introduced to the fundamentals of politics and are furnished with requisite knowledge of their democratic rights and practices (Mofoluwawo, et al., 2012).

Civic competence (student knowledge, values and skills) is an avenue investing the individual and giving them the enthusiasm, independence and responsibility to control their own lives beyond the social circumstances in which they find themselves. Some of

the competences acquired through civic education include participation in election, embracing the rights democratic values, ensuring environmental sanitation, involvement in community development and governance, and providing volunteer services to the community. It encompasses general outlook and activities related to social participation and democratic governance (Self, 2016). Also included in civic competence is assisting in promotion of community activities, advocating for donations for the furtherance of community development, assisting in voters' registration, soliciting for the less privileged, adhering strictly to regulations and conducting oneself in an ethical manner.

Civic responsibilities could be encapsulated under some of the following activities: respect for the rule of laws, protesting if marginalized, balancing the rights and responsibilities of citizens, mitigating social challenges, encouraging citizenship participation in governance, querying government activities when necessary, responsible use of community assets and resolving challenges among citizens. There are several ways by which skills acquired through civic education could be displayed. Skill could be through advocacy in terms of politics, economy, civility and issues relating to environments (Self, 2016).

Okon, Arop, Ebuara (2011)and Gbadebo (2007) in their separate findings enumerate the unabating growth of vices, corrupt practices and despicable acts such as suicide bombing, kidnapping, inter and intra ethnic crises, riots, cultism and murder as some of the manifestations of lack of civic knowledge, values and skills in the Nigerian society. Regrettably, Ogundare (2000) note the low level of civility and morality among Nigerians in general and Nigerian youths in particular. Odejobi and Adeyemi (2009) also note that social, economic and political instabilities revolve around youths in Nigeria. This is evident in their involvement in kidnapping, thuggery, prostitution, examination malpractices, and cybercrimes, among others.

Recent happenings are pointers to the fact that the nationhood of Nigeria is under threat, her cultural values and the spirit of oneness could be lost (Moye, 2015). Amosun and Ige (2010) also observe that young ones in Nigeria similar to many countries of the world are developing addiction in number of accident and untimely deaths. Oyeleke (2011) observes that students' level of knowledge could be said to be low. This could also be linked to challenges emanating from either the home or school. Students show political

lassitude and oblivious flagrant display of indifference to voting and electoral matters in Nigeria.

However, Stambler (2011) and Falade (2008) lament the deficiency in civic responsibilities in Nigeria. It is obvious that leaders of Nigeria and the entire citizenry may be said to have relinquished power to persons who are not worthy of such offices. This may explain why disorderliness almost seems to prevail in many part of the country. There is, therefore, an urgent need to put in place such intervention programmes that would provide solutions to this poor state of affairs in Nigeria.

Torche (2005) posits that there are several programmes that are being organised by different government in Nigeria with the hope of developing rightful values, attitude and as well as creating better awareness for the citizens. Many of such government programmes are the National Youth Service Corps (NYSC) Scheme started in 1973 by Gen. Yakubu Gowon, the War Against Indiscipline (WAI) in 1984 by Gen. MuhammduBuhari, the establishment of the Directorate of Mass Mobilization for Self Reliance, Social Justice and Economic Recovery (MAMSER) in 1987 by Gen. Babagindawhich later transformed to the National Orientation Agency (NOA) in 1993. Others are the War Against Indiscipline and Corruption (WAIC) in 1996 by Gen. Abacha, the Independent Corrupt Practices and other Related Offences Commission (ICPC) and the Economic and Financial Crimes Commission (EFCC) by the former President OlusegunObasanjo in the year 2000, to combat moral decadence and all forms of criminality among Nigerians. All these programmes embedded elements of civic education but could not address most of the nation critical issues that require urgent actions because the programmes failed to enhance citizens' civic lives. Rather, they made everything worse andthis leads to moral decadence in the society. This failure resulted in part from poor implementation by the various government agencies that were saddled with the responsibilities of carrying out all these various programmes initiated by the government. Azebamwan (2010) notes that these challenges could be surmounted through creation of a united, peaceful, tolerant, honest and patriotic citizenry that respect the dignity of humanity. It is now highly expedient for Nigeria to be led by youths who are visionary, experienced, mature and ready to sacrifice to ensure the right of the common

man is respected and protected, indicting a deep understanding of national constitution, political, religious, economical and ethnic issues (Odejobi and Adeyemi, 2009).

Civic education, as separated from Social Studies, is a compulsory subject for all Junior Secondary School Students which is aimed at making them better citizens. It means the development of social norms, morals, values skills and democratic principles in the citizens.Therefore, its main focus is to correct all the social, political and economic issues and problems that are prevalent in our presentday society. Also through civic education, Nigerian youths referred to as future leaders may be taught, trained and modelled in order to raise a crop of dependable Nigeria's future leaders. The essence of civic education is the development of loyal and patrioticcitizens. The introduction of the civic education into Nigeria school curriculum in the year 2007 which was taught as civics in the 1970s was to redefine the vision of Nigeria, revive and reestablish her to maximize her capacities based on the vision of the founding fathers (Ajitoni, 2013). The proposed objective of civic education was to create a vibrant basis for education of the citizens on values that would produce loyal citizens (Mofoluwawo, Jarimi, and Oyedele, 2012). Many scholars in the field of civic education agree that civic education is essential and paramount in ensuring that a country is based on democratic principles. The teachings serve as reminders that the essence of education is inculcation of values that are targeted at producing competence and responsibility among citizens(Ijalaye, 2009, Ajitoni, 2013 and Gbadamosi, 2013).

There are a lot of concern as regards the rate at which schools are not doing what are required of them to promote civic knowledge, values and skills in students. Studies suggest that the previous generationswere better informed about the politics of their nation than this present generation (Bryer, 2005). Again, this present generation displays ignorance of what democratic citizenry entails, that is less attention is given to the development of responsible citizens (Bryer, 2005). Hence, more emphasis should be placed on bridging the knowledge gap through exposure of students to the fundamentals of civic education.This will go a long way in inculcating requisite civic knowledge, values and skills to be responsible citizens (Grey, 2011). Civic competence includes knowledge, values, and skills which are very necessary in order to equip students with potential

abilities that will enable them to actively participate in governance at the local and national levels (Hoskins, Villalba and Michaela, 2012).

Researchers have shown that junior secondary school students' attitudes do not portray all those virtues that they are expected to have learnt and internalised in civic education classes. Fabiyi (2009), for instance, suggested that none of the strata of the Nigerian society has regard for respect, honesty, loyalty, patriotism and morality. Fabiyi's view has been supported by Mofoluwawo, Jarimi and Oyedele (2012); Adetoro and Omiyefa (2017), who suggested that the societal values have been discarded and incivility has taken over every segment of the country. Many students are highly disrespectful to parents, teachers, school authority and constituted authority. The issue of students' challenging behaviour in society is really a topic of debate (Park and Oliver, 2008; Owen, 2015.). It is in the light of this that Wahab (2011) suggested that teachers need to portray themselves as character moulders.

A character moulder is one, who transforms the character of other people by words of advice through his/her own impeccable character. It is believed that, if teachers put up characters worthy of emulation, the students in their care will do the same. Stambler (2011) is of the opinion that, if students are made to internalise democratic principles, they will be ready to forgo their personal interests in the interest of the whole nation. They will be tolerant to others' views, be responsible members of the society and will not enjoy their right at the expense of others. There can then be a true democracy with citizens exhibiting civic values such as a commitment to justice, fairness, respect for the rule of law, and equality, ability to trust every government in power, critical attention to political matters, civic duty, political tolerance, concern for the welfare of others, respect for human rights, civility, community connectedness and social responsibility, (Hoyles, Noss and Pozzi, 2001; Hess, 2009).

The teaching and learning of civic education is not effective, because the subject is merely instructed formally without stressing the dynamics of government in a practical way (Odejobi and Adeyemi, 2009). Pedagogical flaws, personality flaws, lack of professional knowledge, emotional rejection, and lack of humour have been identified among the factors that make students dislike some teachers, and this dislike invariably affects the students' academic performance (Colomb, 2010). Cognitive and emotional

elements, incompetence and other patterns of teachers' behaviour are factors observed as discouraging students from following along with their teachers (Colomb, 2010). Guilfoile and Brady (2014) have discovered that Civic Education teachers are too fond of using the talk and chalk method which is not enough to make students creative. If learners are not allowed to participate actively during lessons, they may put up a poor performance at the end of the day (Gbadamosi, 2013).

High standard classroom teaching must stay at the basis of civic instruction in order to cultivate well-rounded democratic citizens (Guilfoile and Brady, 2014). Thus, the need for the civic education teacher to make use of modern teaching methods, instructional aids and relevant practical examples in order for the learning and teaching of the course to be effective has been emphasised (Saka and Oyetade, 2011). Researchers have also shown that when simulation is incorporated into the classroom situations, students tend to have keen interest in the lesson. The rhetorical question is how many Civic Education teachers adopt this method in class? (Guilfoile and Brady, 2014).Guifoile and Brady (2014) are of the opinion that the teacher should endeavour to relate the teaching of Civic Education to the students' environment by a way of integrating happenings in the society into the classroom. This involves invitation of resource persons or taking the children on excursions during the teaching of certain topics in order to boost their critical thinking capacity. Gbadamosi (2013) underscores the need for students to apply their academic skills and knowledge to solve real life problems in their own communities. However, this kind of positive classroom does not obtain in many schools (Wanders, Dijikstra, Maslowski and der Veen, 2019).

Adeyemi (2012) reveals that civic education teachers are faced with a myriad of challenges ranging from insufficient motivation for learners, low usage of interactive teaching/learning process, low comprehension of excess textbooks, short contact time between teachers and students, insufficient learning resources, hostile environment, negative attitudes of administrators to interactive methods of teaching and teachers' lack of creativity in motivating students to learn. Ajitoni (2013) also emphasises the need to make the teaching/learning of civic education practical and teachers exposed to adequate training without which little or nothing can be achieved in the subject.

Civic education equips learners with necessary knowledge that will give them opportunity to understand the fundamentals of politics and their fundamental human rights and responsibilities which include freedom of expression, right to vote and be voted for and the need to respect the rule of law and all other regulations that relate to peaceful co-existence. It also refers to the acquisition of ideas and experience gained from exposure to activities in civic education concept which will assist the students individually and collectively in solving civic issues and problems associate with their environments. The right knowledge about national issues and the right content are the constituents of civic education (Ajitoni, et al, 2013). In both the National Standard and the Civics Framework for the 1998 National Association of Educational Progress (NAEP), which is presently being implemented in schools all over the United States, the component of knowledge is coded as significant and enduring question. These are thought provoking which have not only engaged political philosophers only but thoughtful citizens.

Civic values connote required traits that should be demonstrated by citizens for sustenance of democracy. It also means mental pre-disposition and feelings students gained in civic education in solving civic problems and issues in their environments. It also known as behavioural patterns exhibited in public and private which enhances promotion and sustenance of democracy. The progression and development of civic value are gradual and sedimentary as one acquires knowledge from the home front, school environment and civil organisations. It, therefore, suffices to note that experiences gained from these backgrounds are the bedrocks for sustainable democracy as responsible citizens to a great extent determine the success of democracy (Azebamwan, 2010).

Besides, Ajitoni (2013) opines that civic skills is the capability of the citizen to monitor, appraise and contribute significantly to political and general public issues. It also focuses on identification, assessment, interpretation, description, analysis and explanation of issues bothering on civic life. It further borders on adapting to organisations and groups, interacting personalities in government and administration, presenting opinions and providing strategic plans for change in the community. Civic involves skills, capacity for strategic thinking in politics. For example, before one could interfere in an issue, it is required that one should understand it, have its historical background, how relevant it is to

the present situation and one should possess requisite logical capacity to approach the issue of concern.

Efforts at scaling up students' civic competence have made scholars to work on strategies to effectively teach civic education. Among such strategies are contextual and service learning (Gbadamosi, 2013); Case study and Puzzle based (Kumbhar, 2015); appreciative and reflective learning (Dillon, 2008) among others. Though, some contributions have been made to the knowledge transmission process in civic education over the years, it becomes worrisome that civic problems and issues are still on the increase in Nigeria. This is because Nigerian youths lack the basic skills to make sound civic decisions (Olubela, 2008). This is due to the way the subject is being taught and learnt in junior secondary schools where teachers uses conventional method to teach basic civic concepts. Again, all the previous studies did not incorporate teacher's classroom practices, content knowledge and perception of the values of civic education.

As a result of the lingering civic problems ravaging the Nigerian society, it stands to reason that research focus should shift from teaching strategies to other variables that could influence students' civic competence, that is, civic knowledge, values and skills. Literature has documented other factors affecting students' civic knowledge, values and skills as teachers' classroom practices, teachers' content knowledge and teachers' perception of the values of civic education (Ogunyemi, 2011, Olubela, 2012 and Ajitoni (2013).

Teacher's classroom practices are parts of the practice of teaching which have relevance with active learning in classroom and they determine the success of students (Loeb, Rouse, and Shorris, 2007; Peske and Haycock, 2006). Engaging in teaching practice combines several means that are interwoven. Several formats and structures could be applied and several internal and external factors could influence its effectiveness. According to Ellis (2003), the components of classroom practices are instructional pacing, questioning techniques, management of classroom and precision in presentation with techniques for feedback which is also referred to as a major part of direct instruction. However, for the purpose of this study, instructional pacing, questioning style and feedback techniques were focused in view of their direct connection with quality of instruction.

The manner of delivery of lessons by an instructor is known as instructional pacing. In the same vein, it is also referred to as how fast a specific instructional curriculum could be transmitted to students. As a very paramount social skill, the speed of transmission of instruction is given priority. The rate of comprehension among students is usually very high when instruction's pace is high. Students are attracted to the learning process and they give positive feedback when the process of dissemination is briskly- these duo are paramount to effective learning process. As established in some findings, class control is high and students are put in check with brisk classroom lesson delivery (Richard and Andrew, 2012). The tempo and techniques employed in classroom management is referred to as pacing. For instance, a progress may involve an educator saying "Good, everybody stop and tune in." The "good" and "stop" in the above illustration mirror the way that advances are generally joined by particular semantic markers ('right,' 'well,' 'good,' ok,' 'now' (Print and Lange, 2012).

Another component of teacher's classroom practices is feedback techniques employed in teaching/leaning process. It is globally affirmed by scholars that feedback is an important determinant of effectiveness of teaching and learning process. However, there is dissatisfaction among teachers and students on the feedback process. The complaint of students is usually focused on lack of clarity in relation to feedback process. They also protest that it could be frustrating. Furthermore, it is commonly reported among students that the absence of guide on usage of the feedback further compounds the challenges they encounter. More challenging is the fact that it is usually too late for any purpose whenever the guide for the feedback is made available. From the perspective of the lecturers, the mark is more important than the feedback (Fakeye, 2012).

Subsequently, it is frustrating to teachers that feedback advice is not incorporated by students in their successive tasks. Literature has been able to establish the forms of feedbacks. They are task level of feedback and general summary feedback. Specifically, timely information is usually provided by task level feedback, putting the level of understanding and current capability of students into consideration. This gives detailed information which is contrary to the summary feedback. To illustrate this, the summary feedback will not give an average student the detail which such requires as the task level

would do. Summary feedback only adopts a system in which general information to students and for students to monitor their general progress (Fakeye, 2012).

Several approaches could be adopted for students to engage with the process of feedback maximally. The first approach is to come up with an evaluation process to ensure students experience the benefits embedded in responding to feedback advice. This could be achieved through the assignments and segmenting available the feedback which is cardinal to the success of engaging in successive levels. Moreover, directives could be given to students to present documentation of how they are able to move to the subsequent stage through feedback. This approach is beneficial to the meta-cognition and encourages them to be enthusiastic about the process of feedback-learning. Introduction of peer feedback at certain stages and reducing the time needed to give feedback on the final product could offset the workload of teachers (Loyer, 2010). Students could also be helped to reflect on feedback comments if their scores are not immediately given, but they are invited to discuss some of these comments and are encouraged to make necessary corrections which could eventually earn them higher grades (Torche, 2005).

Assumption has also been made that students rarely attend to comments as they do not understand their essence (Meeuwsen, 2002) neither do they comprehend the purpose of the feedback process. This misunderstanding is more conspicuous when it is only the teacher who takes charge of the feedback delivery in which the teacher is only concerned about if the student got the answers right or wrong. Likewise, the focus of many teachers is on the correctional aspect of feedback instead of ensuring instruction is passed to students (Hattie and Timperley, 2007). Students could be helped to understand the nature and role of feedback in learning process through careful preparation before the commencement of the process. It is of great help when students are allowed to award marks based on the criteria presented for feedback, and afterwards, engage in class discussion (Loyer, 2010). This approach gives the students an understanding of the criteria better than before and bridges the dichotomy that exists between students and lecturers in the interpretation of the criteria for feedback. It is also very necessary to note that there should always be a link between the assessment criteria and feedback. Ultimately, the participation of students in the feedback process will increase when assessment component includes peer and self-assessment.

The questioning technique adopted by the teacher is another component of classroom practice. This focuses on how a teacher poses questions while delivering lessons. An essential characteristic of classroom instructional process is questioning. The attention and focus of students could be attracted when good questions are posed and well delivered. This serves as the platform to evaluate students on mastery of the content of instructional process. The cognitive capability of a student could be increased through questioning. This emphasises its importance as a core requirement in the teaching and learning process (Dillon, 2008). Losito and Mintrop (2011) assert that intellectual tasks such as explaining concepts, defending conclusions and many more given to students go a long way in engaging them cognitively. Strauss and Vogt (2011) observe that students are more engaged in reasoning and other cognitive activities when they are required to give justification for their ideas. This enables them to have better approaches to their works, being mindful of the fact that their works would be examined by others. An important factor considered in students' success in academic endeavours is the questioning technique. Fakeye (2007) maintains that teacher's questioning moments contribute significantly to learning of English as Second Language (ESL). Fakeye also found that students find it easy to understand concepts being taught as teachers use interpretive and probing questions. Iyamu and Otote (2005) affirmsthat questions are usually asked by teachers for several reasons such as: encouraging active engagements by students; expression of ideas and thought by students; peer exchange of ideas and thought among students; moderation of student's behaviour; and evaluation of students' level of comprehension which encourages revision of lessons. Moran and John (2003) affirm that questions are usually asked by teachers for several reasons such as: encouraging active engagements by students; expression of ideas and thought by students; peer exchange of ideas and thought among students; moderation of student's behaviour; and evaluation of students' level of comprehensions which encourages revision of lessons.

Several research endeavours have examined the correlation between students' achievements and the questioning technique. The investigation by Fakeye and Aiyede (2013) found that there is correlation between the question techniques of teachers and achievements of students in English Language. Also, Colomb (2010) found that teachers' questioning behaviour had a significant influence on students' learning outcomes in

Mathematics, English Language and Sciences respectively. Although the studies cited established a link between teachers' questioning technique and students' achievement, the extent to which teachers' questioning technique would predict achievement in and attitude to civic concepts among junior secondary students in Oyo State has not been sufficiently researched and the need to fill this gap triggered interest in this study.

Content information alludes to the assortment of learning and data that educators instruct and that understand are relied upon to learn in a given subject or substance territory, for example, English dialect, expressions, arithmetic, science or social investigations. It is the certainties ideas, hypotheses and rules that are educated and learner in particular scholarly courses, instead of related aptitudes, for example, perusing, composing, or inquiring about that understudies additionally learn in school. Still, if the teacher is not well equipped in civic content knowledge, it may be difficult for the students to have civic engagement, civic disposition, civic skills and civic values. Falade (2010) found out that not many teachers performed above the average when exposed to a civic knowledge examination. Similarly, Owen (2015)discovered the above discovery having found out that the teachers he tested for his research work performed woefully in the area of content knowledge. Dillon (2008) corroborates that despite the fact that teachers accept new ideas and teaching approaches and are not against the implementation of Civic Education, they do not measure up in terms of civic knowledge. Park and Oliver, 2008) have found out that most teachers of civic education had little exposure to curriculum development, lesson planning, and are making use of only the recommended civic education textbook as the only teaching resources. Print and Lange (2012) are also of the opinion that very few teachers teaching Civic Education in secondary schools are qualified in terms of training and preparation in citizenship education. This explains why their students are not adequately equipped with civic competence.

Teacher's perception of values of civic education is what the teacher's feel are the benefit of teaching and learning of Civic Education. There has been minimal research done into teacher perception of the values of Civic Education. Some research suggest that teachers tend to use Social Studies to teach values in the mode of dressing, Moye (2015) suggested that through positive interventions such as preaching against bad dressing in religious places of worship, parental involvement, enforcing dress code and establishing

clubs in the schools could curb the menace. Owen (2015)investigates Californian secondary schools and colleges quite a while ago presented to ICT found that instructors really utilised the new innovation to teach morals in schools, despite that fact that they often claimed to have resentment on technology to transform student behaviour, one conceivable purpose behind this is that classroom instructors have beforehand had close to nothing to teach societal norms and values, and for defining its position within their subject curriculum.

1.2   Statement of the Problem

Civic education is taught in Nigerian secondary schools to develop appropriate civic knowledge, values and skills in school children, the lack of which is responsible for social vices among junior secondary school students. Thesesocial vices which have bedeviledthe Nigerian society occur in the form of thuggery, corruption, political instability, nepotism, electoral fraud, terrorism and suicide bombing, lack of patriotism, inordinate attitude towards national issues, and a host of other social malice. These social problems have slowed down the rate of growth and development in Nigeria. The youths are mostly involved in theseacts as they are readily available tools in the hands of the politicians for unleashing terror on their perceived political enemies. In order to arrest these problems, civic education was re-introduced into the 2007 Nigerian school curriculum as a way of developing appropriate civic knowledge, values and skills in school children.

However, the expected impact from the subject has not been felt. This could be traced to poor handling by teachers who adopt teacher-centred strategies in teaching civic education. Besides, literature indicates that studies have focused more on methods of teaching civic education with little consideration for the influence of teacher-related factors (classroom practices, content knowledge, and perception of values of civic education). All these efforts have not brought bring about desirable enhancement in civic competence of students.This suggests that there are other factors that could influence students' civic competence, namely; teachers' classroom practices (instructional pacing, questioning style, and feedback techniques), content knowledge and perception of the values of civic education. As previous studies focused largely on intervention through effective teaching strategies with little emphasis on teacher-related factors influencing

Junior secondary school students' civic competence,this study, therefore, examined teacher-related factors (teachers' classroom practices, instructional Pacing, Questioning Techniques, Feedback techniques, Teachers' content knowledge and teachers' perception of values of civic education) as predictors of students' civic competence (knowledge, values and skills) in Oyo South Senatorial District, Oyo State, Nigeria.

1.3   Research Questions

These research works were designed to provide insights and answers to the following questions:

1.   What are teachers' classroom practices in Civic Education?

2.   What is the knowledge of teachers' content in Civic Education?

3.   What are teacher's perceptions of the values of Civic Education?

4a.   What is the relationship between the independent variables (teachers' classroom practices, content knowledge and perception of values) and civic knowledge?

b.   What is the relationship between the independent variables (teachers' classroom practices, content knowledge and perception of values) and civic values?

c.   What is the relationship between the independent variables (teachers' classroom practices, content knowledge and perception of values) and civic skills?

5a.   What is the composite contribution of the independent variables (teachers' classroom practices, content knowledge and perception of values) and civic knowledge?

b.   What is the composite contribution of the independent variables (teachers' classroom practices, content knowledge and perception of values) and civic value?

c.   What is the composite contribution of the independent variables (teachers' classroom practices, content knowledge and perception of values) and civic skills?

6a.   What is the relative contribution of the independent variables (teachers' classroom practices, content knowledge and perception of values) to civic knowledge?

b.   What is the relative contribution of the independent variables (teachers' classroom practices, content knowledge and perception of values) to civic value?

c.   What is the relative contribution of the independent variables (teachers' classroom practices, content knowledge and perception of values) to civic skills?

7a.   Which of the independent variables (teachers' classroom practices, content knowledge and perception of values) will predict students' civic knowledge?

b.   Which of the independent variables (teachers' classroom practices, content knowledge and perception of values) will predict students' civic values?

c.   Which of the independent variables (teachers' classroom practices, content knowledge and perception of values) will predict students' civic skills?

1.4   Scope of the Study

The study examined teachers' classroom practices, content knowledge and perception of the values of Civic Education as predictor of students' civic competence (knowledge, values and skills) in Oyo South senatorial district of Oyo State, Nigeria. The study covered junior secondary school (JS) II students randomly selected from junior secondary schools. The choice of JS II class was borne out of the observation that JS I students are relatively new in the school, while JS III students are preparing for external examination, hence JS II class is more stable and appropriate enough for such research activities. The study covered concepts like government and forms of government, the Nigerian constitution, rights and responsibilities as well as the meaning and the means of acquiring citizenship.

1.5   Significance of the Study

Major findings of thisstudy revealed the extent to which teachers' classroom practices, content knowledge and perception of the values of Civic Education predicted the students' civic competence in Oyo South senatorial district of Oyo State thereby showing factors to be addressed to promote students' civic competence. The identifying factors that would help to promote civic competence in students and their ability to understand and grasp the concept as well as improve students' attitude and practices. It would also enable teachers to know factors that would influence students knowledge acquisition as well as the development of positive attitude and practices towards the concept, by opening their eyes to teachers variables that could influence their learning outcomes in civic education.

The finding would also provide curriculum planners with knowledgeable information about which teacher factors (teachers' classroom practices, content knowledge and perception of the values of Civic Education) that is germane in making or marring effective teaching and learning of civic education in secondary schools. The study would also suggest areas of teacher professional development needs for effective teaching of civic education. Finally, the findings of this study would serve as a reference point for further research for further research in civic education in Nigeria and other parts of the world.

1.6 Operational Definition of Terms

The following terms were defined and explained as used in this study:

Civic Competence: is students' knowledge, value and skills in Civic Education.

Civic Education: Civic Education is a compulsory subject for all Junior Secondary School Students which is aimed at making them better citizens. It means the development of social norms, morals, values skills and democratic principles in the citizens.

Civic Knowledge: is students' scores in civic education knowledge test used as one of the dependent measures in this study.

Civic Skills: are students' ability and propensity to undertake civic responsibilities in their environment as measured by their appropriate responses to civic skills questionnaire.

Civic Values: is the mental pre-disposition of students that determines the worth placed on civic education concepts in solving civic problems and issues in their environment. It is measured by their responses to civic value scale designed for the study.

Feed Back Techniques: These are various means by which teachers assess students learning and make them aware of their progress. It is measured by teachers' feedback strategy scale used in this study.

Instructional pacing: refers to the speed or rate at which the teacher presents the task in a lesson.

Questioning Techniques: This is the manner of handling questions in the teaching/learning process of civic education concepts in Social Studies as measured by teachers' questioning techniques scale used in the study.

Teacher's civic content knowledge: has to do with the teacher's level of mastery of the civic education concepts selected for this study. It is measured by teachers' scores in civic content knowledge rating scale designed for the study

Teacher's Classroom practices: refers to the activities which the teacher performs in the classroom that are intended to bring about desirable behavioural changes in learners'. In this study, the term refers to instructional pacing, questioning style and feedback techniques.

Teacher's Perception of values: this has to do with what teachers feel are the benefits of teaching and learning of civic education.

CHAPTER TWO

LITERATURE REVIEW

This chapter presents the review of related literature under the following headings.

2.1   Theoretical Framework

This study is based on social learning theory and theory of instruction.

2.1.1 Social Learning Theory

This work is predicated on the social learning theory whose proponents include Albert Bandura, John Watson, Rotter. Specifically, the researcher relates Bandura's opinion on social learning to the research project. Albert Bandura is of the opinion that, learning is a cognitive process that takes place in a social context and that it can happen basically through direct instruction and/or observation.

Bandura conducted survey of the rapid acquisition of novel behaviours via social observation, the most prominent were the Bobo doll experiments of 1961 and 1963 by which he asserted that people learn through observing, imitating, and modeling. His studies indicate that reward or punishment (behaviourism) was not the only phenomenon responsible for the reason why people learn, it claimed that they can also learn seeing other people being rewarded or punished (observational learning). Social learning theory otherwise known as observational learning theory combined behavioural and cognitive theories of learning with the basic aim of providing a comprehensive model which would account for the broad varieties of learning experiences. According to Bandura and Walters in 1963, observing a peoples' behaviour and its consequences could influence learning in observers. Learning isn't exclusively conduct, but instead a psychological procedure that happens in a social setting including perception, mining of data from those perceptions, and choosing about the execution of the conduct.

Social learning theory arouses basically from the concept of modeling or learning by perceiving behaviour. Bandura identifies three types of modelling stimuli viz, live modelling, which is when the desired behaviour is demonstrated by an actual person; verbal instruction; which occurs when an individual depicts the coveted conduct in detail and educates the member on the most proficient method to take part in the conduct, and representative demonstrating which happens through the media, vis-à-vis movies,

televisions, internet, literature, and radio. That is, behaviour can be learnt through any of these means.

The concept of reciprocal determinism is a very vital factor in learning theory, the theory posits that both the individual's behavior and the environment are influenced by each other's relatedly. That is, the environment, personal qualities and a person's behaviour, influences each other reciprocally. For instance, a pupil who engages in playing video games is most likely to influence other pupils (that is his or her peers) to play as well, which then snowball into encouraging the child to play often the more. This can make the pupil become resolved to violence if not allowed to continue playing and likely affect the child's real life behaviours.

Enhancing students' knowledge, acquisition and retention were teaching strategies, drawn from the principles of social learning, were what many classrooms aimed at achieving. An instance was a situation where a teacher says a phrase and asks the pupils to recite after him/her. By so doing, the action of the teacher was imitated and reproduced therefore aiding retention. Besides, the classroom behaviour of students can be shaped by the teacher through the modeling of appropriate behavior and as well the good behavior of the students being rewarded.The theorist stresses that the teacher can make knowledge and practices unambiguous to students by his role as an example to follow.

Relevance of the Theory to the Present Study

Bandura's theory of social learning is relevant to this study in that it posits that students can receive knowledge through the instruction of the teacher in the same way the Civic Education Teacher can impact civic knowledge to students through teaching. Thus, the amount of civic knowledge possessed by the teacher can determine how much civic knowledge the student will acquire.

A conducive environment has been attributed to effective teaching and learning by the theorist. In the same way, the teacher has to make Civic Education classes conducive and interesting by providing relevant instructional materials and teaching aids, including resource persons, as well as ensuring the students' individual indifferences and taken into consideration, so that the students can learn adequately.

Besides, learning through observation has been upheld by the theorist. This is also a relevant point to this study, in the sense that senior secondary school students can possess and exhibit civic dispositions such as respect, honesty, peace by observing their teachers exhibit those values. The theory underscores the need for a holistic process of learning which is believed to be possible through the integration of behavioural and cognitive learning. This is to say that learning has to be comprehensive and complete for it to be meaningful. In a similar vein, this work measures the civic knowledge of junior secondary school students, their civic dispositions and civic engagement which is essential to determining the impact of the subject as a whole.

The aspect of the theory that says that learning is possible through rewards or punishment is another point of relevance to this work. Students can be encouraged to learn positive values when such are rewarded, and at the same time, they can be dissuaded from anti-societal values when such are punished, the teacher may be able to instill societal values in them through the means of reward and punishment.

2.1.2 Theory of Instruction

The concept of theory of instruction was first explored by Jerome Bruner in 1915. It was made popular by him in 1966, with the supposition that the earth is the essential variable in representing what the student realizes. The diverse aptitudes learned by individuals in various environments suggest that the assumption is reasonable. People who live in primitive societies learn skills quite different from those learned by people who live in urban societies. In spite of the fact that the earth is thought to be the essential driver of what is found out, it isn't thought to be the aggregate reason. Inside any gathering of individuals there are singular contrasts. Also, there are differences that correlate with the age of the learner.

The foremost premise in the theoretical framework of Bruner stated that current/past knowledge of learners influences their construction of new ideas or concepts which therefore puts learning as an active process. The learner chooses and metamorphoses information, constructs hypotheses, and arrives at decisions, counting on a cognitive structure in doing so. Cognitive structure (i.e. schema, mental models) provides meaning and organization to experience and allow the individual to "go beyond the formation given".

According to the theorist, the tutor should endeavor and persuade the learners to discern learning rationales themselves. The tutor and the learners are to engage in dialogs actively (i.e. Socratic learning). The task of the instructor is to transform information to be learnt into a form that is appropriate to the current state of understanding of learners. The manner in which the curriculum is organized should be spiral in order that the learners will build continually on what has been learnt by them initially.

Bruner (1996) states that four major issues on teaching instructions should be addressed according to the theory;

1. sensitivity toward education
2. body of knowledge needs to be structured in the that grasping it by the learners will be easy
3. presenting the educational material in the most effective sequences; and
4. the quality of measuring of honours or penalisations.

Elements of good measuring and structuring knowledge is expected to include generating new dispositions, simplifying and increasing the manipulated information.

Principles of Theory of Instruction

1. **Readiness:** willingness and ability of the students to want to learn, which are premised on experiences and the knowledge contexts, should be the concern of learning instruction

2. **Spiral organisation:** students should be able to grasp instructions easily and structuring learning should take that into consideration

3. **Going beyond the information given:** facilitating extrapolation and filling knowledge gaps should be included in the design of learning instruction.

Bruner (1996), posits that what facilitates learning are when: (1) there is complete participation and control over the nature and direction of the learning process by the students, (2) learning is based primarily on practical, personal, social or social problems, and (3) there is self-evaluation which has been seen as the main technique of evaluating

improvement or accomplishment. Bruner as well stresses the significance of scholarship to learn and willingness to change.

Instructional learning theory has played a significant task in the growth of education and scholarship at all stages of education. When student use the instructional method, they exploit activities that enables them to manifest the mental and physical behaviours of researchers. Through these procedures, they discover more than discreet science concept and skills. They gain knowledge of a convenient, functional approach to problems solving and questions answering (Beaty, 2006). The instructional methods involve the following advances:

1.   Observe a procedure or occasion.
2.   Formulate inquiries dependent on perceptions.
3.   Develop a serviceable theory.
4.   Devise a technique for testing it. Investigate and reach determinations from the gathered information
5.   Communicate discoveries to other people.

Relevance of the Theory to the Present Study

This theory relates to the study in the following means:

Encourage and settle for student self-sufficiency and inventiveness; attempt to utilise information an first information points, additionally to being artful, synergistic, and physical resources, once distribution of routine to the learners, use of psychological feature language like "create", "predict", "analyse", and; classify", build on and utilise student reactions whence creating "on-the-spot" selections concerning lecturers behaviour, instructional methods, actions, and subject matter to be imparted; capture students' grasping and proceeding experiences concerning conception before teaching them.

Empower correspondence between the instructor and the understudies and furthermore between the understudies and; Encourage understudy basic reasoning and request by asking them astute, open-finished inquiries, and urge them to make inquiries to each other; Ask follow up inquiries and look for elaboration after an understudy's underlying reaction; Put understudies in circumstances that may challenge their past originations and that will make inconsistencies that will support discourse; Make

25

beyond any doubt to hold up sufficiently long subsequent to suggesting a conversation starter with the goal that understudies have time to consider their answers and have the capacity to react keenly; give enough time to understudy to develop their own particular importance when gaining some new useful knowledge.

2.2   Conceptual Review of Literature

2.2.1   The Concept and Objectives of Civic Education in Nigeria

In Nigeria, the course of citizenship in the national school educational programs was alluded to as Civics. It stopped to be a subject alone for over twenty years until 2007, when the Federal Government propelled another 9-year Basic Curriculum of Education (BEC) in which Civic Education is a fundamental part. The administration grasped the home-created National Economic Empowerment and Development Strategy (NEEDS) to respond to the overall changes in the social and money related setting NEEDS' focus segments are regard re-presentation, neediness annihilation, work age, riches creation and utilizing instruction to engage the general population. The nation's concern is to develop and transform Nigerian youngsters to valuable and dependable citizens that will contribute their quota to national development.

Being civil alludes to the national or individuals residing in a particular place. Citizenship means participation of a particular place, as well as implies that such a native or part is vested with a few rights and obligations. Two classes of residents can be found in each general public: The good and the bad subject (Falade, 2009). McLendon (1982) referred to in Ogundare (2000) clarified that a decent subject is a man who does not simply vote but rather considers that activity as a genuine issue and throws his vote keenly: who does not mishandle the flexibilities he has, nor meddles with the privileges of others. A decent resident is honest, faithful to the country; he partakes and contributes emphatically to the advance of the political framework. The working of a common society requires successful civic preparing. Municipal preparing is a program that instructs about the political framework. It lays accentuation on the rights, obligations and commitments of each individual from a political framework. The motivation behind civic preparing is to create in the student those qualities and abilities that will make them answerable subjects. City training goes for creating in the nationals the soul of powerful citizenship and

steadfastness to the country. The current situation with our country calls for cognizant and coordinated exertion towards the development of a common society. The expanding level of rebellion and undemocratic practices constitute genuine difficulty to the fulfillment and supportability of fair culture in Nigeria.

A few Nigerians have almost no worry for the common society. There is disregard of common obligations by a portion of the residents. Some Nigeria natives show prejudice and irreverence to the rule of law. Akinjide (2006) revealed a world bank finding that Nigeria scored under 5% in scale that decided the degree to which the nationals keep the administer of law. Open officers and political pioneers in Nigeria are: be of debasement, nonchalance to general assessment, narrow-mindedness and so forth. Our police and other law implementation operators rehearse extrajudicial murdering, blackmail, pay off and dissent of human rights. There are some fundamental estimation of Civic duties that are not shown among Nigerians. A portion of these qualities are patriotism, acquiescence, resistance, trustworthiness, ethical quality and teach. Indiscipline and bigotry have caused a considerable measure of financial and religious issues in Nigeria.

In 2004 it was accounted for that in the House of Senate Senator Isah Mohammed slapped congressperson Anisulowo for purportedly pulling back N1.2 million from a council's record without the assent of different individuals from the advisory group (The Guardian, 2004). Mansaray and Adeyemi (2002) expressed that worldwide issues in the previous couple of decades have brought into sharp concentration the basic inquiry of how to guarantee a maintainable future for mankind. Noticeable among these issues are the proceeding with disavowal of genuine majority rule government, infringement of human rights and the ascent of ethnic and religious clash and savagery. Ogundare (2000) called attention to that some particular citizenship duties have been deserted by Nigerian political pioneers while the supporters have likewise tossed the vast majority of their social obligations to the swine. He assist contended that the deserting of the sacrosanct citizenship obligations by our pioneer and the adherent are in charge of the spate of financial and political ills in the country.

Community preparing has turned out to be central hardware for country building and the making of a common society in different parts of the world. There is the need to intentionally and painstakingly create in the subjects those qualities and abilities that will

empower them to have an open life. There is the requirement for the nationals to partake and contribute emphatically to the political procedure. As per Omotseye (1999), there are sure major states of mind expected of all in the public eye. These incorporate truth, regard for people and feeling of crew for others as people. Each individual should assimilate right dispositions and convictions in order to comply with societal standard. A fruitful procedure of country building requires viable civic preparing. There is an earnest requirement for the improvement of good citizenship in Nigeria. This can be accomplished through the formal and non-formal civic education instructional programme. It could be seen from the tables over that there it is conceivable to embrace viable casual methods for civic preparing and formal means in Nigeria schools. Preparing for powerful citizenship ought not be limited to the formal school educational programs. Casual school projects, for example, school club exercises are critical methods for teaching in the natives those states of mind and abilities for powerful citizenship (Falade, 2010). Community oriented and participatory strategies ought to be embraced in the educating of civic ideas in Nigerians schools. Since civic education preparation is intended to assist the understudies with having national cognizance and get the characteristics of good citizenship, they ought to be urged to frame civic clubs in the school. This could be made piece of the school structure as a casual method for giving the young people chance to serve the group. It will empower them to cooperate with others in accomplishing shared objectives and procure the natural estimations of civic duties.

Again the compelling preparing of social examinations instructors is central for civic preparing in Nigeria. Social investigations preparing programs in our universities of instruction and other educator preparing organizations ought to be intended to empower understudy instructors to gain fundamental aptitudes that can assist them with promoting civic preparing at the primary schools. Instructor coaches in Nigerian higher foundations should attempt to tyke focused techniques embrace in order to furnish the understudy educators with the inborn qualities in such strategies (Omiyefa, 2016). Likewise,civic and administration preparing projects ought not to be restricted to the youngsters and youth (Shetu, 2011). The administration ought to make more Civic and initiative preparing for a Non-Governmental Agencies ought to be engaged with Civic and authority preparing especially outside the educational system. There is the requirement for stable Civic

preparing program for individuals in different portions of the group. Open office holders, individuals from the security and military, government officials, government workers and different individuals from Nigerian culture ought to be instructed through casual Civic training program (Okamand Lawal, 2011).

2.2.2 History of Civic Education in Nigeria

Civic according to BBC English Dictionary means having an official status in a town or relating to the town you live in. The Longman Dictionary of Contemporary English defines civic as connected with people who live in a town or city. Responsibility on the other hand means a duty to be in charge of or look after something, so that you make decisions and accept blame in case anything bad or contrary happens. This means that responsibility mean duties. Deductive from the above definitions, civic responsibilities could be referred to as those things which the state or country expects citizens to do in return for the rights, freedom and liberties which the state grants and guarantees for her citizens.

There is no doubt that a large portion of the Nigerian citizens cannot boast of any applaudable culture of integrity, hard work, self-reliance, honesty and moral rectitude as a legacy from previous and present generation of leaders. This has inadvertently conditioned their psyche to create for themselves a culture that is not only deviant but self-destructive (Ainabor, 2004).

According to Kumbhar (2015), the dwindling fortunes of our economy and cumulative effect of decisions taken by succeeding administrations over the years have deeply affected all fabrics of our society. According to him, the inescapable backlash of a dislocation the system has found many youths flocking the streets and engaging in all manner of antisocial activities. Thus, the circumstance in which the young of our nation and the expectation of the country appear to be entrapped in a web so to state is very pitiable. Society in this manner can't be believed to be unapproachable and disconnected with the hands hurling in defenselessness (Sunday Punch, 2002).

Anya (2002) has argued that 66% of Nigerian young people who have accomplished the period of grown-up work are jobless or underemployed. 66% of all Nigerians live beneath the neediness line. Almost 50% of all Nigerians are uneducated. About 33% of the numbers of inhabitants in youthful Nigerians who ought to be at each

other of our educational institutions are in actuality receiving no education. Added to the above deactivating inclinations among Nigerian natives, are nourishment riots, vicious challenges over living conditions particularly, lodging, frustration and loss of expectation in a suitable future in the adolescent, all these have cut down numerous administrations in the historical backdrop of the contemporary world throughout the most recent thirty years (Anya, 2002).

In the face of these anomalies and disillusionment in the Nigerian polity, there is need for the establishment of an institute or a body charged with the responsibility of educating the citizens (the leaders and the led), to develop nationalistic and patriotic feelings, aimed at ensuring the overall survival of the entire Nigerian nation. It is not just enough to introduce civic education in tertiary institutions; there is also need to educate other citizens who may not have the privilege of attaining a higher education. The grassroots people must also be mobilized through the teaching of civic education even if it has to be done through our local dialects.

According to Iyoha (1996) for a hungry, unemployed and educationally deprived Nigerian, Nigeria is nothing more than a geographical expression, a mere abstraction. Thus, our conception of sustainable strategies of mobilization must be necessarily include willingness and commitment of government to the amelioration of harsh economic conditions, the removal of unequal access to education, food, health care, political leadership, and access to pensionable state government jobs anywhere in the country. It is only then alienated Nigerians can begin to see a positive political exchange between them and government. If government provides a conducive atmosphere in the form of free education, abundant food, jobs, accessible and affordable health care, and cheap transportation then there will be pressure on the people to reciprocate by providing support and legitimacy of governments.

There are different types of Civic Education in Nigeria. This also forms the five stages of civic education which are:

i.   The Conventional or Traditional Era
ii.   A Single Subject Era
iii.   Integrated Era
iv.   Disarticulation Era

v.   Merging and harmonization.

(i)   The Conventional or Traditional Era

Nigeria does not improve at all on their civic training in recent time. Civic training was taken place in some region but not in every places in Nigeria when Nigeria amalgamation has not taken place and the mode of instruction at that time was conventional in nature for those regions that were combined together. The main mode of instruction at the time was the preparation for citizenship and civic obligation. Again, western mode of instruction in Nigeria has not started, the government was worried about how to prepare young generation in the area of politics and social life as well. Fafunwa (2004) affirmed that traditional education mode of instruction concentrated on character development, that is, there was more emphasis on social obligation, work introduction, and political cooperation, otherworldly and moral qualities. In the customary Nigerian culture, all guardians need their youngsters to be upright, legitimate, kind and supportive to others.

Along these lines preparing for community obligation is one of real objectives of the conventional training. The younger generation are to train to develop good qualities that will enable them to work productively for the common goal of the society development. Adeyemi and Salawudeen (2014) explained the main idea of the traditional Yoruba system that were meant to build younger generation in the society and those ideas and values include: equity and fair play, diligent work, regard and modesty, respectability and ethical quality, Patience and perseverance, genuineness and straightforwardness, participation and great practices.

(ii)   Single subject Era

Both during colonial era and after Nigeria independent, Civic Education was taken as a single subject at that time. Ogundare (2011) both upper and lower classes included civic education in the subject students offered in schools shortly after independent in 1960. The Civic education lost its status as a subject during to the introduction of General Knowledge as it happened to Social studies in 1971. Civics turned into a vital piece of Social Studies. Remarking on the objectives of urban around then, Falaye (2008) stressed that municipal educates the student how people compose, direct and deal with their wants,

emotions, their lives and works in a way that peace, lawfulness will exist in the general public. The subject manages the characteristics which each individual from the group must have, the obligations anticipated from every resident and the rights, which every native ought to appreciate. The motivation behind showing this subject around then was tom create in the youngster those dispositions and abilities necessarily needed for the purpose of their society. Most of themes of the subject include levels, arms and obligations of the administration; Nigeria and the outside world; willful associations; the person in the general public; popular government, rights and obligations of the national.

Aside from the casual instructing of Civic Education ideas, in the essential and optional schools, intentional youth affiliations were sorted out. A portion of the adolescent associations that were built up include: Boy Scout, Girls' Guides and Boys' Brigade. The associations were intended to give the adolescent the chance to serve the group. The task and exercises of the willful affiliations were intended to teach in the adolescents the qualities and attributes of good citizenship.

(iii)   Integrated Era

It was noted that most of the school programmes are not familiar with students' environment but were foreign in nature after Nigeria got her independent. Most of the contents were not at all relevant to Nigeria situation. Therefore, there was the need the patch up the school educational programs. The look for the sort of school program that could create in the natives that information, abilities and states of mind that they should be helpful to themselves and the general public everywhere prompted the government at that time to introduce social studies in 1960s in Nigeria.

With the happening to Social Studies, city turned into a basic piece of Social investigations in 1971 (Ogundare, 2011). City idea like citizenship, majority rule government, community rights and duties, authority and followership were consolidated into the Social Studies educational modules. The reconciliation of metro ideas into Social Studies educational programs was conceivable in light of the fact that Social Studies show esteems and social standards. As regard Mezieobi (2011) Social Studies educational programs gives wide varieties of substance and learning encounters to advance the wildernesses of municipal training. Ogundare (2011) brought up that amid the 1991

Curriculum Review Conference, it was chosen that Citizenship Education ought to be instructed as a major aspect of Social Studies at specific levels of training in Nigeria.

(iv)   Disarticulation Era

In order to achieve MDGs by 2015 was main reason why government of Nigeria decided to begin Basic Education Programme which is 9 years long range. Apart from achieving MDGs goals, Nine years Basic Education was also started to achieve the National Economic and Empowerment Development Strategies (NEEDS) goals of the Nigeria government. Different set of goals for the NEEDS include: esteem reorientation, neediness annihilation, work creation, riches age and utilizing training to engage individuals (NERDC, 2007).

Based on the aforementioned discussion above, it is an imperative to look into, rebuild and re-adjust the current essential and junior optional school educational program into Basic Education Programme which is designed for Nine Year. National Education Council (NECO) in year 2005, confirmed another form of education programme which was only structured for the junior secondary schools in Nigeria, but it is optional. The recently endorsed educational modules is alluded to as the UBE educational modules. The UBE educational programs structure include curriculum for Primaries 1-3; Primaries 4-6 and JSS 1-3.

New school subject for each three levels of the UBE programme was presented due to UBE new educational programme. This could be inferred that this led to new development in Civic Education as a school new subject introduced into school levels. Meanwhile most of the concepts from Civic Education were derived from Social Studies. Civic Education curriculum was outlined in 2007 for the nine year Basic Education programme. Since 2007, Civic education has been a compulsory subject in Nigeria at all levels of education.

Civic Education was remarked by Sam Egwu (2012) and Kayode-Olawoyin (2017), a formal Education Minister as a compulsory subject that is necessary to be introduced because it is part of President UmaruYar'Adua's seven points in order to develop human capital development in Nigeria. The main reason for the introduction of Civic education subject was to refocus re-fortify and reposition our extraordinary nation to

additionally understand her true abilities as imagined by our establishing fathers (Jekayinfa, Mofoluwaowo and Oladiran, 2011).

(v)   Merging and Harmonization Era

The Head State in Nigeria brought all the stakeholders in October 2010 to discuss current state of Nigeria Education. Different agents at the educational submit suggested that the subjects offered at the 9-Year education level should be reduced. Based on the suggestion from the summit, NERDC started the review of current Basic Education level curriculum based on the submission of the summit proposal (NERDC, 2012). This resulted to outlining of new subject for the UBE schools. There are subjects which were merged in order to come up with a new outlook subject, take for instance, Religion and National Value was formed from the merging of Security education, Islamic Studies, Christian Religion Studies, Social Studiesand Civic Education.

Based on the NERDC (2012), the new proposed subject reduction made Religion and National Values as the major coverage for those different subjects were merged under it which are Security education, Islamic Studies, Christian Religion Studies, Social Studiesand Civic Education. This new title was introduced because there is a need to underline the significance of qualities over the instructive range. In this new course of action, every one of the subjects that was consolidated turns into a topic under the umbrella subject title.

2.2.3   Civic Issues and Problems in Nigeria

Up till now, Nigeria is yet to harness the cultural, ethnic, racial, language, and religious diversities for Civic consciousness, sound democratic principles and virile political culture. In contrast however, these diversities have nearly frayed the nation in pieces. Nduka (2004) watched that Nigerians display regrettable ethnical mentalities and indiscipline in for all intents and purposes each part of the national life. This is showed in crazy practices in broad daylight places, rashness in driving, absence of regard for lawfulness, ravenousness, conning and misuse of kindred nationals, poor mentality to work, inescapability, absence of sense of duty regarding a sound moral base, taking and misrepresentation including the infamous propel charge extortion famously labeled 419 in Nigeria. Iyamu and Otote (2005) additionally commented that this nation called Nigeria has been blockaded by a variety of social, political andfinancial issues. These incorporate

debasement, loss of significant worth, ethnicity (Tribalism), negative disposition to national issues, political gangsterism, absence of patriotism and a large group of different indecencies, which annoy the mind of good natured Nigerians and the socialized world.

In a similar vein, since around 168 years of the presentation of essential (western) instruction, 154 years of auxiliary training and 62 years of college training in Nigeria, much consideration has been coordinated to furnishing Nigerian understudies with the required qualities and social traits that will upgrade their reconciliation and interest in the Civic obligations (Balogun, 2003). However, encounters have demonstrated that understudies are discovering it progressively hard to lead attractive lifestyles, especially in the territories of human connections, Civic obligation, regard, dutifulness and efficiency. For the most part, their level of politeness has stayed low, a wonder inferable to a great extent to the slips of the home and educational system. Ogunbiyi (2004) takes note of that the worry should now be the manner by which to fill the holes by presenting the understudies to proper learning encounters and exercises that assistance to raise their Civic awareness and create suitable social qualities and characteristics for successful connections in the general public.

Endeavors to invert these untrustworthy practices in the nation and re-coordinate the Nigerian esteem framework has brought about the origination and propelling of various projects, approaches, offices and commissions. These incorporate; War Against Indiscipline (WAI), National Orientation Agency (NAO), Mass Mobilization for Self Reliance, Social Justice and Economic Recovery (MAMSER), Ethical Revolution and all the more as of late, the Economic and Financial Crimes Commission (EFCC) and the Independent Corrupt Practices and Other Related Offenses Commission (ICPC). Deliberate endeavors have likewise been made by religious gatherings and intentional associations, for example, the Boys Scout, Girls Guide, and the Red Cross to make discussions for youngsters to pick up mindfulness and comprehension of certain attractive qualities and social properties required for successful living. The Ministries of Information and that of Sports and Youths Development have at various circumstances composed sharpening projects to possess the adolescent in innovative routes went for activating them for mindful living (Talah, 2002). These endeavors were supplemented by force in religions exercises the nation over. Be that as it may, it is lamentable to watch that these

endeavors have, best case scenario been a scratch on the surface of the rot in the country's esteem framework. There is a hole between the objectives of citizenship training and its instructing learning results in Nigerian schools.

The motivation behind citizenship instruction is to create in the young people those Civic qualities and states of mind that underscore fruitful interest in majority rule government, thus, the assignment confronting instructors, regardless of whether in primary school, optional school or post-auxiliary school, may be a long way from less demanding, than we envision. Hope has now been placed on the school and the curriculum as a source of remedy to societal problems. Curriculum development and implementation has now become a much-talked- about point in the rebirth of Nigerian society (Adeleke, 2001).

As remarked by Omatseye (1999), the perceived lag in the pedagogical approaches has made a disconnection between theories/teaching and practice of citizenship education in Nigerian schools. This dilemma is revealed in the traditional classroom in which learning is accomplished through redundancy, the subjects are entirely clung to and are guided by a reading material. With the traditional methods such as lecture method and talk-chalk method, Olubela (2008) explained the school system is yet to fully achieve the national educational objectives as well as the objectives of citizenship education in Nigeria.

Virtually, in every segment of the society, corrupt practices seem to be the norms. Politicians primarily perceive political participation as a means of personal enrichment (Iroanusi, 2006; Ijalaye 2009). Philips (1993), observed that prostitution as a vice has acquired some degree of respectability like other fastening social problems troubling collective sensibilities of Nigerian state. In a bid to proffer lasting breakthrough to myriads of social problems in the country, Obasanjo administration (1999-2007) put a committee to look into the school curriculum with a view to solving some of the problems and also towards achieving the objectives of the Millennium Development Goals (MGDs) policy initiatives. One of the major outcomes of the committee was changes in Social Studies curriculum.

The innovation carried out was both organizational and pedagogical in nature. In compliance with the Universal Basic Education, the curriculum scope covers primary one to junior secondary school using a spiral model of curriculum design 6-3-3-4 technically

became 9-3-4 - nine years of compulsory primary and junior secondary school education, three years of senior school and four years of tertiary education as against the initial practice of six years of grade school, three years of junior optional school, three years in senior auxiliary school, and four years tertiary instruction. Apart from this structural changes, there were fundamental restructuring in the content. Topics such as Women Trafficking, Drug Abuse, Corruption, Poverty, HIV/AIDS, were articulated into the curriculum content. This innovation is ground taking as social problems were to be openly discussed and taught within the four walls of the classroom. It is assumed that awareness about these evils will be created through classroom teachings with attendant possibility of eliminating social problems. According to the new curriculum package, the overall Basic Education Social Studies objectives are stated below:

   i.   develop the capacity of the students to adjust to his or her evolving condition;
   ii.   become capable and restrained people proficient and willing to add to the improvement of their social orders;
   iii. inculcate the correct kinds of qualities into the students;
   iv.   develop a feeling of understanding towards other individuals, their different societies, history and those basic things that make them human;
   v.   develop the ability to perceive the numerous measurements of being human in various social and social settings;
   vi.   develop a feeling of solidarity and sharing dependent on a conviction that all is good and one's very own personality.

Corruption is a recurring incident hindering meaningful development of Nigerian state. Corruption manifests in the following ways in Nigeria: Receiving materials gains as an inducement to do something, obtaining money or other material gains to pervert the course of justice, falsification of records, embezzlement of money by highly placed officials both in the private and public places, giving or receiving money or other materials gains to an employer by prospective employee to secure appointment even though he/she is not the most qualified applicant, giving of favour to obtain promotion thereby sacrificing efficiency and competence for favoritism (Oyeleke, 2007).

Ajibewa (2006) noted that corruption is Nigeria's greatest problem in its quest for sound and solid democracy. Magstadt (2009) wrote extensively about corruption in

Nigeria. He highlighted various dimension of corruption in Nigeria from military dictators who heave enriched themselves shamelessly while utterly neglecting the economic and social needs of the citizens, the police officers who routinely set up roadblocks collecting bribe. Base on the report of Transparency International- a Research Institute based in Berlin, Germany, Nigeria had the most corruption government in the world in the mid-1990s.

For the sake of clarity, the opinion of Magstadt (2009) on Nigerian state is quoted 'Bribery and extortion' have been a way of life ever since Nigeria was established as an independent state, and the system of "patronage", in which the military rulers bestow governmental jobs and other favours on supporters of the regime, has produced a bloated, incident, irresponsible (and unresponsive) bureaucracy that absorbs more than 80 percent of the annual budget. It is not unusual to find petty civil servants asleep at their desks or for the less somnolent, asking visitors for cash. Higher-level officials routinely inflate the contracts for everything the state resources and embezzle untold sums of money.

Poverty is a condition of dispossession and hardship in which individuals are precluded from securing their income, opportunity, strengthening, respect, tolerability and sensibilities. Eromosile (1993), depicted poverty as a condition of frailty, passing, inadequacy, the state of lacking attractive components. Connell (1969), described various cycle of poverty. People with low income are prone to illness, limitation on mobility, limited access to education, information and training. They therefore find it difficult for their children to improve the status. The savage heritage of destitution is passed from guardians to kids. In 1998, as per the publication remark of a newspaper in Nigeria-Nigeria Tribune, Nigeria was positioned seventeenth poorest nation on the planet, and that in the vicinity of 1985 and 1992, extraordinary neediness expanded from 10 million individuals to 13.9 million. The main 10 percentgain in excess of 40 percent of the gross pay, with adjust of 60 percent going to 90 percent of the populace. In 2007, 70 percent of Nigerians were allegedly earning the likeness one dollar for each day (Magstadt, 2009).

Street-begging among vast majority of citizens is a common phenomenon. The situation is worse off in the Northern part of the country where alms taking as become a norm. The matter is made worse by wide unequally between the rich (in most cases, past military rulers or politicians) and the poor masses. The distributive injustices place a lot of

tension on the school and its curriculum as teacher often embark on strikes to press for fair income. Incessant strikes action obviously has compromised standard of education.

Human trafficking and child labour assumed state of notoriety in early 2000s in Nigeria. Many Nigerians lady were trafficked to Europe notably Italy to engage in forced labour and a sex trades. Though a number of the victims were hoodwinked, some went on their own volition because of expected financial gains. In a study conducted by the Women's Health and Action Research Centre (a community-based research centre in Benin, Edo state, Nigeria) on the extent of human trafficking in the city of Benin, Nigeria. Out of 1,456 respondents who serve as sample for the study, ninety seven percent (97%) of them have heard about human trafficking, forty eight percent (48%) know somebody who is involved in the acts most of whom are their friends or relatives. Some of them went because of lack of economic means and the countries they went to include Italy, Netherlands, Spain, Germany, Belgium. Eighty percent (83%) were still there as at the year 2002, while seventeen percent (17%) have come back come back out of which 83 percent of them were deported, while the rest twenty percent (20%) came back on their volition (Oluniyi and Aluko, 2012).

Two cases of victim of human trafficking are stated below as reported by Women Trafficking and Child Labour Eradication Foundation – (WOTCLEF, 2002).Shirley is a graduate of Lagos State University. A Nigerian woman encouraged her to go to Italy for a profitable job. On getting to Italy; she was sent to work in the street as prostitute. Sandra was born in Benin. Edo State Nigeria. Her mother's friend tricked her to Italy. On getting to Italy, her traveling expenses/debt amount to 70,000,000 Italian liras. She was sent to street to prostitute herself to pay the debt.

2.2.4   Rationale for the Re-introduction of Civic Education in the Nigerian Schools

The basic need to re-introduce civic training again into both Nigerian auxiliary and essential schools has turned out to be extremely clear as a result of diminishing national cognizance, social agreement, and energetic enthusiasm. Since the 1980s, it wound up apparent that the absence of community training and enthusiastic introduction had prompted confusion in schools and as well as entire society. The Nigeria public felt the impact of this result. The pervasiveness of pattern of debasement, indiscipline, disregard for the older citizens and the administration of law, impassion to obligation are a portion

of the appearances of negative patterns in the Nigerian culture are clear cases. Occasions of the current past have shown that Nigeria is confronting the risk of losing its much-loved feeling of nationhood, social character and surely, affable soul (Adeniran, 2010). There is along these lines requirement for earnest esteem re-introduction as a result of their expansive effect on national improvement. To do these, the school has an awesome part to play.

That was most likely, why the Political Bureau set up by the Babangida's organization prescribed, in March 1987, the foundation of a Directorate for Social Mobilization (MAMSER) which in the end changed into the National Orientation Agency (NOA). The 2009 bungled shelling of a US aircraft by a youthful Nigerian is a test to the country especially in such manner. The occurrence has among different issues hurled the subject of our national esteem framework. Who could surmise that a Nigerian would need to leave on suicide mission?

The presentation of civic education as a mandatory subject as indicated by Sam Egwu, the previous Minister of Education is a piece of former President UmaruYar'Adua's 7-point change plan adapted towards the improvement of the human capital advancement. The presentation of the subject is intended to refocus, re-fortify and reposition our extraordinary nation to additionally understand her true abilities as imagined by our establishing fathers. In particular, metro training looks to uncover our understudies and understudies to the principles and fundamentals of citizenship instruction. It is imagined that the instructing of the subject in our schools will establish a solid framework for compelling citizenship training and open cooperation in administration and other moral issues that influence our lives.

As a subject, Civic Education encourages individuals to manage the world 'around them in a more proficient and sure way. It covers an extensive variety of issues, themes and enactment that effect on individuals' lives and everyday living at record-breaking and these are zones that are secured under Civic Education. The subject shows youngsters how to get the best out of their reality. It shows them to go to bat for their rights and suppositions and how to assist other individuals with doing so. It shows resilience of restricting perspectives and that there is no such thing as "the correct answer". It shows them to perceive their obligations to the administration, different people and the earth. It

covers everyday issues like voting, charges, the equity framework, jails, different people groups and their societies, global relations and so forth (Azebamwan, 2010).

The primary support for instructing Civic Education as indicated by Azebamwan (2010) gets from the very idea of our beginning and fledging popular government. Vote based systems require dynamic, educated and mindful subjects, natives who are eager and ready to assume liability for themselves and their groups and add to the political procedure. These abilities may not create unaided or without dynamic incitement. They must be scholarly. While a specific measure of citizenship might be grabbed through normal involvement in the home or at work, it can never in itself be adequate to prepare residents for the kind of dynamic part expected of them in the present perplexing and assorted society. In the event that nationals are to wind up truly engaged with open life and issues, a more unequivocal way to deal with Civic Education is required – this approach, as indicated by Azebamwan (2010), ought to be:

Comprehensive: a privilege for all youngsters paying little mind to their capacity or foundation

Unavoidable: not constrained to schools, but rather a vital piece of all training for youngsters

Deep rooted: proceeding all through life

Metro Education likewise brings benefits for schools, other enlightening affiliations and for society free to move around at will. For schools and other enlightening affiliations, it produces impelled and skilled understudies, who associated with one another strongly, to member of staff and as well as to bring about incorporating gathering. As regard society, it makes a dynamic and proficient citizenry who are willing to partake in the life of the nation and the broader world and have its effect in the lion's share run process. Group preparing has the considerable focuses and purposes. It is the instruction which plans to enable individuals to figure out how to wind up dynamic, educated and capable nationals.

All the more particularly, it expects to set them up for life as residents of a majority rule government. Diverse qualities are required by residents in various sorts of political frameworks. The attributes expected of individuals living as free and equivalent nationals in a fair society vary altogether from those of individuals living under a

41

totalitarian or socialist administration. In a fair setting, subjects ought to know about their rights and obligations as nationals; educated about the social and political world; worried about the welfare of others; verbalize in their assessments and contentions; fit for having an effect on the world; dynamic in their groups; and mindful by the way they go about as residents.

2.2.5 Major Setbacks in Implementation of Civic Education in Nigeria

There are lots of problems that are confronting Civic Education programme in this country, Nigeria. Many of those problems are stated below:

Inadequate Attention to Character Training and Civic Education in Nigeria: Civic Education has not been given much attention necessary in term of implementation to attain the set goals of human capital development in school programme in Nigeria. Before Nigeria got her independent in 1960, the traditional mode of instruction gave no importance political and social and economic themes of Nigerians. At display, the Nigeria places attention on authentication and riches without comparing accentuation on character. Subsequently, instead of creating objective and energetic people, the Nigeria instructive program delivered numerous uncritical subjects who are additionally narrow minded and unconcerned with open issues (Bello-Iman and Obadan, 2004).

Inability to Introduce Social Studies Programme at the Senior Level of Education in Nigeria: Between 1971-2007, Civic instruction was educated as an indispensable piece of Social Studies. Be that as it may, the educating of Social Studies was not actualized at the senior auxiliary school in Nigeria. This infers, at the basic time when the Nigerian adolescents require powerful urban preparing, there was no sufficient arrangement for community substance in the school program.

According to Jekayinfa, *et al* (2011:149)

> "It ended up apparent that the absence of urban instruction and enthusiastic introduction had prompted confusion in schools and the bigger society. The results were being felt at all strata of our general public. The commonness of pattern of defilement, indiscipline, slight for the two seniors and the lead of law, lack of concern to obligation are a portion of the appearances of negative patterns in the Nigerian culture".

Civic Education Curriculum Lacks Proper Organisation in Terms of Content Arrangement: The disarticulated period of civic instruction in Nigeria was portrayed by disrupted educational modules content especially at the upper essential training level.

There were arrangements of duplications in the educational programmes substance inside and between instructive levels. A portion of the copied portion appeared in Table 1.

Table 2.1: Duplicated Civic Education Contents at the Upper Basic Education Level

Class	Theme	Topic
JS1	Rights and obligations of Nigeria citizens	Types of human rights
	Citizenship	Rights and duties of citizens
JS2	Nigerian constitution	Constitutional development in Nigeria
	Representative democracy	Elections and voters responsibility
JS3	Nigerian constitution	The current Nigerian constitution
	Representative democracy	Voter education and election

Source: NERDC, 2007

Based on the table presented above, it was shown that idea of Human right came up at under 3 subjects. This means that those students in JSI will understudies the idea of human rights at different situation in three times. Likewise, ideas of decision and voters' obligation/instruction seem both in JS II and JS III syllabi with similar substance in a few cases.

Unstable Civic Education Programme: Despite being at 100years of being a country, Nigeria is not capable of building a sustainable metro instruction program that can viably be utilized to create in the students' national qualities and abilities for community commitment. For the most part, the Nigeria optional school educational module endures abnormal state of precariousness. Recently presented programs are prematurely ended and supplanted with another. Adeyemi (2012) remarked that the present school educational programs is dispossessed of the rich social legacy of our kin and formal instruction gives careful consideration to the ethical preparing of the young people. This has come about into indecent laxity in the general public.

Lack of Adequate Human Resources for Civic Education: As per Shetu (2011) "Educators are basic to the accomplishment of this intense activity by submitting

successfully handle civics in schools". Regardless of the ongoing accentuation on the instructing of community instruction in Nigeria, educators are not prepared to have the capacity to educate the subject all the more viably.

Falade (2012) examined the ability of elementary teachers in the instructing of urban training in Southwest, Nigeria. He found that grade teachers don't have satisfactory community learning and they don't exhibit adequate positive metro state of mind that can assist them with having the ability of instructing urban ideas at the elementary school level. This finding verifies the situation of Adeyemi (2012) that in a few schools, History and Geography educators who don't have indepth learning about the subject are saddled with the obligation of showing it.

Recitation and Rote Learning Method: Participatory approach isn't frequently received in instructing civic esteems in Nigerian schools. The regular showing strategy use in our schools upset students from getting and exhibiting urban qualities and abilities. In situations where understudies learn community esteems and substance through recitation and repetition learning, they are not very much arranged for municipal commitment and gathering part instrument when they move toward becoming grown-ups.

2.2.6 Objectives and Importance of Civic Education in Nigeria

As encapsulated in the National Policy on Education (2013), Civic Education is to disguise feeling of capable resident and contribute maximally to national advancement. Specifically, civic education is aimed at enlightenment of the citizens on their fundamental human rights as well as their duties. Besides, citizens are to be made to acquire civic education for the purpose of making them aware of government's obligations to them. This kind of education is also aimed at ensuring possible citizen's internalization of national unity and consciousness; promotion of the spirit of tolerance and respect among citizens; promotion of self-government and teaching of participatory democracy. Internalization of positive values and attitudes in the citizenry with a view to having a better society is some other objective (Odanye, 2004). Civic education is aimed at making students see the need for them to participate in decision-making process and taking responsibility for the well-being of others beginning from the active participation in class, school, community up to the national level. Another important objective of civic education

is sensitization of understudies to assemble and reinforce their dynamic endeavors to dispose of practices like narrow mindedness, vandalism, hooliganism, disrespect, discrimination and humiliation of other people.

The importance of the study of civic education in the life of a nation cannot be overemphasized. According to Nduka (2000), Civic Education is a useful means through which a nation can restore its lost glory and solve its socio-economic problems. The series of economic challenges facing Nigeria and other parts of the world can be minimized to the barest minimum if the teaching and learning of civic education will be taken seriously. Societal problems such as prostitution, unemployment, examination malpractice, corruption, stealing, robbery, loss of cultural heritage such as respect, humility, hard work can be minimized if not totally eradicated through the teaching and learning of civic education (Nduka, 2000). It develops citizens and inculcates good values in them, thus enabling the society breed well-behaved citizenry (Ogunyemi, 2003 cited in Saka and Oyetade, 2011). The study of the subject is therefore a solution to many socio-economic challenges confronting a nation like Nigeria.

According to Hodge (2008), the main reasons for civic education are to familiarize citizens with their rights and duties as well as the democratic principles and the constitution by which the country is governed; to inculcate values necessary for the establishment of a democratic system in the citizens and to arouse the interest of citizens to participate in the political activities of their country. It thus opens people's eye to the need for them to seek redress when their rights are violated. This galvanizes them into full participation in the politics of their society.

It teaches about the political system and enables all members of the society to understand their duties to the state. The main set goal of civic education is to develop responsible citizenry, equipping them with the political, cultural, values and democratic ideals that will give them opportunity to become effective, productive and responsible citizens (Adebayo and Adeniyi, 2015). A responsible citizen is one who is aware of his duties and does not run away from such. These duties include being obedient to the law, payment of taxes, being loyal to the government and defending the country against attacks (Ajibade, 2011). Civic education, as a veritable weapon for social cohesion, justice and the good of all, can be used to kick against violence, racism and intolerance.

The relevance of the subject to democracy cannot be overemphasized as it makes the citizens understand the principles of democracy and how to participate in the establishment of the principles (Sebiomo, 2011). Democracy system got from the Greek "demokratia" which was begotten from demos (individuals) and kratos (rule), is a type of government in which control at last originates from the general population who are administered, regardless of whether through direct casting a ballot or through chosen delegates. Aderopo (2004) opines that civic education is responsible for the development of our society as it makes the citizenry stand up to their responsibilities. Citizens are able to contribute their quota to the democratic governance of their country and they are as well educated on their political culture through the knowledge gained in Civic Education. The knowledge derivable from the study is sufficient enough to solve personal, societal, political and socio-economic problems of the country. The importance of civic education has made it permeate virtually all levels of education in Nigeria.

2.2.7 Teachers' Classroom Practices

Odinko (2010) evaluated the discrepancies that exist between policy and practice of pre-school education in Nigeria by evaluating teachers' pre-school instructional modes of delivery, the size of the class and provision and use of instructional materials. The study included 93 pre-school teachers and 2859 pupils with age ranged between 4-5 years and utilized three observational instruments to record instructional delivery covering 216 class sessions in 72 pre-primary classroom settings. Frequency counts, percentages, t-test, chi-square and graphical illustrations were deployed to analyse data. The study reported that teacher whole-class interactions which were characterized by direct instruction were the prevailing approach among the teachers. It was additionally discovered that bearing of correspondence was predominantly from the educators to the entire class, whereas the more individual balanced correspondence amongst instructor and understudy happened less every now and again; utilization of play did not include; the class size ranged from 8 to 99; minimal or no instructional materials were when teaching was going on by the teacher. It therefore suggested that inclusiveness policy and practice should be recommended.

It has also been found that teachers' classroom practices may be influenced by teachers' condition of service which may eventually bringing about negative result on the

performance of pupils. Abubakar (2013) conducted a research on how teachers' conditions of service can influence pupils' academic performances in health education in Ilorin South Local Government Area of Kwara State. The study was a survey of descriptive design using questionnaire as instrument. Chi-square was conducted to answer the three hypotheses set for the study. Results indicated that teachers' remuneration level had much influence on pupils' academic performance in health education. It was further reported by the study that prompt and timely promotion of teachers had greater influence on pupils' performance academically in health education while in-service training of teachers equally had much interest on teachers' performance in the classroom and as well enhance the pupils' academic performance. The study therefore concluded that remuneration, promotion and in-service training of teachers when adequate influences pupils' academic performance. The study recommended that teachers should be adequately remunerated, promoted and trained in order that their morale would be boosted.

One of the very key factors that influence teachers' classroom practices is the school population and class size. Asiyai and Ajudeonu(2010) studied the effect of schools population and class size on the academic performance of secondary school students in Delta State, Nigeria. The study was based on survey design of ex-post facto method. 200 teachers and 500 students were selected using the stratified sampling technique. Questionnaire was used to gather data for the study while raw scores of students for chemistry, biology and physics were gathered as secondary data. Results showed that large class size negatively affected teaching and learning as it makes it difficult for teachers to give and mark assignments. Results also showed that many large class size breeds many disciplinary problems and that there was significant difference between academic performance of students from large class size and those from small class size while no significance difference between male and female teachers on the effect of class size on teaching and learning was reported. The study recommended that education planners, policy makers and school administrators should adhere to the recommended teacher: students' ration of 1:40 for effective teaching and learning in schools.

Ogba and Igu (2011) premised good and result oriented classroom instruction and learning on leadership styles of teachers in Ebonyi State Senior Secondary Schools, Ebonyi State Nigeria. The study adopted survey research design, and questionnaire as the

research data gathering instrument. The population of the respondents was 1230 senior secondary school students in their class two (SS II) while data analysis style was mean and standard deviation. The findings revealed that participatory/democratic leadership style has more positive influence in instruction and learning than authoritarian and permissive leadership styles. It was recommended that teachers through seminars, workshops and conferences be periodically retrained to help them imbibe the tenets of participatory leadership styles that they will adapt to, during classroom instruction and learning.

Teachers' classroom management proficiency has been found to influence the performance of students in economics. Atanda and Jaiyeoba (2011) studied teachers' classroom management proficiency and students' knowledge acquisition in economics in Ibadan North Local Government Area of Oyo State. The study adopted survey descriptive research design and simple random sampling was used to select 10 schools out of the 36 in the local government. Thirty teachers (30) and 150 students were further selected randomly as sample population while questionnaire was used to gather data from the students and achievement test was used for the students. The collected data were analysed through the use of Pearson Product Moment Correlation coefficient formula. Results indicated that there exist positive relationship between teachers' classroom management proficiency and students' knowledge acquisition in economics and that there was a positive correlation between teachers' good communication skills and students' knowledge acquisition in economics. The study recommended that economics teaches should be exposed to training through workshop and seminar on classroom management proficiency and communication skills.

In the same vein, principals' leadership style and supervision was maintained to be a correlate of teachers' classroom practices efficiency. According to the study carried out by Okon, Arop and Ebuara (2011) on principals' supervision of educators' exercise notes and employment execution and its suggestions for learning administration in auxiliary schools in Cross River State, Nigeria. An examination question and speculation were figured to control the investigation, while analysts created instruments specifically principals' instructional supervisory procedures poll (PISSQ) and instructors' activity execution scale (TJPS) which were face-validated and their reliability established through Cronbach Alpha coefficients of 0.74 were utilized for data gathering. Six hundred and

sixty (660) teachers (who assessed 220 principals), and 3,300 senior secondary school students who assessed the 660 sampled teachers in the 220 sampled schools. One-way analysis of variance (ANOVA) was adopted for analysis. The study found that there was significant influence of principals' inspection of teachers' lesson note on teacher job performance effectiveness. The authors recommended that principals should organise in-house workshops on lesson note writing, while Cross River State Ministry of Education should ensure that principals take internal instructional supervision seriously.

Aduramo (2014) thought of some as showing modes as student focused, enthusiasm stirring and movement situated. They incorporate reasonable change procedure, idea mapping, field/trip, guided revelation, experiential/research center and exhibit techniques. He included that most are respected has methods of direction (showing systems) as the instructors are required to utilize various them while educating. Understudies' comprehension of science and the learning techniques that are thusly utilized advance all through their educational time. The way Civic instruction is exhibited throughout the times of tutoring is probably going to influence understudies' comprehension of the subject and subsequently how they identify with science. The genuine substance and the kinds of abilities looked for inside Civic training add to understudies' impression of Civic instruction and additionally in accomplishment, capability, feeling of adequacy and learning methodologies towards sciences (Stodolsky, Salk and Glaessner, 1991).

According to Ipaye (2004), an instructor must have the information of various showing techniques, comprehend the students and their attributes; have great learning of the topic and get aptitudes in choosing and actualizing fitting showing strategies in the learning condition if the objective and targets of the exercise is to be practiced. Those encouraging procedures can be grouped into customary and present day techniques, those that bargain with the instructing of Social Sciences and Art. A basic audit by Ikpaye (2004) uncovered that instructors spread a substantial degree of real data with an exercise period in a reasonable way (address strategy), however understudies might not have space for addressing and for students-teacher interaction.

The subjective writing on viable educating accentuates the significance of higher-arrange thinking abilities (McLaughlin and Talbert, 1993). Instructing higher-arrange

thinking aptitudes includes less passing on data but rather more passing on comprehension. Understudies learn ideas and afterward endeavor to apply them to different issues, or they take care of issues and after that take in the ideas that underlie the arrangements. These aptitudes have a tendency to be passed on in one of two routes: through applying ideas to issues (applications) or by giving illustrations or solid renditions of the idea (reenactments). In either case, understudies figure out how to comprehend the idea by placing it in another specific situation. On account of an application, this may mean tackling a one of a kind issue with which the understudy is new. On account of reproduction, this may mean inspecting a physical portrayal of a hypothesis from geometry or taking part in a research center exercise that embodies a law from science. While both lower-arrange and higher-arrange thinking aptitudes without a doubt have a part to play in any classroom, a great part of the subjective research attests that the understudies of educators who can pass on higher-arrange thinking abilities and additionally bring down request thinking aptitudes beat understudies whose instructors are just equipped for passing on bring down request thinking aptitudes (Langer and Applebee, 1987).

2.2.8 Teachers' Content Knowledge

The possibility of Teachers Content Knowledge was presented by Shulman in his 1986 paper and is additionally expounded in his paper in 1987. Instructors Content Knowledge is characterized as an amalgam of learning that makes conceivable the change of information into effective, open to instruction frames which understudies could without much of a stretch comprehend (Shulman, 1987). The amalgam of information alluded to in the announcement above is that of substance and teaching method. Educators Content Knowledge is viewed as instructors' unique type of expert comprehension (Shulman, 1987). Instructors Content Knowledge gives a stage to Content Knowledge mixed with instructional method as an essential for the adventure of educator planning. In portraying Teachers Content Knowledge Shulman (1986) mulls over the manners by which instructors educate their subject, having recognized what they think about the subject, understudies and educational programs they are managing and along these lines how educators change their insight into a specific theme. As per Shulman (1987, p. 8),

There are seven classes on which educator learning for teaching should be introduced. These include:

(I)   Content learning (CK)

(ii)   General educational information,

(iii)   Curriculum learning,

(iv)   Pedagogical content learning (PCK),

(v)   Knowledge of students and their qualities,

(vi)   Knowledge of instructive settings,

(vii)   Knowledge of instructive closures, purposes and values, and their philosophical and chronicled foundations.

Among the seven classes above, Teachers Content Knowledge and Content Knowledge are assigned as two distinctive learning bases for instructing; PCK is characterized as amalgam of substance and instructional method. This implies Content Knowledge has a huge part or effect on Teachers Content Knowledge as it frames some portion of the builds which characterize Teachers Content Knowledge. A progression of studies led by Shulman, gave prove that; learning, comprehension and expertise we see showed haltingly and once in a while breathtakingly among tenderfoots are exhibited easily by the master.(Shulman, 1987, p. 5)

In Shulman's view, Teachers content information is a type of viable learning that is utilized by educators to control their activities in exceptionally contextualized classroom settings. In Shulman's view, this kind of practical data includes, notwithstanding different things: (a) data of how to structure and address educational substance for control training to understudies; (b) data of the ordinary starts, confused judgments, and inconveniences that understudies encounter when learning particular substance; and (c) data of the specific teaching procedures that can be used to address understudies' adjusting needs particularly classroom conditions. In the perspective of Shulman (and others), Teachers content learning expands on different types of expert information, and is accordingly a basic—and maybe even the vital—constitutive component in the learning base of educating.Shulman's perception is extremely fascinating as it permits a comprehension of what specialists have or do which makes them marked as the individuals who effectively show the learning,

aptitudes and understanding depicted previously. Various specialists have demonstrated enthusiasm for Teachers Content Knowledge particularly scientists in the field of science training, for instance Bishop and Denley (2007), Park and Oliver (2008). Educators Content Knowledge isn't just information that instructors ought to have; it enables instructors to reason about their Content Knowledge, and it empowers them to be adaptable in utilizing their Teachers Content Knowledge, changing it as indicated by the originations and misinterpretations of their students. This procedure enables instructors to build up a comprehension of applied portrayals and instructional techniques which address the troublesome subjects with the goal that students can fathom that particular point.

Shulman (1986) expounds the significance of Teachers Content Knowledge, expressing that: Teachers content information additionally consolidates a cognizance of what makes the acknowledging of specific focuses basic or troublesome: the beginnings and suppositions that understudies of different ages and establishments pass on with them to the learning of those most as often as possible showed subjects and lessons. In the event that those previously established inclinations are misguided judgments, which they so regularly are, educators require information of the systems well on the way to be productive in redesigning the comprehension of students, in light of the fact that those students are probably not going to show up before them as clear slates. (Shulman, 1986, p. 9 and 10). The advantages incorporated into the ownership of Teachers Content Knowledge are additionally shown by Shulman's view that: Within the classification of Teachers content information, I incorporate, for most consistently showed points in a solitary's branch of information, the most profitable kinds of depictions of those contemplations, the most extraordinary analogies, outlines, representations, illuminations, and displays – in a word, the techniques for addressing and figuring the subject that make it possible to others (Shulman, 1986, p. 9).

The last two statements show up in the larger part of investigations of Teachers Content Knowledge which have been directed after the production of Shulman's papers in 1986 and 1987, for instance Bishop and Denley (2007), and Park and Oliver (2008). These investigations underscore the significance of Content Knowledge and Teachers Content Knowledge and demonstrate the manner by which they are firmly identified with each other. It is nearly impractical to say Teachers Content Knowledge without additionally

clarifying the term utilizing Content Knowledge to characterize it. Numerous thoughts and models of Teachers Content Knowledge are based upon this comprehension and thus it is critical for this investigation to recognize the build of general Teachers Content Knowledge despite the fact that my examination depends on Teachers Content Knowledge in a particular subject.

2.2.9 Teacher's Perception of Value of Civic Education

The shortfall in students' citizenship knowledge, values and practices according to Ogunsanya, Ajiboye and Olubela (2010) contributes largely to an unending hole between the yearnings and dreams of the founding fathers of the country and the current socio-political realities. Lamenting this trend, Nduka (2004) remarks that many Nigerians exhibit unethical attitude in every aspect of life. To him, indiscipline is normal in the nation and it is exemplified by wild conduct in broad daylight places, rashness in driving, rough violations, absence of regard for peace, widespread covetousness, misuse of kindred subjects, poor mentality to work, absence of pledge to sound moral qualities, conning, digital wrongdoings, and extortion including the famous advance fee fraud (419). Amosun and Ige (2010) indicate that, young people in Nigeria like numerous nations of the world are creating dependence on psychoactive substances, which has significantly increased the number of accidents and untimely deaths. More worrisome, according to Egegbulem (2013), is the situation whereby students are discovering it progressively hard to lead alluring lifestyles, especially in the regions of human connections, obligation, regard, dutifulness and efficiency. Oyeleke (2011) observes that students' level of civility could be said to be low, a wonder inferable to a great extent to the breaches of the school and home. Students show political lassitude and obvious flagrant display of indifference to voting and electoral matters in Nigeria. This trend must be discontinued if Nigeria is to experience a transformation from the current socio-political oblivion.

Farouk and Husin (2011) express that it is critical that understudies 'disguise that majority rules system in not an observer's game and thus esteem dynamic citizenship as a crucial component of open life'. This announcement makes specific specify in the section and consistent with the creator's conviction of how city training and thoughts including qualities ought to be instructed. It advocates dynamic support, and experience-arranged

instructing learning strategies for urban training and community obligation, than detached educating learning forms. As different key standards of vote based life are being required to give the reaction and conceivable answers. Educators and instructor training at that point end up pivotal components to metro training, which may incorporate the focal point of educator instruction courses and maybe fundamentally, the attributes of educators themselves.

Having upheld academic styles that draw in understudies outside of the classroom, when a part of direction happens inside the classroom itself, it ought to have positive impacts no political states of mind and conduct. These can happen when understudies see their class to have 'open atmospheres' the place understudies are urged to investigate and express contrasting perspectives on dubious issues. The class can be keep running as a good and equitable framework bringing about an ethical group (Karsten et al., 2002). Instructor teachers should be available to the investigation of thoughts, endure strife of thoughts and beliefs and esteem understudy feeling. Colleges and schools have a commitment to enable understudies to lead moral, intelligent and satisfying lives, however it needs to likewise be understood that understudies enter advanced education with a lifetime of encounters and good lessons (King, 1997). Understudies have a considerable measure of information, abilities and states of mind preceding entering our classrooms that educators need to work from. These can be produced through fitting instructional method and additionally schools and colleges themselves to be models of how a more comprehensive, equitable city society can work (Guadiani, 1997).

As expressed before, understudy educators of the tested instructors' school just recommended usage of community training through the formal training framework. In any case, it must not be overlooked that community instruction can be stretched out through collaboration with the home and society. This is imperative acknowledgment on the grounds that the tyke is clearly impacted by life at home, life at school and life in the group. At the point when there is arrangement between values instructed at school, the home and the youngster's host group, there will probably be long haul conduct and cognizance being disguised (Lee, 2001; Levine, 2010). What's more, helping execute citizenship and urban training can likewise be non-administrative associations, not only the sole territory of the formal educational modules (Farouk and Husin, 2011).

2.2.10 Students' Civic Knowledge of Civic Education

One way of identifying civil citizens is that they are involved in activities that could promote the development of their society. Russell (2011) asserted that, good citizens are members of the society who are involved in doing things like speaking out, voting, organizing, volunteering, helping the needy. However, citizens need to have adequate knowledge if they must stand up to their responsibilities. Learning is comprehension of or data about a subject which a man gets by understanding or study, and which is either in a man's psyche or known by individuals for the most part (Cambridge Advanced Learner's Dictionary). Falade, (2011) described knowledge as a concept referring to information, skills and understanding which one gains via learning, exposure or experience. When a student recalls or recognizes some ideas or phenomena which he experienced during an educational process, it is called knowledge (Oyetade, 2003).

Knowledge is concerned with action. We gain knowledge when we carry out activities. Knowledge supplies the courage to have opinions, and opinions lead to action (Russell, 2011). When there is lack of knowledge, we always have inertia to express our opinions on issues. This can make us to be apathetic, disengaged and disconnected from the system. And, we become easily manipulated by propaganda.

Rusell (2011) described civic knowledge as having to do with the ability to identify the great failures of the recent past, and to say something about their cause. Falade (2010) described civic education as the information, ideas and facts which students acquire eon civic and political religious settings and peer group. Civic knowledge has to do with what citizens ought to know, including both center learning and the capacity to apply information to various conditions and settings (Bayero and Ubah, 2011). This may involve the knowledge of major historical eras, relationships between organs of government, functions of government, political heroes, past leaders, current social challenges and systematic solutions to making changes (Guilfoile and Brady, 2014).

Factors that determine the level of students' civic knowledge may include the form of government in power, home factor, cultural issues and classroom condition. According to Purta, Schwile and Amadeoo (1999) cited in Falade (2010); students who are from educated homes demonstrate more civic knowledge than the others, and that schools that model democratic practices in classrooms, by creating room for discussion promote civic

knowledge more than other. Purta and et al. however observed that this kind of learning environment is rare across schools.

2.2.11 Students' Civic Values of Civic Education

According to Peter (2004), debasement denies nations of their possibilities. Debasement in extensive scale open undertakings is an overwhelming hindrance to maintainable advancement and results in significant loss of open assets required for instruction, medicinal services and destitution lightening both in created and creating nations. It is no more a secret that some most notable Nigerian citizens especially the political class have not improved the situation even among those in the scholastic cycle with their regularly expanding degenerate and fake practices. Renumeration and defilement, joblessness, poor or close nonappearance of social and infrastructural offices, over reliance on the oil area for Federal Revenue and Income, poor hard working attitude, expanding natives disappointment and alienation with those at the helm of affairs of the country, political structure and authoritative flightiness, deficient subsidizing of the instructive, wellbeing and other key divisions, disregard of farming and other non-oil delivering/producing parts, kept assembling of low quality, face and sub-standard products and ventures, over dependence on imported stock, incapably controlled capital and cash related market, hereditary, ethnic and religious squabbles, vagrancy, destitution and swelling, tainting, prostitution, cure trafficking, impulse, hunger, poor upkeep culture, absence of sound judgment, lacking security and aloofness for human life and property, outfitted and pen robbery and others (Nworah, 2004).

Another effect which has contributed immensely to the bad image of Nigeria may be attributed to the long and constant military intervention with its tendency of dictatorship which culminated in the reckless looting of the country's treasure. In addition, the unabated abuse of the rights of the citizens characterized by the collaborated uncivilized attitude of the then Independent National Electoral Commission (INEC), the Police and the Judiciary as witnessed in the conduct of elections from the state to National levels and the subsequent judgment passed by Election Tribunals and the law Court leaves much to be desired. In 2004 the United Nations Conference on Trade and Development (UNCTAD) at an open discussion in Lagos Nigeria, called attention to that Nigeria's poor

picture is denying it the truly necessary outside speculation to quicken its monetary development.

Just like other countries like Britain, United States etc, where civil education was used to solve its problems, Nigeria's bastardized image can comfortable be republished through civic education. The role of civic education it the rebranding of Nigeria is not an issue for debate as it is a more appropriate and liberal subject which would address the numerous problems this country is undergoing as there are other opportunities of divergent views that can generate in the individual values and attitudes or mind such as positive self-concept, self-confidence, personal freedom and so on. In addition, civic education promotes broad interests, cooperation, tolerance and sympathy with all ethnic groups, races and creed. It further creates in the citizenry the understanding of the political and social economic, problems of the country and the ability to exercise judicious judgement. Civic education as a subject is used in rebranding Nigeria as it focuses on the making of good and active citizenship, creating a desire for intelligence and willing to participate and represent in civic and social responsibility.

The role of civic education in rebranding Nigeria through the development of moral and social values cannot be doubted or over-emphasize. This view as concretized by Dewey (1944), who state emphatically that any study so pursued that it increased concern for the values of life, any study producing greater ability to promote that well-being is humane study. There are values of the mind that capable of rebranding Nigeria with divergent interests. Countries like Western Germany, Britain, Sierra Leone, Ethiopia, Japan, Thailand, Canada and United States of America introduced civic education in their school curricula in order to help build human citizens. The aim was to reform societies believing that their improvement could easily be effected through the proper development of the individual that compose the society.

Civic education should develop in individuals the capacity to learn and acquire skills, abilities and competence both physically and morally as necessary equipment to live and contribute meaningfully to the development of the country. Civic education being a unified and integrated course of study should utilize its problem solving approach in attacking social ills and vices like armed robbery, money laundering, corruption, religious cum-political violence, kidnapping, cultism among others. It should be capable to correct

the inadequacies of the society and instil in Nigerians social values and attitudes such as cooperation, love for one another and the country, honesty, patriotism, integrity, uprightness, loyalty, open-mindedness, interdependence, obedience to elders and constituted authority, godliness just to mention few.

Civic education should be capable to raise a new generation of youths who can think for themselves, respect the feelings and views of others, respect the dignity of labour, practice and appreciate those well cherished values enshrined in the nations' National objectives which are freedom, democracy, justice, egalitarianism, unity, self-reliance, social-economic dynamism, brightness and fullness of individuals.

Civic values are orientations needed for democratic character formation. Branson (1998) cited in Owen (2015) asserted that civic values are those traits which are relevant to the support and change of protected vote based system. Values which entail a range of interpersonal and intrapersonal virtues and behaviours that provide a foundation for individuals' active embrace of the norms of good citizenship, encompass people's motivations for civic engagement (Torney-Purta, 2004).

Furthermore, civic values can be viewed as having a worry for others' rights and welfare, reasonableness, sensible levels of trust, and a feeling of open obligation (The Campaign for the Civic Mission of Schools, 2011). Citizens possess civic values when they evince a strong democratic temperament by their willingness to compromise personal interests for the good of the entire society (Stambler, 2011). Such citizens will also embrace their democratic rights, responsibilities and duties in a responsible, tolerant and civil manner. They engage in civic affairs and participate actively in political matters. As asserted by Alexis de Tocqueville (1835) cited in Owen (2015), civic values are those habits formed at heart and exhibited in the society; they are element of civic culture (Dahlgren, 2011) and civic virtue (Peterson, 2011).

Civic values are an essential component of civic education instrumental for a constitutional democracy to thrive. These values, according to Morgan and Streb (2011), Torney-Purta (2004), Campaign for the Civic Mission of Schools (2011), include among others regard for the standard of law, a guarantee to equity, balance and reasonableness, trust in government, metro obligation, mindfulness to political issues, political viability, political resistance, regard for human rights, worry for the welfare of others,

respectfulness, social responsibilities, as well as community connectedness. These make people see themselves as members of the society and accept the moral and legal obligations of a democracy and take personal responsibilities for their actions (Kahne, Bernadette and Ellen, 2006). Branson (1998) cited in Owen (2015) opined that civic dispositions keep citizens with a view to ensuring that their activities are principled, and work through tranquil and legitimate intends to change any unreasonable approaches.

2.2.12 Students' Civic Skills

Civic skills has been described as endeavoring to have any sort of impact in the city presence of our gatherings and working up the blend of learning, capacities, characteristics and motivation to have the impact. It infers propelling the individual fulfillment in a gathering, through both political and non-political methodology (Oryx Press, 2000). It is further perceived as encompassing activities wherein people take an interest in exercises of individual and open worry that are both exclusively life enhancing and socially helpful to the group – this is in tandem with the goal of every meaningful education, which is personal and social development. The ability to proffer solutions to personal and social problems makes an individual educated.

Civic skill is a tool instrumental for risky behaviour reduction. It increases increased success in schools and leads to greater civic participation. However, many citizens do not exhibit many important characteristics of citizenship (National Conference of State Legislatures). Civic skills provide youngsters with chances to pick up work understanding, gain new abilities and to learn obligation and responsibility over the span of adding to the benefit of their networks (Levine, 2010). In the same vein, Bloom (2000) asserted that if adolescents are allowed to engage in extra-curricular activities and community activities, it will strengthen their civic competence (Bloom 2010). If students are not connected to their communities, they may engage in negative behaviour such as substance abuse, delinquency, risky sexual behaviour and dropping out of school. Thus, civic engagement can be said to be instrumental to the success of young people in life.

Civic education can make a way where there is no way, the way to a viable and stable peace and security in Nigeria. Civic education has been used all over the world to solve problems militating against human security, especially in the United States of America where it originated in the 1950's. Kochar (2002) posited that the philosophy of

civic education among others is to establish and promote good human understanding and relationship among the people of the world, to develop new approaches to the solution of problems, and to promote democratic principles and values among people of the world.

Civic education as the name suggests is the study of the civil society, and the objectives can be looked at from different perspectives. According to Zaria (2007) in his lecture notes on values, inquiry, decision making, and social action in civic studies, notes that civic education as a control is administered by the conviction that it can emphatically impact, alter and alter individuals' conduct in the course of acknowledged standards, values convictions demeanors and practices of the general public. The teaching of civic education can solve the problem of disunity, ethnicity, election rigging, religious intolerance, bank robberies etc. the inculcation of the right attitudes and values in individuals through social studies can be great values to Nigeria as a state. Her social, political, economic and religious problems will be eradicated in the long run.

Civic education seeks to give the people knowledge about their society and the wider world; and about the functioning of their government together with that of social institutions in their society. It also seeks to equip them with facts about life, concepts, ideas and philosophies that influence policies and decision-making in various forms of activities in the society. A special aim of Social studies education is to create desire in people to perpetuate those principles of justice and humanity that control the life of a nation, to create national awareness, which cause the heart to beat at our country's glorious past and present.

Agbatse (2003) in citizenship education, civic education seeks to help citizens become active citizens who will participate effectively in the dynamics life of the society. It helps them to know their rights and privileges, duties and obligations within the society, their rights and be alive to their responsibilities. It aids them to know how they are governed, what the society is expected of them and what they would expect from other members of the society. The list can never be exhausted. Therefore, civic education role in a viable and stable peace of the country can never be over-emphasized.

According to Ebute (2013), the teaching of civic education can positively influence the behaviour of people in the direction of accepted norms, values, beliefs, attitudes and practices accepted by the society. Therefore, any Nigerian citizen that passes through civic

education is armed with the knowledge relevant for the promotion of peace and security and he/she is fit to be a functional member of the society. A citizen who will know about his environment, who will understand his people, who will care about the peace of this country, who would ask if I do this how will it benefit by people, who would ask if I do this how will it affect the generations to come, who will know and who will care about our future and who will build a strong united Nigeria.

The author further recommended that civic education teachers at various levels of the education system should be professional by training, should be role models for their students for civic education to achieve its goals and objectives, should develop skills and attitudes of peace, activities where groups of students interact and help each to learn better and faster. It further recommends that government should be concerned with the development of peace education clubs in schools and school authorities should design some activities like video shows on violent crises showing the negative effects of such violent occurrences.

2.3   Empirical Review of Literature

2.3.1   Teachers' Classroom Practices and Students' Civic Knowledge

Bernard (2006) suggested that civic education ought to teach youngsters on the most proficient method to be politically educated utilizing main problems. This is on account of being educated to regard the law without figuring out how terrible laws can be changed and better ones elevated has a tendency to make passionless proposes instead of dynamic nationals. He kept up that municipal instruction does not just look to ponder social issues in the general public however it endeavors to recognize, investigate and discover answers for them. Okereke and Oti (2001) observed that in civic education theoretical and phenomenal variables are built into a curriculum and conveyed to young citizens in order to become the type of citizens that nation desires.

However, Berlak (1968) argued that civic training ought not be customized upon the thoughts of what is alluring however upon the experimental and virtual supposition about what is and will be. Apparently, no matter the approach used in the preparation of the content of civic education greater attention is paid to the burning issues affecting a nation-state. The re-definition of civic education in America through education helped to minimize the issues of racism (Attah, 2010). The American Dream phenomenon which is

a hope of achieving success and prosperity through hard work expressed by the immigrants could be termed the bedrock of civic education.This helps the citizens not only to understand their own group but more importantly to understand the whole network of relationships which their group has with other group. It is upon this that such citizens can talk of much beleaguered unity in diversity (Okereke and Oti, 2001). The instructing of metro training empowers students to think past their individual and ethnic interests; along these lines making them to endure and regard the perspectives of others. Thus, Awosolu (1993) concluded that civic education is that type of education use to prepare members of plural societies to be more peaceful and have unity of purpose. It is the role of civic education in a plural society like Nigeria to inculcate an attitude of civil education.

Obike (1993) noted that civic education teaches attitudes and values in current affairs and include the ways of democracy. Uribe (2007) believes that an increase in democratic participation decreases the likelihood of societies resolving conflicts through violence and war. He further asserted that civic education has the capacity of producing responsible citizens who will demand governments which are accountable to the standard of peace. Okereke and Oti (2001) maintained that civic education provides the citizens with much needed information their rights, responsibilities, the political processes and governance to a degree where misgivings and prejudices about government policy becomes a thing of the pas. Obike (1993) in alignment to the above opined that civic education shows states of mind and values, and in this way, pretending as an encouraging technique can encourage the law based process and national cognizance in administration preparing program. Individuals should be legitimately taught so as to fathom better, the general viewpoint about human presence and life, disregard parochialism and grasp objectivity which is crucial to advancement and religious agreement (Okoh, 1983).

Attah and Abdullahi (2013) posited that civic education is the only weapon to salvage Nigeria from the thorns of insecurity and violent conflict; in the sense that a lot of intellectual materials are assemble in the course to justify the uniqueness of diversities among human race in terms of culture, language, history, technological and geographical features. This, to an appreciable extent, will facilitate respect for dignity of human person. In addition, it is an avenue for leadership training, where students of dissimilar disciplines

are exposed to rudiments of statesmanship, management skills, governmental procedures, accountability, and tenets of democracy and so on.

However, current trends in the teaching and learning of civic education are characterized by numerous inadequacies which forestall the desired objectives of civic education in Nigeria. Hence, unhealthy citizenship has continually mustered insecurity and violent conflicts in every section of the Nigerian nation. Attah and Abdullahi (2013) therefore concluded that civic education should be extended to all levels of education. The teaching must be with necessary instructional media to transmit those experiences outside the immediate school environment, the curriculum content and sequence of teaching civic education should be well articulated and present in an integral form, role playing method of teaching should be employed in civic education.

The authors further suggested that there is the need to introduce a course of study at the all levels of education for the preparation of well-grounded teachers who will handle civic education as a field of study. In addition, postgraduate courses in civic education should be introduced at the universities. Schools should endeavour to avail reasonable time and resources for teaching and learning civic education. There should also be an exchange programmes which should be encouraged among children from various background to meet and interact socially and intellectually not necessarily for competitions and school children should be permitted to visit relevant institutions under the guidance of teachers as part of civic education.

Success in the teaching and learning of civic education has been a nightmare as a result of unfavourable classroom practices. The practices that can lead to an effective teaching and learning process of the subject have been inadequate (Lawal and Okam, 2011). Falade and Adeyemi (2015) discovered that the inadequacy of material resources, mere recitation, rote learning of civic values and skills, as well as lack of teachers' interest in teaching the subject have been responsible factors for low level of students' performance in civic education.

Leeds, Stull and Westbrook (1998) and Alex (2014) observed that students learn more through lecture method than active learning methods. This opinion has been supported by Qualters (2001) opining that students do not favour active learning methods. Casado (2000) also came out with similar findings having examined students' perceptions

across six teaching method and realized that students most preferred the lecture method. This however contrasts with the findings of Naylor (1996) which favours active learning methods. Fry, Medsker and Bonner (1996) also have the same observation. They opined that an effective teaching/learning method is one of that involves the participation of students. Also, an investigation directed by the McClanahan and McClanahan (2000) including two classes of understudies demonstrated that in one class, the lion's share (64%) favored dynamic learning techniques, while in alternate class, just 43% favored dynamic learning method. According to Damodharan and et al, students prefer to be taught by humorous teachers. This increases their level of performance in the subject taken by such a teacher. However, it may not be possible for a teacher who is unhappy with the subject taught by humorous in the class.

There have been two or three examinations on instructional materials and shrewd accomplishment. For example, Isola (2010) drove an examination on the impacts of instructional assets on understudies' execution in West Africa School Certificate Examination (WASCE) in Kwara State. He connected material assets with scholarly accomplishments of understudies in ten subjects. Information were collected from the subject instructors in relationship with the advantages utilized as a part of the teaching. The accomplishment of understudies in WASCE as far back as five years was identified with the points of interest accessible for training every last one of the subjects. He considered that material assets by and large impact understudies' accomplishment in every single one of the subjects. Consequently, Moronfola (1982) completed an examination in Ilorin Local Government Area in Kwara State. She utilized audit to amass information on the material assets open for the preparation of some picked subjects in ten optional schools and related these to understudies' accomplishments in every single one of the picked subjects and to the measure of points of interest accessible for the instructing of the subjects. Disclosures displayed an essential impact of material assets on the understudy's scholastic execution in these subjects. Igu, Ogba and Igwe (2014) have also learnt credence to the above view by discovering from their research on the teaching of social studies that the use of various types of instructional materials facilitates the teaching of all subjects and students' performance. Iyunade (2014) worked on the availability and utilization of instructional material and found out that when instructional materials are

effectively utilized, it makes students comprehend abstract ideas and complex concepts and thus advocated the use of adequate instructional materials to teach.

However, it has also been discovered that when instructional materials are not readily available, students achieve much when their teachers effectively take recourse of improvisation. Oladejo and Olosunde (2011) discovered that understudies who were instructed with ad libbed materials additionally performed well. Ad libbed instructional materials energize imagination, bringing learning home wards and regularly more qualified to the climatic states of the neighborhood government which enhance and improve understudies' accomplishment. This perception has been upheld by (Olosunde and Ishola). It anyway repudiates that of Bassey (2002), who announced that understudies instructed with adlibbed materials did not perform well.

2.3.2 Teachers' Classroom Practices and Students' Civic values

Owen (2015) examined the impact of "We the People professional Development (WTPPD)" and the "We the People Curriculum" on students' acquisition of civic dispositions such as respect for the rule of law, political attentiveness, civic duty, community involvement, commitment to government service, political efficacy and tolerance, and observed that students who were taught with the use of simulation, resource persons and questioning method acquired greater knowledge about government and political issues. It was equally observed that the porgamme, which focus on simulation, use of resource persons and adequate assessment towards helping students develop civic competence, enabled the students used as the experimental group to be politically tolerant (Brody, 1994; Neimi, 2001; Soule and Nairne, 2009). In other words, the researchers observed that the WTP students became more tolerant of others whose views disagreed with their own. This establishes the fact that high quality civic education can have a substantial positive impact on senior secondary school students' development of a range of civic dispositions which are essential for good citizenship (Owen, 2015). If civic education can be so practically taught in Nigeria, it is not in doubt that citizens' rate of political apathy will drastically reduce; corruption will be less pronounced in the country; national integration and unity will be strengthened, and justice will prevail. Okwilagwe (2005) and Falaye (2007) found out in their separate studies that teachers always give very little opportunity for students' initiated behaviour and hardly involve them in the teaching

learning process. This gives credence to the finding of Nwaubani (2005) that if pupils are taught and given opportunity to participate in classroom activities, they will learn and retain facts and information better. Adetayo (2011) equally discovered that although teachers are experienced, they dominate their social studies classes.

2.3.3 Teachers' Classroom Practices and Students' Civic Skills

Ajitoni, Salako and Ojebiyi (2013) observed the need for teachers and schools to have an increased obligation to help students become skilled at behavioural abilities that will endow them for responsibilities in the community and to get involved optimally to the output of their communities. The researchers further encouraged schools to be concerned with the development of skills in interpersonal relationships in multicultural classrooms, with the adequacy of students' relationships to their classmates and teachers, as well as to themselves individually. They also encouraged teachers to create a healthy learning environment with an adequate instructional style that would encourage learners to freely participate in class activities through which they could help shape the attitudes, values, aspirations and social behaviours of one another. Stephen (2012) discovered that students' civic engagement performance is very low, as a result of the low level of teachers' classroom environment in that democratic principles such as freedom of expression and discussion-based learning are not part of the regular classroom experience. In a similar vein, Owen, Doom and Riddle (2016) discovered that an open classroom atmosphere is by a wide margin the most basic condition for making connected with residents. Understudies who feel good talking about governmental issues in a deferential and empowering classroom condition are generously more positive about their capacity to take part in legislative issues and more slanted to partake.

Owen (2015) also examined the impact of "We the People professional Development (WTP PD)" and the "We the People Curriculum" on students' acquisition of civic engagement and observed that students who were taught with the use of simulation, resource persons and questioning method acquired were eager to voice their opinions on class activities. Alyssa and Brittany (2010) discovered that students show a high level of response to divergent questions which allow them to participate as they all are able to voice their opinions and thoughts. However, the teachers they observed lacked effective

questioning techniques as they were asking questions rhetorical questions rather than divergent questions.

Iqbal, Muhammad, Alam, Shafiqur, Wajid, Aqila and Farman (2012) worked on Instructor's Perceptions of Classroom Management, Problems and its Solutions and discovered that the educators know how to make exercise arrangements and the instructors likewise utilize the injury designs adequately to teach and learning in classrooms, and that the educators do make exercise arrangements consistently for classroom educating in classrooms. The investigation additionally discovered that the educators don't utilize the accessible assets successfully in classroom. The educators utilize basic dialect to clarify ideas in classroom which helped the understudies to react emphatically. It was likewise watched that the educators utilize their dialects successfully in classroom.

2.3.4 Teachers' Content Knowledge and Students' Civic knowledge

The challenges militating against civic education in this part of the world have been identified as lack of adequate human resources (Falade and Adeyemi, 2015). They observed that teachers are ill-equipped to teach civic education properly, as a result of the fact that universities' programmes have not been well designed towards producing graduates in civic education. This view has been corroborated by Hudson (2006) who observed that the little relevant knowledge gained in the university with which teachers teaches the subject does not make them confident of themselves as qualified civic education teachers. In the same vein, Rasmussen (2006) discovered that teachers' lack of formal training to teach civic education has also contributed to the poor teaching and hence low performance of students in the subject. This view has also been upheld by Goudie (2006), who discovered that formal training is vital for anyone who will teach civic education effectively. Judith, Wendy and Carolyn (2005) researched and observed that the introductory instructor readiness and ensuing expert advancement impact understudies' municipal capability. Although, many students study civic education in secondary schools, yet, there is a disconnect between what students study and what they learn. This is because only few of the students demonstrate solid academic performance (Richard and Andrew, 2012).

Students' performance in civic education was observed low as a result of the fact that that the students were inadequately exposed to the content of the curriculum (Ihedoro,

2006). Ajiboye (2002) lent credence to the above observation by asserting that, there is poor knowledge of political concepts amongst students, which may be as a result of the low level of civic knowledge of teachers as well as substandard teaching and learning atmosphere in the Nigerian school system.

2.3.5   Teachers' Content Knowledge and Students' Civic Values

Hudson (2006) observed that the little relevant knowledge gained in the university with which teachers teach the subject does not make them confident of themselves as qualified civic education teachers. He observed that teachers who lack confidence in the subject they teach are unable to produce confident students. In the same vein, Rasmussen (2006) discovered that teachers' lack of formal training to teach civic education has also been attributed to the poor teaching and hence low performance in civic values. Adebayo and Adeniyi (2015) opine that civic education is a subject that inculcates the spirit of obedience and respect to the State in people. Obedience is the act of compliance to the commands of a legitimate authority Blass (2000), and respects its dignity, mutual care and regard, and emotional and physical safety. They however asserted that society is still replete with disrespect and disobedience as a result of the failure of teachers to discharge their duties appropriately.

2.3.6   Teachers' Content Knowledge and Students' Civic Skills

Gbadamosi (2013) worked on the impacts of showing citizenship segment of social investigations on grade school students' municipal learning and abilities and found out that civic knowledge enable learners to understand political, economic, social and technological spheres of human existence to address various challenges of humankind, which implies that the learners can be prepared for leadership challenges if they will be adequately taught the content of civic education. Researchers such as Tovmasyan and Thoma (2008), Falade (2010), Wing Yee Lo (2009), Salami (2011) have also observed that one of the factors that bring about learners' civic disengagement is teachers' low knowledge of civic education concepts. They observed that many teachers performed below average when exposed to civic examinations. Their view is corroborated by Print and Lange (2012) who found out that very few teachers teaching civic education in

secondary schools are qualified in terms of training and preparation in citizenship education.

2.3.7 Teachers' Perception of Values and Students' Civic Knowledge

It is imperative to note, however, that the way urban training is executed is urgent. As King (1997) clarifies, citizenship training and character improvement can be conveyed inside the formal educational modules, however the way it is conveyed likewise matters. Karsten, Coga, Grossman, Liu and Ptiyanuwat (2002) stretch that in urban instruction it ought not to be about memorisation, but rather additionally projects and exercises that upgrade participation, basic reasoning and resilience. Anyway great, the nature of learning materials, there might be little impact if municipal instruction and urban learning happens just in a shut classroom. Off-grounds learning encounters help creates moral thinking of understudies (Pascarella, 1997). Understudies need to try the correct standards, just like a decent individual is more than essentially realizing what is ethically right. Regardless of how much information one has increased about being a decent resident and regardless of how one is inspired and touched by certain ethical qualities, it winds up futile when it comes isn't polished in regular daily existence. A definitive objective in urban instruction is acting than simply knowing (Lee, 2001).

The three key components of a law based learning process, as indicated by Ehrlich (1997, p. 59) are that the 'procedure ought to connect with understudies in connecting the dividers of the classroom and into the encompassing group' and concentrated on issues to be understood. It ought to likewise be community amongst understudies and understudies and understudies and staff. Also, Ehrlich implies that instructively, these three components of the vote based learning procedure would convert into group benefit learning than shut classroom learning, issue based learning rather than train based learning, and community oriented learning instead of individual learning. Group benefit learning, as promising teaching method for municipal training, can show up in different structures: guide help or token to a distinguished need zone, instruction and effort exercises or basically doing strategy examination and research into how a group functions and approaches to help have an effect. It ought to include dynamic, hands-on readiness of understudies (Ehrlich, 1997).

2.3.8 Teachers' Perception of Values and Students' Civic Values

A third key of civic education are civic dispositions or civic values. They involve governance and citizenship. These terms allude to the qualities of city ethics and open character which add to the support and change of just society. Qualities of private character, for example, moral duty, self-restraint and regard for the value and nobility of each individual are basic, while open vivacity, class, regard for the govern of law, basic mindedness and readiness to tune in, arrange and bargain are crucial to majority rules system's prosperity (Stimman Branson, 2004). Municipal miens, as metro abilities, grow gradually after some time and because of what one realizes and encounters in the home, school, group and associations of city society.

The Council of Europe and the EDC Project (Education for Democratic Citizenship) sees majority rule citizenship as a formal status as well as capacity to act successfully, mindfully and innovatively as subjects paying little heed to the sort and level of training, calling, or age, every individual must procure center capabilities for just citizenship. EDC inventories proposed following competencies:

1. Knowledge (organizations, international society, structure, international co-responsibility, and function of social institutions and rules for participation);

2. Skills (exchange, collaboration, cooperation, oversee and resolve clashes, inventive reasoning, basic reasoning, reflection, etc.)

3. Attitudes (respect for oneself and others – respect for the minority opinion, confidence and trust in oneself and others), and

4. Values (correspondence of chance, human rights and objectivity, scholarly opportunity, resilience, solidarity, freedom and concurrence, collaboration, consideration, comprehension of and regard for others and the earth (Grindall, 1997).

5. According to Duerr, Spajic-Vrkas and Ferreira Martins (2000) education for democratic citizenship promotes a three-dimensional development on an individual: cognitive (understanding of concepts and values of democracy and their functioning such as democracy and democratic principles, human rights and freedoms, globalization, citizen, civil society, and development).

2.3.9 Teachers' Perception of Values and Students' Civic Skills

There was a study on the perception of teachers towards the inclusion of pupils with low vision in regular primary schools in the Winneba Municipality, Ghana by Dogbe, Nyade and Yeboah (2011). The authors premised the study on the assumption that teachers' believe children with special needs have no place in regular classrooms since their inclusion will make their work difficult, time-consuming and burdensome. The study also speculated that head teachers in regular schools do not admit children with special needs because they believe the presence of such students will lower the academic standard of their schools. The study was guided by a survey of descriptive type while opinion questionnaire was used as the research instrument.

The analysis of data was based on verbatim quotation of responses. Results indicated that the teachers were ignorant about the visual problems of the students while it also came to light as far as the result of the study is concerned that the head teachers were reluctant to register the low-vision pupils for the final examination because they feared their inability to do well will threaten the overall performance of the schools in Basic Education Certificate Examination. It was also found that majority of the low vision pupils were socially withdrawn and isolated from sports and games. The study recommended that prospective teachers are given intense pre-service training inclusive education to equip them with the knowledge of special needs cases they would meet later in their classrooms.

Arranged by quality, learners' instructors of Teachers College X proposed that urban training ought to be educated by four means, through formal educational modules (essential, optional and tertiary); via workshops, classes and gatherings and by carrying understudies and school benefits and settings on board. Learners' educators shown incorporating citizenship instruction in all fields and subjects of the school. Numerous nations fuse urban instruction through the social investigations educational modules (Choi, 2010; Xia and Tong, 2010), however can likewise be coordinated well with different subjects. It is fascinating, in any case, that in their say of the formal educational programs none of the understudy educators of Teachers College X said that Early Childhood Education (ECE) setting as a dynamic scene for citizenship training. There were just says of the essential, optional and tertiary levels of instruction. The exclusion of early youth training may likewise be an impression of the general disregard of early youth instruction

in the Pacific Islands. In Fiji, for instance, a national ECE structure for resourcing and financing it doesn't exist (Camaitoga, Raiula and Afeaki, 2010).

Therefore, Kumar (2010) stresses that the Fiji and Pacific Island governments need to guide significant funds to ECE. There is an unmistakable underestimation of the significance of ECE. ECE educators are the most modest paid of instructors in Fiji gaining as a rule $3,500 FJD every year, which is well beneath the neediness line, and this must change such a change needs to begin with the administrations' difference in state of mind towards ECE. As Sims (2010), stresses to a Fiji gathering of people, that it pays profits to put resources into ECE. Governments everywhere throughout the world are spending pointlessly on numerous territories that could have been spent on youngsters' training or on ravenous and impeded kids. ECE is basic since it sets up the establishment for all future picking up, including citizenship training and as Korhonen and Graeffe (2007) express, the ECE setting is a vital place for citizenship instruction, requiring instructor training foundations to get ready ECE educators for better dynamic citizenship comes about.

The second key component of civic education, according to Branson, is civic skills, including intellectual and participatory skills. Intellectual (or cognitive) skills in civic education are inseparable from the content. They are essential for an informed, efficient and responsible citizenship as they include cognitive operations necessary to comprehend, clarify, look at and assess standards and practices of the administration and citizenship. It is sometimes pointed out that such skills are primarily critical thinking skills. To have the capacity to ponder a political issue, one must have a comprehension of the issue, its history and its contemporary importance. Similarly critical are participatory aptitudes that include activities by residents to screen and impact open approaches and to determine open issues. Majority rules system depends on aggregate basic leadership. In the event that residents are to be a piece of basic leadership process, they should gain the aptitudes important for city commitment. Those abilities include: cooperating with different subjects to advance individual and basic interests; observing open occasions and issues; pondering about open strategy issues; affecting approach choice on open issues and actualizing and checking open arrangement choices (Branson, 1998). Together, the subjective and participatory abilities include the national's utilization of learning to think

and act ably in light of the continuous difficulties of law based administration and citizenship.

Civic abilities are not created in a solitary program or in a solitary course taken in school. They grow gradually after some time and through classroom practice and dynamic investment in understudies' legislative and different kinds of nearby sorting out. Various examinations have affirmed that pre-grown-up chances to gain metro abilities influence investment in municipal live (Verba, scholzman, Brady, 1995; Kirlin, 2002).

2.4   Appraisal of Literature

City training is worried about the information, abilities, and qualities natives need to work viably as political members in different settings. Metro instruction includes regard for law and additionally a comprehension of how to impact enactment, bolster for open authorities and additionally an ability to help choose the best accessible, and faithfulness to establishments and standardized systems and in addition a guarantee to influence them to work all the more even-handedly in accordance with the rules that genuine them. The investigation of citizenship practices of understudies, remembering that the expansive territory of citizenship is neither created neither in a solitary exercise nor in a solitary day. The suspicions are that a legitimate disguise of the above expressed learning and qualities will form into more perplexing citizenship practices required in grown-up life. The working of a common society requires successful Civic preparing. Community preparing is a program that instructs about the political framework. It laid accentuation on the rights, obligations and commitments of each individual from a political framework. The reason for Civic preparing is to create in the student those qualities and aptitudes that will make them answerable subjects. Community instruction goes for creating in the nationals the soul of compelling citizenship and devotion to the country.

The current situation with our country calls for cognizant and deliberate exertion in the direction of the development of common community. The expanding point of rebellion and unconstitutional practices amount to genuine misfortune to the accomplishment and supportability of majority rule customs in Nigeria. A few Nigerians claims practically zero worry for the common society. There is disregard of common obligations by a portion of the nationals. Some Nigeria subjects exhibit narrow mindedness and lack of respect to the rule of law. Specialists announced a World Bank discovery that Nigeria got under 5% of

73

every a measurement that decided the degree to which the native comply with the government law. Open officers and political pioneers in Nigeria are: be of debasement, nonchalance to general feeling, self-centeredness and so on our police and other law requirement operators hone extrajudicial slaughtering, blackmail, gift and foreswearing of human rights. There are some essential estimation of Civic duties that are not shown among Nigerians. A portion of these qualities are patriotism, compliance, resilience, genuineness, profound quality and train. Indiscipline and narrow mindedness have caused a ton of financial and religious issues in Nigeria. Civic then according to such an argument, must respond by addressing the destructive nature of modernity. Team-based learning is a piece of a gathering of educating/learning methods where understudies connect with one another to procure and rehearse the components of the topic and to achieve regular learning objectives. It is considerably beyond simply placing understudies into gatherings and seeking after the best. Furthermore, project can be preserved through passing the achievements of a particular generation to their children. Moreover, human society functions by its members performing certain roles in the community. The skills needed to perform these functions or roles do not come naturally but have to be taught and acquired through learning.

Therefore, the present study reveal the extent to which teachers' classroom practice, content knowledge and perceptions of the values of civic education would predict students' civic competence in Oyo South Senatorial District of Oyo State.

CHAPTER THREE
METHODOLOGY

This chapter presents the research method which was adopted for the study. It specifically contains the research design, variable of the study, population of the study, samples and sampling techniques, selection of concepts, instrumentation, procedure for data collection and methods of data analysis.

3.1 Research Design

Research design of correlational type was adopted in this survey study in orderto examine teachers' classroom practices, content knowledge and perception of the values of civic education as predictors of civic competence of Junior Secondary school students in Oyo State. Because all the variables examined in the study are in existence and there was no manipulation of variables in the study.

3.2. Variables of the study

3.2.1 The Independent Variables

There were five independent variables in the study. These are:

(a)   Teachers' Classroom Practices (Instructional Pacing, Questioning Technique and Feedback Strategy)

(b)   Teachers' Content Knowledge

(c)   Teachers' Perception of the Value of Civic Education

3.2.2 Dependent Variables

There were three dependent variables in the study. These are:

Students' Civic Knowledge

Students' Civic Values

Students' Civic Skills

3.3 Population of the study

Upper Basic Education (JS. II) students offering civic education and their teachers in Oyo state, Nigeria formed the population of this study.

3.4   Sample and Sampling Technique

Random sampling technique was used to select Oyo South Senatorial District from the three existing senatorial districts by balloting. Out of the nine local government areas in Oyo South Senatorial District, five were randomly selected. From each of the five local government areas, five Junior Secondary Schools were randomly selected making a total of 25 junior secondary schools. From each school, two civic education teachers (social studies expert) teaching JS II were purposively selected making a total of 50 civic education teachers. In addition, one intact class of junior secondary two students was selected from each school. A total of 1,250 students were actively involved in the study.

3.5   Selection of Concepts

The concepts selected for this study were based on the curriculum contents approved by the Federal Ministry of Education (FGN, 2013) and the Nigerian Education Research and Development Council (NERDC, 2009) for revised Civic education concepts for junior secondary school students. Themes selected for this study are: Government and forms of government; The Nigerian constitution, Rights and responsibilities; Citizenship and means of citizenship.

3.6   Instrumentation

The following Six instruments were used:

Teacher Classroom Practices Scale (TCPS)

Teacher Content Knowledge Scale (TCKS)

Teachers' Perception of the Value of Civic Education Questionnaire (TPVCEQ)

Civic Education Knowledge Test (CEKT)

Civic Values Scale (CVS)

Civic Skills Questionnaire (CSQ)

3.6.1   Teacher Classroom Practices Scale (TCPS)

The instrument was adapted by the researcher from Murray (1983) and Shalaway (2005). This instrument consisted of two sections. Section Acentres on the participating teachers' demographic data such as gender, qualification, years of teaching experience. Section B consisted of three subscales which centres on instructional pacing, questioning technique and feedback techniques. The responses were dvidedAlways, Sometimes,

Seldom and Never with rating scales of 4, 3, 2 and 1, respectively. The instrument was administered to five (5) secondary school civic that researcher does not intend to make use of those teachers in those schools in the main study. The inter-rater reliability was estimated using Scott's pie. The inter-rater reliability index obtained was 0.75.

3.6.2 Teacher Content Knowledge Scale (TCKS)

The researcher designed the instrument by himself to measure teachers' content knowledge in civic education instruction in the senior secondary school. This instrument made up of twenty (20) objectives items set on 4-point likert scale of 1, 2, 3 and 4 for Strongly Disagree (SD), Disagree (D), Agree (A) and Strongly Agree (SA) respectively. The items covered extent of activation of prior knowledge, relating concepts taught to real life, engaging students in meaningful activities, giving explanatory notes on concepts taught, clear analysis of literary texts discussed as well as themes and plot structure of the texts, use of current facts and examples and knowledge of technical terms in the subject.

This instrument underwent content validity through lecturers in the Social Sciences department and some other postgraduate students who have similar ideas about the content of the items. The feedbacks received were used to make require adjustment on the instrument and make it better. The corrected instrument was later administered to five civic education teachers from two senior secondary schools in Ibadan who were not part of the main study. The inter-rater reliability of TSMS was determined using Scott Pie which gave 0.86.

3.6.3 Teachers' Perception of the Value of Civic Education Questionnaire (TPVCEQ)

TPVCEQ was self-constructed by the researcher to determine the perception of classroom teachers on the values of civic education. The scale was designed to suit Nigerian terrain. Teachers' perception to the items was the closed response mode of 4 Likertscale of Strongly Disagree (SD), Disagree (D), Agree (A) and Strongly Agree (SA) respectively. The scoring for positive items was based on 1, 2, 3 and 4 for Strongly Disagree (SD), Disagree (D), Agree (A) and Strongly Agree (SA) respectively while these were done in another way round with those ones with negativeworded items. The face and content validity were determined by the candidate's supervisor and two experts in Social Science Education Unit of the University of Ibadan, Ibadan. Their suggestions were

incorporated into the final draft. The reliability index was determined using Cronbach alpha which gave 0.88.

3.6.4 Civic Education Knowledge Test (CEKT)

The instrument was self-constructed by the researcher. The instrument made up of two sections which are A and B. Section A designed to get personal information of the respondents such as school, age, sex, school location, and so on while section B consists of 50 multiple choice test with four options A-D. These items are developed from the selected civic concepts among which are: Rights and responsibilities, citizenship and means of citizenship, focused on the first three levels of Bloom's (1956) taxonomy of cognitive domain; knowledge, comprehension, application. In this study, CEKT is to be used to assess students' knowledge of civic education. CEKT was subjected to face and content validity by giving copies to the candidates' supervisor and experts in civic education who assessed its appropriateness for the focused on populace as far as lucidity, profundity and dialect. Their suggestions and comments were incorporated in the final draft. 20 items out of 50 survived scrutiny. CEKT was trial-tested by administering the 20 items on (40) secondary school students in schools that were not included in the main study. The reliability coefficient of the instrument was determined using KR20 which gave 0.85.

3.6.5 Civic Education Value Scale (CEVS)

The researcher designed the instrument by himself. The CEVS consists of twenty (20) items which examined students' Civic value. The items were based on four points Likert Scale of Almost Never (AN), Occasionally (O), Frequently (F), Almost Always (AA). The scoring for positive item was based on 4, 3, 2 and 1 for Almost Never, Occasionally, Frequently, and Almost Always respectively and while these were done in another way round with those ones with negative worded items. The face and content validity were determined by the candidate's supervisor and two experts in Social Science Education of the University of Ibadan, Ibadan. Their suggestions were used to correct and improve the instrument. CEVS was trial-tested by administering the 20 items to 40 secondary school students in schools that were not included in the main study. The reliability and internal consistency of the instrument was established using Cronbach alpha which gave 0.74.

3.6.6   Civic Skill Questionnaire (CSQ)

This was designed by the researcher himself to measure student Civic Skill. Students' response to these items is the closed response modes of 4 Likert scales of Not True (NT), Uncertain (U), Certain (C) Very True (VT). The scoring for positively item was based on 4, 3, 2 and 1 for Not True, Uncertain, Certain and Very True respectively while these were reversed for negatively worded items. CSQ was trial-tested by administering the 20 items to 40 secondary school students in schools that were not included in the main study. The reliability and internal consistency of the instrument was established using Cronbach alpha which gave 0.81.

3.7   Procedure for Data Collection

The letter of introduction was collected from the Head of Department of Arts and Social Sciences Education, Faculty of Education, University of Ibadan. This waspresented to the principals of the selected schools for permission to administer the instruments designed for civic education teachers and JS II students. The researcher trained the research assistants selected for the study for two weeks before the field work commences. The training was on how to conduct observation of teachers' classroom practices and content knowledge as well as administration of questionnaire on perception of the values of civic education. Two lessons were observed per teacher. Each instrument was administered step by step in order to do away from any interference. The study lasted 8 weeks.

3.8   Methods of Data Analysis

Data collected were analysed through the use of descriptive statistics which include simple percentage, standard deviation, and mean. Also, inferential statistics of Pearson Product Moment Correlation (PPMC) was used to determine the relationship between the independent variables and the dependent variables and Multiple Regression Analysis was also used to determine the joint and relative contribution of the independent variables to the dependent variables used in the study.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter presents the results and the discussion of findings of this study. This was carried out based on the data analysed and in line with the seven research questions raised in this study. The seven research questions were answered using Multiple Regression Analysis with relevant tables.

4.1 Presentation of Results

Research question 1: What are Teachers' Classroom Practices in Civic Education?

Table 4.1: Mean Rating of Teachers' instructional pacing in Civic Education

S/N	Item	Always	Sometimes	Seldom	Never	Mean	STD
1	Teacher asks questions and provide corrective feedbacks	3 6.3%	3 6.3%	15 31.3%	27 56.3%	3.38	.87
2	Lesson is planned with detailed pacing notes	5 10.4%	5 10.4%	7 14.6%	31 64.6%	3.33	1.04
3	The teacher plans transition to follow logically between activities	3 6.3%	4 8.3%	17 35.4%	24 50.0%	3.29	.87
4	Lesson is planned around a theme	5 10.4%	4 8.3%	12 25.0%	27 56.3%	3.27	1.01
5	Teachers ask students questions to maintain their attention and interest	4 8.3%	4 8.3%	17 35.4%	23 47.9%	3.23	.93
6	The teacher gives equal emphasis to each segment of the lesson	7 14.6%	4 8.3%	10 20.8%	27 56.3%	3.19	1.10
7	Lesson has a good sequencing of activities	4 8.3%	5 10.4%	17 35.4%	22 45.8%	3.19	.94
8	Pacing is commensurate with learners' individual differences	4 8.3%	6 12.5%	19 39.6%	19 39.6%	3.10	.93
9	Classroom behaviour is reduced to the barest minimum	8 16.7%	3 6.3%	20 41.7%	17 35.4%	2.96	1.05
10	Lesson is conducted with appropriate pacing	9 18.8%	7 14.6%	11 22.9%	21 43.8%	2.92	1.16
11	Teacher gives majority of class time to practice of materials	8 16.7%	5 10.4%	19 39.6%	16 33.3%	2.90	1.06
12	Teacher provides signal to students when changing activities	6 12.5%	8 16.7%	19 39.6%	15 31.3%	2.90	.99
13	Teacher emphasizes coverage of lesson content at the expanse of clarity	9 18.8%	10 20.8%	15 31.3%	14 29.2%	2.71	1.09
14	Teacher progresses too slowly during lesson	12 25.0%	8 16.7%	16 33.3%	12 25.0%	2.58	1.13
Weighted mean= 3.07							
Criterion mean =2.50							

Table 4.1 further revealed the 3.07 which is the weighted mean is less than the 4.00 which is the maximum obtained score and is also more than the standard mean of 2.50. It could also be observed that the respondents rated eight items in favour of instructional pacing and six items against. This indicated that teachers sometimes used instructional pacing in civic education.

Table 4.2: Mean Rating of Teachers' feedback techniques in Civic Education

S/N	Item	Always	Sometimes	Seldom	Never	Mean	STD
15	Feedback incorporates peer assessment	6 12.5%	5 10.4%	11 22.9%	26 54.2%	3.19	1.07
16	Teacher uses more of formative feedback	6 12.5%	5 10.4%	16 33.3%	21 43.8%	3.08	1.03
17	Feedback incorporates students' self-assessment	5 10.4%	7 14.6%	16 33.3%	20 41.7%	3.06	1.00
18	Teacher uses feedback to help learners advance to next stage of learning task	6 12.5%	4 8.3%	19 39.6%	19 36.6%	3.06	1.00
19	Engage learners in post-learning task discussion	7 14.6%	6 12.5%	14 29.2%	21 43.8%	3.02	1.08
20	Teacher and student engage in feedback process	6 12.5%	8 16.7%	19 39.6%	15 31.3%	2.90	.99
21	Feedback is grade focused	6 12.5%	10 20.8%	16 33.3%	16 33.3%	2.88	1.02
22	Teacher gives more of oral feedback	7 14.6%	9 18.8%	16 33.3%	16 33.3%	2.85	1.05
23	Feedback is related to lesson objectives	9 18.8%	7 14.6%	15 31.3%	17 35.4%	2.83	1.12
24	Feedback is instructional, not only corrective	9 18.8%	6 12.5%	19 39.6%	14 29.2%	2.79	1.07
25	Feedback comes after the completion of learning task	10 20.8%	5 10.4%	18 37.5%	15 31.3%	2.79	1.11
26	Teacher gives more of written feedback	10 20.8%	9 18.8%	15 31.3%	14 29.2%	2.69	1.11
27	Feedback is immediate	9 18.8%	8 16.7%	23 47.9%	8 16.7%	2.63	.98
28	Feedback is delayed	14 29.2%	7 14.6%	17 35.4%	10 20.8%	2.48	1.13
29	Teacher alone gives feedback	13 27.1%	14 29.2%	12 25.0%	9 18.8%	2.35	1.08

Weighted mean= 2.84
Criterion mean =2.50

Table 4.2 revealed the 2.84 which is the weighted mean is less than the 4.00 which is the maximum obtained score and is also more than the standard mean of 2.50. It was also observed that the respondents rated eight items in favour of feedback techniques and seven items against. This indicated that teachers rarely used feedback techniques in civic education.

Table 4.3: Mean Rating of Teachers' Questioning Style in Civic Education

S/N	Item	Always	Rarely	Sometimes	Never	Mean	STD
30	The teacher modifies questions when it is not understood	5 10.4%	3 6.3%	15 31.3%	25 52.1%	3.25	.98
31	The teacher ask questions relevant to students' level	8 16.7%	2 4.2%	10 20.8%	28 58.4%	3.19	1.14
32	The teacher asks questions from the entire class and try to encourage all students to participate?	6 12.5%	4 8.3%	14 29.2%	24 50.0%	3.17	1.04
33	Teacher asks follow up questions	9 18.8%	1 2.1%	12 25.0%	26 54.2%	3.15	1.15
34	Teacher uses questions to shed light on important points of the lesson	6 12.5%	7 14.6%	13 27.1%	22 45.8%	3.06	1.06
35	The teacher phrases the question first, and then call on the students	9 18.8%	1 2.1%	17 35.4%	21 43.8%.	3.04	1.11
36	The teacher asks different types of questions	7 14.6%	6 12.5%	15 31.3%	20 4.7%	3.00	1.07
37	Teacher gives students enough time to think about the questions before answering the questions	8 16.7%	5 10.4%	16 33.3%	19 39.6%	2.96	1.09
38	The teacher repeats the questions where there is no response	8 14.7%	1 2.1%	24 50.0%	15 31.3%	2.96	1.01
39	The teacher calls on specific students to answer question	7 14.6%	9 18.8%	14 29.2%	18 37.5%	2.90	1.08
40	The teacher calls students' names when asking questions	10 20.8%	4 8.3%	16 33.3%	18 37.5%	2.88	1.14
41	The teacher calls on non-volunteers to answer questions	7 14.6%	9 18.8%	15 31.3%	17 35.4%	2.88	1.06
42	Teacher allows enough wait time	8 16.7%	6 12.5%	18 37.5%	16 33.3%	2.88	1.06
43	The teacher asks for evidence to support a particular point	9 18.8%	6 12.5%	16 33.3%	17 35.4%	2.85	1.11
44	The teacher moves closer to students when asking questions	9 18.8%	4 8.3%	20 41.7%	15 31.3%	2.85	1.07
45	The teacher selects students to respond randomly instead of following any set pattern when calling students	10 20.8%	7 14.6%	14 29.2%	17 35.4%	2.79	1.15
46	The teacher asks display questions	9 18.8%	7 14.6%	19 39.6%	13 27.1%	2.75	1.06
47	The teacher asks referential questions	8 16.7%	8 16.7%	24 50.0%	8 16.7%	2.67	.95
48	The teacher encourages students to initiate questions	12 25.0%	8 16.7%	18 37.5%	10 20.8%	2.54	1.09
49	The teacher encourages students to consult with classmates before answering the teacher	14 29.2%	10 20.8%	13 27.1%	11 22.9%	2.44	1.15
Weighted mean= 2.91 Criterion mean =2.50							

Table 4.3 revealed the 2.91 which is the weighted mean is less than the 4.00 which is the maximum obtained score and is also more than the standard mean of 2.50. It was also observed that the respondents rated ten items in favour of questioning style and ten items against. This indicated that teachers rarely used questioning style in civic education.

Research question 2: What is the Knowledge of Teachers' Content in Civic Education?

Table 4.4: Mean Rating of Knowledge of Teachers' Content in Civic Education

S/N	Item	SA	A	D	SD	Mean	STD
1	Teacher do preach changes on how to solve school problems and making school better	25 52.1%	17 35.4%	2 4.2%	4 8.3%	3.31	.90
2	It is perception of teachers at all level that political leader should be made to give account of their stewardship and responsibilities	26 54.2%	14 29.2%	3 6.3%	5 10.4%	3.27	.98
3	The teacher perceive positive changes in to the society when students are4 taught with values of civic education	24 50.0%	15 31.3%	2 4.2%	7 14.6%	3.17	1.06
4	Many teacher will like their students to change things that are unfair within the society	16 33.3%	23 47.9%	2 4.2%	7 14.6%	3.00	.99
5	Teachers want their student imbibe the culture of social and civic competence	20 41.7%	15 31.3%	6 12.5%	7 14.6%	3.00	1.07
6	It is the opinion of teachers that academic should be given priority before electing any political leader	16 33.3%	21 43.8%	3 6.3%	8 16.7%	2.94	1.04
7	Teachers' expectation is that the current values decadence is a being to national, social and political development	15 31.3%	21 43.8%	2 4.2%	10 20.8%	2.85	1.09
8	Many teacher do believe that women should be run for public office because of the value placed on women as the caretaker in the home	11 22.9%	21 43.8%	8 16.7%	8 16.7%	2.73	1.01
9	Due to the value placed on western education, teachers expect citizens to be conscious of how other people would be affected before making a decision	12 25.0%	22 45.8%	3 6.3%	11 22.9%	2.73	1.09
10	Teacher's opinion are never sort before any decision on rulership are made	13 27.1%	18 37.5%	7 14.6%	10 20.8%	2.71	1.09
11	Teachers' perception on culture is dictated that if affect the political situation in Nigeria in terms of power sharing	14 29.2%	16 33.3%	7 14.6%	11 22.9%	2.69	1.13
12	With the present political situation in the country, it is the believe of teachers that students may not positively participate in public affair due to thuggery and political unrest	12 25.0%	18 37.5%	7 14.6%	11 22.9%	2.65	1.10
13	Teachers perception they do not respect their student's opinion on the governance of the community because of their immaturity	4 8.3%	22 45.8%	15 31.3%	7 14.6%	2.48	.85
14	Contrary to many people's opinion, teachers belief that they should be made electoral officers in any general election	10 20.8%	13 27.1%	14 29.2%	11 22.9%	2.46	1.07
15	It is the believe of many teachers that political class do not like academics when comes to governance	9 18.8%	13 27.1%	15 31.3%	11 22.9%	2.42	1.05
16	Many teachers do show much interest when political appointment were not to given them	9 18.8%	13 27.1%	13 27.1%	13 27.1%	2.37	1.08
17	Teacher's perception to poverty would not reduce insecurity and other social problem in Nigeria	6 12.5%	16 33.3%	11 22.9%	15 31.3%	2.27	1.05
18	It is believe by teacher that students may put up the same behavior as the past political leaders	4 8.3%	18 37.5%	11 22.9%	15 31.3%	2.23	.99
19	The value placed on freedom of speech may be perceive by teachers as freedom to commit crime	7 14.6%	11 22.9%	13 27.1%	17 35.4%	2.17	1.08
20	The perception of teachers on human right is that they should keep quiet or be indifferent to political situation	7 14.6%	11 22.9%	11 22.9%	19 39.6%	2.10	1.08
Weighted mean= 2.68							
Criterion mean =2.50							

Table 4.4 further revealed the 2.68 which is the weighted mean is less than the 4.00 which is the maximum obtained score and is also more than the standard mean of 2.50.It was also observed that the respondents rated twelve items in favour of knowledge of teachers' content and eight items against. This implies that teachers had fair knowledge of teachers' content in Civic Education.

Research question 3: What are Teachers' Perceptions of the values of Civic Education?

Table 4.5: Mean Rating of Teachers' Perceptions of the values of Civic Education

S/N	Item	SA	A	D	SD	Mean	STD
1	Teachers clarification of concept is needed for easy implementation	17 35.4%	20 41.7%	4 8.3%	7 14.6%	3.00	1.01
2	Student must engage in brainstorming activities and necessary discussion techniques	13 27.1%	26 54.2%	3 6.3%	6 12.5%	2.96	.90
3	Students must be given opportunity to work freely	12 25.0%	27 56.3%	3 6.3%	6 12.5%	2.94	.89
4	Students will be evaluated on other problems	9 18.8%	32 66.7%	1 2.1%	6 12.5%	2.94	.84
5	Teacher and student are free to ask questions but not answer it yourself	17 35.4%	15 31.3%	9 18.8%	7 14.6%	2.90	1.05
17	Interaction-discussion must be make teachers and students to build on answer	10 20.8%	19 39.6%	9 18.8%	10 20.8%	2.62	1.03
18	It is necessary for students not to engage in private conversations	8 16.7%	20 41.7%	12 25.0%	8 16.7%	2.62	.97
19	Student are supposed to ask leading questions	4 8.3%	24 50.0%	12 25.0%	8 16.7%	2.52	.86
20	Points must not be repeated in any form during discussion	5 10.4%	14 29.2%	22 45.8%	7 14.6%	2.42	.91
10	Teachers must sets goal of concept is needed for easy implementation	10 20.8%	26 54.2%	5 10.4%	7 14.6%	2.82	.92
11	The strategy must not create a forum in which too many questions will be asked at once	9 18.8%	26 54.2%	6 12.5%	7 14.6%	2.78	.91
12	Participation are enjoined by teachers to compromise when necessary	6 12.5%	28 58.3%	7 14.6%	7 14.6%	2.72	.88
13	Teacher and student are free to explore the implementations of answers	9 18.8%	23 47.9%	8 16.7%	8 16.7%	2.70	.95
14	Apathetic participation of students must be discouraged	11 22.9%	19 39.6%	9 18.8%	9 18.8%	2.70	1.04
15	Teacher provide direction and students maintain focus	10 20.8%	22 45.8%	6 12.5%	10 20.8%	2.68	1.02
16	Teacher and student are not expected to ask unconnected question	7 14.6%	20 41.7%	16 33.3%	5 10.4%	2.64	.88
Weighted mean= 2.78 Criterion mean =2.50							

Table 4.5 revealed the 2.78 which is the weighted mean is less than the 4.00 which is the maximum obtained score and is also more than the standard mean of 2.50.It was also observed that the respondents rated ten items in favour of teachers' values of Civic Education and nine items against. This implies that teachers' perception of the values of Civic Education was fair.

Research question 4a: What is the relationship between the independent variables (teachers' classroom practices, content knowledge and perception of values) and civic knowledge?

Table 4.6:   **Correlation (MATRIX Table) Showing the Relationship between the Independent Variables (teachers' classroom practices, content knowledge and perception of values) and Civic Knowledge**

Variables	Civic Knowledge	Instructional pacing	Feedback techniques	Questioning styles	Teachers' Content Knowledge	Teachers' Perception
Civic Knowledge	1					
Instructional pacing	0.221 0.132	1				
Feedback techniques	0.164 0.266	0.901* 0.000	1			
Questioning styles	0.321* 0.026	0.697* 0.000	0.742* 0.000	1		
Teachers' Content Knowledge	0.121 0.413	0.404* 0.004	0.371* 0.009	0.259 0.075	1	
Teachers' Perception	0.116 0.434	0.153 0.300	-0.003 0.984	0.162 0.270	0.009 0.951	1
Mean	9.68	42.28	41.85	56.50	53.54	55.10
STD	2.58	11.33	12.39	29.97	12.44	13.04

*Significant at $p<0.05$

Table 4.6 showed that there was a relationships which wassignificant between Civic knowledge and Questioning styles (r = 0.321, p < 0.05) but there was no significant relationship between Civic knowledge and Instructional pacing (r = 0.221, p > 0.05), Feedback techniques (r = 0.164, p > 0.05), Teachers' content knowledge (r = 0.121, p > 0.05) and Teachers' perception (r = 0.116, p > 0.05) respectively

Research question 4b: What is the relationship between the independent variables (teachers' classroom practices, content knowledge and perception of values) and civic values?

Table 4.7: Correlation Matrix Showing the Relationship between the Independent Variables (teachers' classroom practices, content knowledge and perception of values) and Civic Values?

Variables	Civic Values	Instructional pacing	Feedback techniques	Questioning styles	Teachers' Content Knowledge	Teachers' Perception
Civic Values	1					
Instructional pacing	-0.152 0.302	1				
Feedback techniques	-0.274 0.059	0.901* 0.000	1			
Questioning styles	-0.331 0.062	0.697* 0.000	0.742* 0.000	1		
Teachers' Content Knowledge	0.066 0.658	0.404* 0.004	0.371* 0.009	0.259 0.075	1	
Teachers' Perception	0.036 0.810	0.153 0.300	-0.003 0.984	0.162 0.270	0.009 0.951	1
Mean	56.02	42.28	41.85	56.50	53.54	55.10
STD	7.34	11.33	12.39	29.97	12.44	13.04

Table 4.7 shows that there was no significant relationships between civic values and questioning styles (r = -0.33, p >0.05), instructional pacing (r = -0.15, p >0.05), feedback techniques (r = -0.27, p >0.05), teachers' content knowledge (r = 0.07, p >0.05) and teachers' perception (r = 0.04, p >0.05) respectively.

Research question 4c: What is the relationship between the independent variables (teachers' classroom practices, content knowledge and perception of values) and civic skills?

Table 4.8: Correlation Matrix Showing the Relationship between the Independent Variables (teachers' classroom practices, content knowledge and perception of values) and Civic Skills

Variables	Civic skills	Instructional pacing	Feedback techniques	Questioning styles	Teachers' Content Knowledge	Teachers' Perception
Civic skills	1					
Instructional pacing	0.510* 0.000	1				
Feedback techniques	0.422* 0.003	0.901* 0.000	1			
Questioning styles	0.315* 0.029	0.697* 0.000	0.742* 0.000	1		
Teachers' Content Knowledge	0.291* 0.011	0.404* 0.004	0.371* 0.009	0.259 0.075	1	
Teachers' Perception	0.304* 0.003	0.153 0.300	-0.003 0.984	0.162 0.270	0.009 0.951	1
Mean	61.17	42.28	41.85	56.50	53.54	55.10
STD	4.74	11.33	12.39	29.97	12.44	13.04

Table 4.8 indicated that there were positive significant relationships between instructional pacing (r = 0.51, p <0.05), feedback techniques (r = 0.42, p<0.05), questioning styles (r = 0.32, p <0.05), teachers' content knowledge (r = 0.29, p<0.05), teachers' perception of values (r=.0.30, p<0.05) and civic skills respectively. This implies that instructional pacing, feedback techniques,

questioning styles, teachers' content knowledge, teachers' perception of values are related to civic skills

Research question 5a: What is the composite contribution of the independent variable (Teachers' Classroom Practices, Content Knowledge and Perception of Values) to Civic Knowledge?

Table 4.9:   **Regression Analysis showing the composite contribution of Teachers' Classroom Practices, Content Knowledge and Perception of Values to Civic Knowledge**

R	R Square		Adjusted R Square	Std. Error of the Estimate
.191	.037		-.029	.5849
A N O V A							

Model	Sum of Squares	DF	Mean Square	F	Sig.	Remark
Regression	100.573	5	20.115	0.561	.646	N.S.
Residual	1505.112	42	35.836			
Total	1605.685	47				

From Table 4.9, it was shown that the composite contribution of the independent variable (Teachers' Classroom Practices, Content Knowledge and Perception of Values) to Civic Knowledge was not significant. The table also shows a coefficient of multiple correlation of R = 0.191 and a multiple R^2 of 0.037. This means that 3.7% of the variance was accounted for by three predictor variables when taken together. The significance of the composite contribution was tested at $\alpha = 0.05$. The table also shows that the analysis of variance for the regression yielded F-ratio of .561.

Research question 5b: What is the composite contribution of the independent variable (teachers' classroom practices, content knowledge and perception of values) to civic value?

Table 4.10: **Regression Analysis showing the composite contribution of Teachers' Classroom Practices, Content Knowledge and Perception of Values to Civic Value**

R	R Square		Adjusted R Square	Std. Error of the Estimate
.249	.062		-.002	5.9076
A N O V A				
Model	Sum of Squares	DF	Mean Square	F	Sig.	Remark
Regression	101.882	5	20.376	.748	.414	n.s
Residual	1144.781	42	27.257			
Total	1246.663	47				

Table 4.10 showed that the composite contribution of the independent variable (Teachers' Classroom Practices, Content Knowledge and Perception of Values) to Civic Value was not significant. The table also shows a coefficient of multiple correlation of R = 0.249 and a multiple R^2 of 0.062. This means that 6.2% of the variance was accounted for by three predictor variables when taken together. The significance of the composite contribution was tested at $\alpha = 0.05$. The table also shows that the analysis of variance for the regression yielded F-ratio of .748.

Research question 5c: What is the composite contribution of the independent variable (teachers' classroom practices, content knowledge and perception of values) to civic skills?

Table 4.11: **Regression Analysis showing the composite contribution of Teachers' Classroom Practices, Content Knowledge and Perception of Values to Civic Skills**

R	R Square		Adjusted R Square	Std. Error of the Estimate		
.518	0.268		0.213	4.18955		
A N O V A						
Model	Sum of Squares	DF	Mean Square	F	Sig.	Remark
Regression	641.965	5	128.393	3.538	.015	Sig.
Residual	1535.573	42	36.561			
Total	2177.538	47				

Table 4.11 showed that the composite contribution of the independent variable (Teachers' Classroom Practices, Content Knowledge and Perception of Values) to Civic Skills was significant. The table also shows a coefficient of multiple correlation of R = 0.458 and a multiple Adjusted R^2 of 0.213. This means that 21.3% of the variance was accounted for by three predictor variables when taken together. The significance of the composite contribution was tested at α = 0.05. The table also shows that the analysis of variance for the regression yielded F-ratio of 3.538 (significant at 0.05 level). This implies that the joint contribution of the independent variables to the dependent variable was significant and that other variables not included in this model may have accounted for the remaining variance.

Research question 6a: What is the relative contribution of the independent variable (teachers' classroom practices, content knowledge and perception of values) to civic knowledge?

Table 4.12: **Regression Analysis showing the relative contribution of Teachers' Classroom Practices, Content Knowledge and Perception of Values to Civic Knowledge**

Model	Unstandardized Coefficient		Standardized Coefficient	T	P value
	B	Std. Error	Beta Contribution		
(Constant)	4.407	.888		4.960	.000
Teachers' Classroom Practices	-2.719E-04	.003	-.014	-.097	.923
Teachers' Content Knowledge	1.308E-02	.010	.189	1.269	.211
Teachers' Perception	-9.915E-04	.008	-.018	-.123	.903

Table 4.12 revealed the relative contribution of the independent variables expressed in beta weights to the dependent variable revealed that Teachers' Classroom Practices (β = -.014, P>.05), Teachers' Content Knowledge (β = .189, P>.05) and Teachers' Perception (β = -.018, P>.05) had no significant relative contributions.

Research question 6b: What is the relative contribution of the independent variable (teachers' classroom practices, content knowledge and perception of values) to civic values?

Table 4.13: **Regression Analysis showing the relative contribution of Teachers' Classroom Practices, Content Knowledge and Perception of Values to Civic Value**

Model	Unstandardized Coefficient		Standardized Coefficient	t	P value
	B	Std. Error	Beta Contribution		
(Constant)	52.172	8.974		5.814	.000
Teachers' Classroom Practices	-3.413E-02	.028	-.177	-1.201	.236
Teachers' Content Knowledge	1.820E-02	.104	.026	.175	.862
Teachers' Perception	8.745 E-02	.082	.158	1.071	.290

Table 4.13 revealed the relative contribution of the independent variables expressed in beta weights to the dependent variable revealed that Teachers' Classroom Practices (β = -.177, P>.05), Teachers' Content Knowledge (β = .026, P>.05) and Teachers' Perception (β = .158, P>.05) had no significant relative contributions.

Research question 6c: What is the relative contribution of the independent variable (teachers' classroom practices, content knowledge and perception of values) to civic skill?

Table 4.14: **Regression Analysis showing the relative contribution of Teachers' Classroom Practices, Content Knowledge and Perception of Values to Civic Skills**

Model	Unstandardized Coefficient		Standardized Coefficient	t	P value
	B	Std. Error	Beta Contribution		
(Constant)	50.067	10.028		4.993	.000
Teachers' Classroom Practices	8.303E-02	.032	.353	2.616	.012
Teachers' Content Knowledge	-2.017E-02	.116	-.026	-.173	.863
Teachers' Perception	-.172	.091	-.158	-1.885	.066

Table 4.14 revealed the relative contribution of the independent variables expressed in beta weights to the dependent variable revealed that Teachers' Classroom Practices (β = .353, P<.05) had significant relative contribution, and while Teachers' Content Knowledge (β = .026, P>.05) and Teachers' Perception (β = .158, P>.05) had no significant relative contributions.

Research question 7a: Which of the independent variable (Teachers' Classroom Practices, Content Knowledge and Perception of Values) will predict Students' Civic Knowledge?

Table 4.15:   Regression Table showing the relative contribution ofTeachers' Classroom Practices, Content Knowledge and Perception of Values on Students' Civic Knowledge

Model	Unstandardized Coefficient		Standardized Coefficient	t	P value
	B	Std. Error	Beta Contribution		
(Constant)	4.407	.888		4.960	.000
Teachers' Classroom Practices	-2.719E-04	.003	-.014	-.097	.923
Teachers' Content Knowledge	1.308E-02	.010	.189	1.269	.211
Teachers' Perception	-9.915E-04	.008	-.018	-.123	.903

Table 4.15 revealed that none of the independent variables predicted Students' Civic Knowledge.

Research question 7b: Which of the independent variable (Teachers' Classroom Practices, Content Knowledge and Perception of Values) will predict Students' Civic Value?

Table 4.16: **Regression Table showing the relative contribution ofTeachers' Classroom Practices, Content Knowledge and Perception of Values on Students' Civic Value**

Model	Unstandardized Coefficient		Standardized Coefficient	T	P value
	B	Std. Error	Beta Contribution		
(Constant)	52.172	8.974		5.814	.000
Teachers' Classroom Practices	-3.413E-02	.028	-.177	-1.201	.236
Teachers' Content Knowledge	1.820E-02	.104	.026	.175	.862
Teachers' Perception	8.745 E-02	.082	.158	1.071	.290

Table 4.16 revealed that none of the independent variables predicted Students' Civic Value.

Research question 7c: Which of the independent variable (Teachers' Classroom Practices, Content Knowledge and Perception of Values) will predict Students' Civic Skills?

Table 4.17: **Regression Table showing the relative contribution ofTeachers' Classroom Practices, Content Knowledge and Perception of Values on Students' Civic Skills**

Model	Unstandardized Coefficient		Standardized Coefficient	T	P value
	B	Std. Error	Beta Contribution		
(Constant)	50.067	10.028		4.993	.000
Teachers' Classroom Practices	8.303E-02	.032	.353	2.616	.012
Teachers' Content Knowledge	-2.017E-02	.116	-.023	-.173	.863
Teachers' Perception	-.172	.091	-.256	-1.885	.066

Table 4.17 revealed that Teachers' Classroom Practices was the most potent variable that predicted Students' Civic Value.

Research question 7d: What is the relationship between the independent variables (Teachers' Classroom Practices, Content Knowledge and Perception of Values) and Student's Civic Competence?

Table 4.18:   Zero Order Correlation (MATRIX Table) showing the relationship between Teachers' Classroom Practices, Content Knowledge, Perception of Valuesand Student's Civic Competence

	Student's Civic Competence	Teachers' Practices	Teachers' Content Knowledge	Teachers' Perception	$\bar{x}$	S.D
Student's Civic Competence	1				36.4789	1.5810
Teachers' Practices	.241 .099	1			142.9600	32.5484
Teachers' Content Knowledge	.043 .773	.064 .666	1		54.0200	12.3364
Teachers' Perception	-.165 .261	-.119 .421	-.106 .472	1	55.4800	12.7807

Table 4.18 above showed that there were no significant relationships between Student's Civic Competence and Teachers' Practices (r=.241, p(.099)>.05), Teachers' Content Knowledge (r=.043, p(.773)>.05) and Teachers' Perception (r= -.165, p(.261)>.05).

Table 4.19:   Key Informant Interviews

S/N	Items	SA	A	D	SD	Mean
1	As a teacher, do you perceive positive changes into the society when students are exposed and taught with values of Civic Education?	4 80.0%	1 20.0%	0 0%	0 0%	3.80
2.	Teachers' expectation is that the current value decadence will have adverse effect on national, social and political development.	4 80.0%	1 20.0%	0 0%	0 0%	3.20
3.	Do you subscribe to the claim that academic should be given priority before electing any political leader?	3 60.0%	2 40.0%	0 0%	0 0%	3.60
4.	With the present political situation in the country, it is the belief of teachers that students may not positively participate in public affairs due to thuggery and political unrest.	3 60.0%	1 20.0%	1 20.0%	0 0%	3.40
5.	My perception on culture, political situation and power sharing in the polity remain high and positive.	3 60.0%	2 40.0%	0 0%	0 0%	2.60

Item 1that was represented in table 4.19 indicates that all 5 (100%) of the sampled teachers perceived positive changes into the society when students are exposed and taught with values of Civic Education.

Item 2 reveals that majority 5 (100%) of the sampled teachers indicated that the present current value decadence will have adverse effect on national, social and political development.

Items 3 shows that majority 5 (100%) indicated that they all subscribed to the claim that academic should be given priority before electing any political leader.

Item 4 reveals that majority 4 (80%) of the sampled teachers indicated that given the prevailing political situation in the country, students may not positively participate in public affairs due to thuggery and political unrest, while 1(20%) were not.

Items 5 shows that majority 5 (100%) indicated that their perception on culture, political situation and power sharing in the polity remain high and positive.

4.2   Discussion of Findings

4.2.1   Teachers' Classroom Practices in Civic Education and Civic Knowledge

The results indicated that teachers sometimes used instructional pacing in civic education. Teachers rarely used feedback techniques and questioning style in civic education. There was a positive and low significant relationship between teachers' practices and students' civic knowledge in civic education. This indicated that teachers' practices (instructional pacing, feedback techniques, questioning style) positively related to students' civic knowledge in civic education. Thus, for students' civic knowledge in civic education to improve, teachers' classroom practices must be enhanced. This positive significant relationship may be due to the fact that teachers were able to evince a strong democratic temperament by their willingness to compromise personal interests for the good of the entire society (Stambler, 2011). This may also due to the fact that the teachers participated in exercises of individual and open worry that are both independently life advancing and socially useful to the network – this is in tandem with the goal of every meaningful education, which is personal and social development. This agreed with the argument of Fakeye (2007) who supported that the crucial role of classroom interaction and teachers' questions and it plays an important role in ESL instruction.

This supported the assumption of Bandura's theory of social learning that students can receive knowledge through the instruction of the teacher. This supported the view of Ojo (2008) that a teacher must have decent information of the topic and get abilities in choosing and executing the required classroom practices during teaching and learning process. Epstein, Lazarus, Calvano, Mathews, Hendel and Epstein (2002) and Moreno (2004) that ffeedback is a crucial factor at improving knowledge and skill acquisition in educational settings. Narciss and Huth (2004) found that feedback is a significant factor in motivating learning. This negates the findings of Corbett and Anderson (1989, 1990) that increment in level of information feedback has no impact on learning or rate of performance. The result also disagreed with Kluger and DeNisi (1996) and Mory (2004) who in their separate studies reported that feedback has no effect or debilitating effects on learning. Fakeye (2007) who found that teachers' use of interpretive and probing questions enhanced students' understanding of the concepts taught. It also affirmed that assertion of Akandi (2009) who asserted that questioning has potential for influencing students' learning.

4.2.2   Teachers' Content Knowledge and Civic Knowledge

Teachers' knowledge of content in Civic Education was fair. This fair result may be unconnected with the fact that teachers are ill-equipped to teach civic education properly, as a result of the fact that universities' programmes have not been fully implemented. This also supported the view of Lafayette (2004) who observed that the little relevant knowledge gained in the university with which teachers teach the subject does not make them confident of themselves as qualified civic education teachers. There was a negative non-significant relationship between teachers' content knowledge and students' civic knowledge of civic education. This implies that teachers' content knowledge was not related to students' civic knowledge of civic education.

This negative non-significant relationship may be due to the fact that teachers don't know what they ought to know, including both core knowledge and lack the ability to apply knowledge to different circumstances and settings during the teaching and learning of civic education. The results of negative non-significant relationship agreed with the findings of Miller (2009) who found that teachers' lack of formal training to teach civic education has contributed the low performance of students in the subject. It also supported the observation of Ogunyinka (2011) who observed that students' performance in civic education was low as a result of the fact that that the students were inadequately exposed to the content of the curriculum.

4.2.3   Teachers' Perception and Civic Knowledge

Teachers' perception of the values of Civic Education was fair. This fair result may be due to the way civic education is been implemented. This also supported King (1997) that citizenship instruction and character improvement can be imparted inside the formal educational programs, however the way it is conveyed matters most. There was a positive and low significant relationship between teachers' perception and students' civic knowledge in civic education. This indicated that teachers' perception was positively related to students' civic knowledge. Thus, for students' civic knowledge in civic education to improve, teachers' perception is an ultimate aspect that must be taken care of. This positive significant relationship may be due to the fact that teachers were willing to teach the subject and see if it can enhance critical thinking and tolerance irrespective of their view of the subject. This

agreed with the assumption of theory of instruction that the earth is the essential variable in representing what the student realizes. This finding supported Karsten, Coga, Grossman, Liu and Ptiyanuwat (2002) who stressed that civic education is not about memorisation, but activities that enhance cooperation, critical thinking and tolerance.

4.2.4 Teachers' Classroom Practices in Civic Education and Civic Values

The results revealed that there was a positive and low significant relationship between teachers' practices (instructional pacing, feedback techniques, questioning style, knowledge of content and values of Civic Education) and students' civic values in civic education. This indicated that teachers' classroom practices influence students' civic values in civic education positively. This implies that for students' civic values in civic education to improve, teachers' classroom practices need to be enhanced. This result of positive significant relationship supported the findings of Owen (2015) found that high quality civic education classroom practices have a substantial positive impact on senior secondary school students' development of a range of civic dispositions which are essential for good citizenship. The results equally agreed with Herman, Osmundson, Ayala, Schneider and Timms (2006) revealed that programmes, which focus on simulation, use of resource persons and adequate assessment towards helping students develop civic competence, enabled the students used as the experimental group to be politically tolerant. This also gives credence to the finding of Amokeodo (2012) that if pupils are taught and given opportunity to participate in social studies classroom activities, they will learn and retain facts and information better

4.2.5 Teachers' Content Knowledge and Civic Values

There was a positive significant relationship between teachers' content knowledge and students' civic values of civic education. This implies that teachers' content knowledge was related to students' civic values of civic education. This negates the observation of Lafayette(2004) who observed that teachers who lack confidence in the subject they teach are unable to produce confident students. The results disagreed with Miller (2009) that teachers' lack of formal training to teach civic education has also been attributed to the poor civic values.

4.2.6   Teachers' Perception and Civic Values

There was no relationship that was significant between teachers' perception and students' civic skills in civic education. This indicated that teachers' perception was not related to students' civic skills. This negates the assertion of De Fina (1996) that teachers' perception influenced values such as human rights and rationality, coexistence, tolerance, intellectual freedom, equality of opportunity, independence and solidarity, cooperation, understanding, and inclusion of respect for the environment and other citizenry. It also disagreed with Duerr, Spajic-Vrkas and Ferreira-Martins (2000) that education for democratic citizenship promotes a three-dimensional development on an individual: cognitive (understanding of concepts and values of democracy and their functioning such as human rights and freedoms, democracy and democratic principles, citizen, civil society, globalization and development).

4.2.7   Teachers' Classroom Practices and Civic Skills

There was a positive and low significant relationship between teachers' practices and students' civic skills. This indicated that teachers' practices were positively related to students' civic skills in civic education. This indicated that for students' civic skills in civic education to be enhanced, there is a need for improvement in teachers' classroom practices. This positive significant relationship may also due to the fact that the teachers' classroom practices allowed the students to participate in activities that developed their personal and social skills in civic education. This supported the observation of Ajitoni, Salako and Ojebiyi (2013) that there was the need for teachers and schools to have an increased obligation to help students learn behavioural skills that will equip them for responsibilities and roles in society and to contribute maximally to the productivity of their communities. This agreed with Owen, Doom and Riddle (2016) who discovered that an open classroom atmosphere is by a long shot the most basic condition for making connected with subjects in politics and more inclined to participate. The results agreed with the findings of Herman, Osmundson, Ayala, Schneider and Timms(2006) discovered that the educators know how to make classroom arrangements and the instructors additionally utilize the sore designs viably to teach and learning in classrooms, and that the instructors do make classroom arrangements

consistently for classroom educating in classrooms and that the teachers use of simple language to explain concepts in classroom aided the students to respond positively.

4.2.8   Teachers' Content Knowledge and Civic Skills

There was a negative non-significant relationship between teachers' content knowledge and students' civic skills in civic education. This implies that teachers' content knowledge cannot influence students' civic skills in civic education. This negative non-significant relationship disagreed with the findings of Gbadamosi (2013) who found that civic knowledge enables learners to understand political, economic, social and technological spheres of human existence to address various challenges of humankind, which implies that the learners can be prepared for leadership challenges if they will be adequately taught the content of civic education. The finding disagreed with Falade (2010), Yara (2009) who in separate studies found that one of the factors that bring about learners' civic disengagement is teachers' low knowledge of civic education concepts. This result corroborated Print and Lange (2012) who found out that very few teachers teaching civic education in secondary schools are qualified in terms of training and preparation in citizenship education.

4.2.9   Teachers' Perception and Civic Skills

There was a relationship which waspositive and weak significant between teachers' perception and students' civic skills in civic education. This indicated that teachers' perception was not related to students' civic skills. Thus, for students' civic skills in civic education to improve, teachers' perception needs to be enhanced. This positive significant relationship supported the findings of Picard, Papert, Bender, Blumberg, Breazeal and Cavallo (2004) that pre-grown-up chances to secure metro abilities influence support in community live.

4.2.10 Composite contribution of the independent variable (teachers' classroom practices, content knowledge and perception of values) to civic knowledge, values and skills

There was a composite contribution of the independent variable (teachers' classroom practices, content knowledge and perception of values) to civic knowledge, values and skills. This indicated that teachers' classroom practices, content knowledge and perception of

values when jointly taken together predicted students' civic learning, qualities and aptitudes on urban education. This is in accordance with the findings of

4.2.11 Relative contributions and the extent of prediction of the independent variable (teachers' classroom practices, content knowledge and perception of values) to Civic Knowledge, Values and Skills

The relative contributions of teachers' and teachers' perception of values to civic knowledge weresignificant while teachers' content knowledge to was civic knowledge not significant. It was further observed that teachers' perception of values is the most potent variable that predicted students' civic knowledge while teachers' practices was the least predictor. This agreed with the findings of Karsten, et al (2002) who found that teachers' perception enhanced cooperation, critical thinking and tolerance. The findings further agreed with Ajiboye (2002) lent credence to the above observation by asserting that, there is poor knowledge of political concepts amongst students, which may be as a result of the low level of civic knowledge of teachers as well as substandard teaching and learning atmosphere in the Nigerian school system.

The relative contributions of teachers' practices and teachers' perception of values to civic values were not significant while the relative contribution of teachers' content knowledge to civic values was significant. Teachers' content knowledge was the potent variable that predicted students' civic values. The results disagreed with Miller (2009) that teachers' lack of formal training in civic education causes the poor civic values in students. The relative contribution of teachers' practices to civic skills was significant. The relative contributions of teachers' content knowledge and teachers' perception of values to civic skills were not significant. This indicated that teachers' practices were the potent variable that predicted students' civic skills. This supported Picard, et al (2004) acquire civic skills affect participation in civic.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

In this chapter present the summary of findings as well as their educational implications and recommendations are discussed. Suggestions for further research and conclusion are also highlighted.

5.1   Summary of Findings

The findings are summarised as follows:

Teachers sometimes used instructional pacing in civic education. Teachers rarely used feedback techniques and questioning style in civic education.Teachers knowledge of content in Civic Education was fair. Teachers' perception of the values of Civic Education was fair. There were positive and low significant relationship between teachers' practices,perception and students' civic knowledge in civic education. There was a negative non-significant relationship between teachers' content knowledge and students' civic knowledge. There were positive and low significant relationship between teachers' practices, teachers' content knowledge and students' civic values of civic education. There was a positive non-significant relationship between teachers' perception and students' civic skills in civic education. There were positive and low significant relationship between teachers' practices, teachers' perception and students' civic skills in civic education. There was a negative non-significant relationship between teachers' content knowledge and students' civic skills in civic education. There was a composite contribution of the independent variable (teachers' classroom practices, content knowledge and perception of values) to civic knowledge, values and skills. The relative contributions of teachers' and teachers' perception of values to civic knowledge were significant while teachers' content knowledge to civic knowledge was not significant. Teachers' perception of values is the most potent variable that predicted students' civic knowledge followed by teachers' practices was the least predictor. The relative contributions of teachers' practices and teachers' perception of values to civic values were not significant while the relative contribution of teachers' content knowledge to civic values was significant. Teachers' content knowledge was the potent variable that predicted students' civic values. The relative contribution of teachers' practices to civic skills was significant. The relative contributions of teachers' content knowledge and teachers' perception of values to civic skills were not

significant. This indicated that teachers' practices were the potent variable that predicted students' civic skills.

5.2 Conclusion

This study established that tutors used instructional pacing in civic education. Teachers used feedback techniques, questioning, knowledge of teachers' content and perception in Civic Education were poor. As far as findings are concerned, it was inferred that teachers' perception and content knowledge were the key variables that influenced students' civic knowledge. Teachers' content knowledge was the variable that predicted students' civic values and that teachers' practices was the potent variable that predicted students' civic skills. Hence, these must be adequately taken into consideration for improved of students learning outcomes in civic education.

5.3 Implications of the Findings

This study was able to make some contributions which were stated below:

The study established that teachers sometimes used instructional pacing in civic education. Teachers rarely used feedback techniques and questioning style in civic education. Teachers' content knowledge in Civic Education was fair. Teachers' perception of the values of Civic Education was fair because of the poor training and implementation of the subject, this implies that teachers have poor conceptual understanding of civic education; teachers' perception and content knowledge were the potent variables that influenced students' civic knowledge. Teachers' content knowledge was the variable that predicted students' civic values while teachers' classroom practices (instructional pacing, questioning style and feedback techniques) was the potent variable that predicted students' civic skills, this implies that teachers frequent professional development in civic education will provide opportunities for them to express their level of understanding of civic education, while accurate classroom practices will address students' learning outcomes in civic education; and it is important for teachers to relate content selected to personal and societal needs during classroom teaching and learning situation.

5.4   Recommendations

i.   Teachers of civic education should take cognisance of these factors; classroom practices, content knowledge and perception of the value of civic education for effective teaching and learning of civic competence(knowledge, values and skills).

ii.   Government should organise seminars and workshops that will help to improve teachers' classroom practices, their perceptions and that will promote their conceptual understanding and teaching of civic education.

ii.   Students should beempowered to take part in the society efficaciously as informed, active, responsible and critical, members of the community of residence.

iii.   All stakeholders in the education sector, both the government, the private, non-governmental organisations (NGOs) and especially the implementer (teachers) of the programme should be involved in the designing and development civic education programme.

iv.   In-service civic education teachers should be exposed to conferences, workshops and participate in marking and co-ordination exercises to update their knowledge in civic education.

v.   Adequate instructional materials both printed and non-printed that will serve as references should also be made available for students and teachers.

vi.   The ministry of education in recommending books to be utilized in classrooms, must factor in civic education textbook content adequacy.

5.5   Contributions to Knowledge

Previous studies in-and-outside Nigeria had examined different teacher factors that determined students learning outcomes at the secondary level. The present study adds to these growing research findings on the degree to which teacher factors (classroom practices, content knowledge and perception of the values of civic education) predicted the performance, attitude and practices of students to civic education in Oyo South senatorial district of Oyo State. The study has established that classroom practices, content knowledge and perception of the values of civic education are prominent teacher factors when addressing the poor students' learning outcomes in junior secondary school students' civic education.   These factors have also be proved to be potent predictors of students achievement, attitude and practices in civic education at junior secondary schools level. In

other words, there is need for these factors to be taken into consideration before teachers teach the subject to the students in order to address the poor students' learning outcomes in civic education in social studies secondary school's curriculum. The study made immense contribution by adding to present body of researches on the influence of the independent variables on students' civic competence particularly in Oyo South senatorial district of Oyo state, Nigeria.

5.6   Limitation to the Study

The study only focused on 25 public JS schools out of 216 JS schools in Oyo state. The small sample out of 216 schools in Oyo state can limit the extent to which the findings from this study can be generalised. Not all concepts of Civic education were selected for this study and this can also limit the extent to which the result from this study can be generalised. Only some particular concepts of civic education were of concern to this study. This implies that the result of this study cannot be generalized above the selected concepts in the study. Lots of constraints were experienced from teachers who were reluctant in assisting the researcher and students were running away from the class for the fear of examination because of the achievement test that was involved in the study. These identified limitations, notwithstanding, the findings of this study are very valuable and far-reaching and of course the generalisability of these findings is not jeopardized.

5.7   Suggestions for Further Studies

As far as the findings of the study were concerned, the highlighted propositions were suggested for further research.

1.   In order to allow for greater generalization of this study there will be need to replicate the same study, colleges of education, Private schools, universities and six geopolitical zones in the country. This should be done by using great number of local and students, teachers, government areas, schools, and states,

2.   There is a need to find out how variables such as these could predict and also investigate the way other teacher related variables would affect students' civic competence.

3.   Student-related variables such as gender, students' perception of their teacher's performance in the classroom and students' attitude could be studied.

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UNIVERSITY OF IBADAN
FACULTY OF EDUCATION
DEPARTMENT OF ARTS AND SOCIAL SCIENCES
TEACHERS' CLASSROOM PRACTICES SCALE (TCPS)

Section A:

Respondent Background Information

School of School: _____

Observational Classroom_____

Topic Taught During Observation of the Lesson: _____

Time Specify for the Lesson: _____

SECTION B

INSTRUCTION: Dear research assistant, kindly use the rating scale below to pass on the classroom practices of Civic Education teachers in the class: A = Always, S = Sometimes, S = Seldom, N = Never

S/N	ITEMS	A	S	S	N
	Instructional Pacing				
1.	Lesson is conducted with appropriate pacing				
2.	Teacher gives majority of class time to practice of materials				
3.	The teacher gives equal emphasis to each segment of the lesson				
4.	The teacher plans transitions to follow logically between activities				
5.	Lesson is planned with detailed pacing notes				
6.	Lesson is planned around a theme				
7.	Lesson has good sequencing of activities				
8.	Pacing is commensurate with learners' individual differences				
9.	Teacher provides signal to students when changing activities				
10.	Classroom behaviour is reduced to the barest minimum				
11.	Teacher asks questions and provide corrective feedbacks				
12.	Teacher's Teacher uses questions to students' maintain attention and interest				
13.	Teacher progresses too slowly during lesson				
14.	Teacher emphasizes coverage of lesson content at the expense of clarity				
	Feedback Techniques				
15.	Feedback is grade focused				
16.	Feedback is instructional, not only corrective				
17.	Teacher and student engage in feedback process				

18.	Feedback is delayed				
19.	Teacher gives more of oral feedback				
20.	Feedback is immediate				
21.	Teacher alone gives feedback				
22.	Teacher gives more of written feedback				
23.	Feedback is related to lesson objectives				
24.	Feedback incorporates students' self-assessment				
25.	Feedback incorporates peer assessment				
26.	Feedback comes after the completion of learning task				
27.	Engage learners in post-learning task discussion				
28.	Teacher uses feedback to help learners advance to next stage of learning task				
29.	Teacher uses more of formative feedback				
30	The teacher asks questions relevant to students' level				
31	The teacher asks display questions				
32	The teacher asks referential questions				
33	The teacher asks for evidence to support a particular point				
34	The teacher asks different types of questions				
35	The teacher phrases the question first, and then call on the students				
36	The teacher calls on specific students to answer questions				
37	The teacher calls students' names when asking questions				
38	The teacher selects students to respond randomly instead of following any set pattern when calling students				
39	Teacher gives students enough time to think about the questions before answering the questions				
40	The teacher asks questions from the entire class and try to encourage all students to participate?				
41	The teacher encourages students to consult with classmates before answering the teacher				
42	The teacher encourages students to initiate questions				
43	The teacher moves closer to students when asking questions				
44	The teacher calls on non-volunteers to answer questions				
45	The teacher repeats the questions where there is no response				
46	The teacher modifies questions when it is not understood				
47	Teacher uses questions to shed light on important points of the lesson				
48	Teachers asks follow up questions				
49	Teacher allows enough wait time				

APPENDIX II
FACULTY OF EDUCATION
DEPARTMENT OF ARTS AND SOCIAL SCIENCES
TEACHER'S CONTENT KNOWLEDGE RATING SCALE (TCKS)

Section A:

Respondent Background Information

School of School: _____

Observational Classroom_____

Topic Taught During Observation of the Lesson: _____

Time Specify for the Lesson: _____

Section B: The Rating Scale

Key: SA – Strongly Agree= (4), A – Agree = (3), D- Disagree = (2), SD – Strongly Disagree = (1)

S/N	Description	SA	A	D	SD
1	The teacher perceive positive changes into the society when students are taught with values of Civic Education				
2	It is believed by teachers that students may put up the same behaviour as the past political leaders				
3	Teachers' expectation is that the current value decadence is a being to national, social and political development				
4	Many teachers do show much interest when political appointment were not given to them				
5	The perception of teachers on human right is that they should keep quiet or be indifferent to political situation				
6	The value placed on freedom of speech may be perceived by teachers as freedom to commit crime				
7	Many teachers will like their students to change things that are unfair within the society				
8	Teachers want their students to imbibe the culture of social and Civic competency				
9	With the present political situation in the country, it is the belief of teachers that students may not positively participate in public affairs due to thuggery and political unrest.				
10	Teachers' perception on poverty would not reduce insecurity and other social problem in Nigeria				
11	Teacher do preach changes on how to solve school problems and making school better				
12	Many teachers do believe that women should be run for public office because of the value placed on women as				

	the caretaker in the home				
13	It is the perception of teachers at all level that political leaders should be made to give account of their stewardship and responsibilities				
14	Teachers' perception on culture is dictated that it affect the political situation in Nigeria in terms of power sharing				
15	Teacher believe they do not respect their student's opinion on the governance of the community because of their immaturity				
16	It is the believe of many teachers that political class do not like academics when it comes to governance				
17	It is the opinion of teachers that academic should be given priority before electing any political leader				
18	Contrary to many people's opinion, teachers belief that they should be made electoral officers in any general elections				
19	Due to the value placed on western education, teachers expect citizens to be conscious of how other people would be affected before making a decision.				
20	Teacher's opinions are never sort before any decision on rulership are made.				

APPENDIX III

TEACHER'S PERCEPTION ON THE VALUE OF CIVIC EDUCATION QUESTIONNAIRE (TPVCEQ)

Dear Sir/Ma,

Please be honest and objective, you are requested to freely respond to the items below by indicating with a tick (√   ) any of the response as it appeals to you. Whatever information given will be treated with strict confidence and it will be used for research purpose only.

SECTION A (TEACHER'S BIODATA)

1.   Name of Town: ……………………………………………

2.   Name of school:……………………………………………

3.   Teacher's Qualification: NCE   ☐

OND   ☐

HND   ☐

B.A.(Ed)   ☐

B.Ed   ☐

M.Ed   ☐

Ph.D   ☐

4. Area of Specialization: ……………   a) M.Ed (Social Studies)

b) B..Educ.   (Social Studies)

c) B.SC.Educ.   (Social Studies)

d) N.C.E.

e) Others

5.Years of Teaching Experience: (a) 1 – 5years

(b) 6 – 10 years

(c) 10 years and above

SECTION B

Instruction:

Please kindly read each of the items below in Section C to it and respond appropriately. By using the Key:

SA – Strongly Agree=(4)
A – Agree   =   (3)
D- Disagree   =   (2)
SD – Strongly Disagree=   (1)

S/N	ITEMS	SD	D	A	SA
1.	Teachers needs to initiates the discussion				
2.	Teachers must sets goals of concepts is needed for easy implementation				
3	Students must engage in brainstorming activities and necessary discussion techniques -				
4.	Students need to task questions on the task presented				
5.	Teachers must provide assistance subject when needed.				
6	Students must be given opportunity to work freely				
7.	Students will be evaluated on other problems				
8.	The strategy must not create a forum in which too many questions will be asked at once				
9.	Teacher and Student are free to ask questions but must not answer it yourself				
10.	Teacher and Student are free to explore the implications of answers				
11	Teacher and Student are not expected to ask unconnected questions				
12	Students are not supposed to ask leading questions				
13	Interaction-discussion must make teachers and students to build on answers				
14	Teachers provide direction and students maintain focus				
15	Points must not be repeated in any form during discussion				
16	It is necessary for students not to engage in private conversations				
17	Participants are enjoined by teachers to compromise when necessary				
18	Apathetic participation of students must be discouraged				
19	Students need to be encouraged to do collaborative work in small group				
20	Teachers clarification of concepts is needed for easy implementation				

UNIVERSITY OF IBADAN, IBADAN, NIGERIA
FACULTY OF EDUCATION
DEPARTMENT OF ARTS AND SOCIAL SCIENCES
CIVIC EDUCATION KNOWLEDGE TEST (CEKT)

Dear Student,

The above subject matter is for research investigation purpose. You are required to fill the questionnaire with honesty and as most appropriate to you. All your responses will be treated in confidence.

Thanks.

DEMOGRAPHIC DATA

Instruction: Kindly tick   to indicate your option

Institution: _____

Sex: Male   (   ), Female (   )

Age: 20 years (   ), 18 years and above (   )

Religion: Christianity (   ), Islam (   ), Traditional (   ), None (   )

CIVIC EDUCATION KNOWLEDGE TEST (CEKT)

Instruction: You are requested to choose the most appropriate answer to the following questions from options A - D

1. _____ is the ability to influence the behaviour of other people without resistance

    (a)   Power   (b)   Force   (c)   Energy   (d)   Coercion

2. Government is _____

    (a)   The process of committing crimes against the state.   (b)   The process of claiming one's rights   (c)   The system by which a state is governed

    (d)   A process of counting the numbers of people living in a country

3. What is the supreme law of a country?

(a)   The constitution   (b) The emancipation of independence

(c)   The declaration of federalism   (d)   The articles of deed

4. Politics in Nigeria is mostly affected by all, except

    (a)   Security circumstances   (b)   Political circumstances

    (c)   Economic circumstances   (d)   None of the above

5. Power may be held through any of the following

    (a)   Delegation   (b)   Force

    (c)   knowledge/expertise   (d)   All of the above

6. Who makes the federal law?

    (a)   The supreme court   (b)   The national assembly

    (c)   The president   (d)   The state governors

7. Nigerian national assembly is made up of

    (a)   120 senators, 240 representatives   (b)   109   senators,   350 representatives

    (c)   135 senators, 360 representatives   (d)   109   senators,   360 representatives

8. The following are forms of government, except one

    (a)   Aristocracy   (b)   Democracy

    (c)   Educracy   (d)   Monarchy

9. Every adult in Nigeria should be involved in politics because

    (a)   It is a means of distributing national wealth

    (b)   It is a means to steal tax payers' money

    (c)   It is a process of enriching oneself

    (d)   It is a process of oppressing one's enemy

10. Which of the following is true of politics in Nigeria?

    (a)   It is seen as a dirty game   (b)   It is a means to steal public fund

    (c)   It is only practiced by few lucky ones   (d)   All of the above

11. Which of the following is not a duty of a citizen?

    (a)   Pay tax regularly   (b)   Vote in an election

    (c)   Abuse government in power   (d)   Work to develop the economy

12. Democracy is preferred to other forms of government because

(a) Decisions are made by the votes of the majority

(b) Only small powerful people hold power

(c) Power belongs to the king (d) People must be forced to do things

13. What could be the reason why political activities in Nigeria are far lesser than what obtains in many countries of the world?

(a) High level of corruption (b) Goodwill of the leaders

(c) Low level of leaders' educational qualification (d) Money is not enough

14. One of the following power tactics should not be used by government on people

(a) Collaboration (b) Negotiation

(c) Bullying (d) Inspiring

15. For what reasons do you think Nigerians would prefer military rule to civilian government?

(a) Discipline in public places (b) security of lives and properties

(c) Implementation of policies that promote national integration and unity

(d) None of the above

16. The use of power should be …..

(a) to attract the benefits of office (b) to suppress the masses

(c) to build loyalty and develop the country (d) to promote personal agenda

17. Which of the following is not true of Nigerian nation?

(a) Rights of the citizens are denied

(b) National wealth are not evenly allocated

(c) Citizens find it difficult to make ends meet

(d) Nigerian leaders put people first in all things

18. Politics is made attractive in Nigerian in order for political office holders

(a) serve the masses (b) have more opportunities for corruption (c) provide enabling environment for development (d) provide security

19. Democracy is currently threatened in Nigeria by the following except

(a) gross corruption (b) economic and social insecurity

(c)   lack of focus and misplaced priority (d)   all of the above

20. What would you consider as the way out for Nigerian political development?

    (a)   The country should break up along ethnic nationalities

    (b)   Military should take over power   (c)   All corrupt leaders should be assassinated

    (d)   Good leadership will bring about the expected change

APPENDIX V

DEPARTMENT OF ARTS AND SOCIAL SCIENCES
(SOCIAL STUDIES UNIT)
CIVIC VALUES SCALE (CVS)

Dear Student,

The above subject matter is for research investigation purpose. You are required to fill the questionnaire with honesty and as most appropriate to you. All your responses will be treated in confidence.

Thanks.

DEMOGRAPHIC DATA

Instruction: Kindly tick   to indicate your option

Institution: _____

Sex: Male (   ), Female (   )

Age: 20 years (   ), 18 years and above (   )

Religion: Christianity (   ), Islam (   ), Traditional (   ), None (   )

Instruction: You are requested to choose the most appropriate answer to the following questions from options AN = Almost Never, O = Occasionally, F = Frequency, AA= Almost Always

S/N	STATEMENTS	AN	O	F	AA
1.	Lots of positive changes would happen in the society when students are taught to be civil and politically conscious.				
2.	Students from different ethnic, religion or political background should not be treated equally in the school and society.				
3.	Electing students' representatives to suggest chang4es on how to solve school problems makes schools better.				
4.	When students join political parties while on campus, it would enhance their understanding and awareness of political activities and programmes.				
5.	Women should run for public office and take part in government				
6.	The present political leaders cannot be trusted, students should prepare themselves for better and more resourceful leadership				

7.	The current value decadence is a bane to national socio-political development.				
8.	Youths should not be given political appointment at all tiers of government.				
9.	Students can stand up for what they think is right, even if many others are keeping quite or indifferent.				
10.	Parents' influence is tremendous, as such they should be good models for their children and wards				
11.	People should always think of how someone else would feel before they say something.				
12.	Students should imbibe leadership skills and qualities as this will stand them out in the future.				
13.	It is important for citizen to change things that are unfair in the society through advocacy and dialogue, and avoid fights or confrontation.				
14.	Students should learn and imbibe the culture of social and Civic responsibilities such as payment of taxes, voting, communal activities, etc.				
15.	Citizens should always be conscious of how other people would be affected before they make a decision.				
16.	Citizens may not actively participate in politics and contribute to national development if they gainfully employed.				
17.	Teachers should not respect students' opinions and encourage them to express them during class.				
18.	Poverty reduction would not reduce insecurity and other social problems in Nigeria.				
19.	Leaders at all levels should be made to periodically give account of their office budget and responsibilities				
20.	Every citizen (students inclusive) have the responsibility to maintain peace, unity and stability in the country.				

APPENDIX VI

DEPARTMENT OF ARTS AND SOCIAL SCIENCES
(SOCIAL STUDIES UNIT)
CIVIC SKILLS QUESTIONNAIRE (CSQ)

Dear Student,

The above subject matter is for research investigation purpose. You are required to fill the questionnaire with honesty and as most appropriate to you. All your responses will be treated in confidence.

Thanks.

SECTION A: DEMOGRAPHIC DATA

Instruction: Kindly tick   to indicate your option

Institution: _____

Sex: Male ( ), Female ( )

Age: 20 years ( ), 18 years and above ( )

Religion: Christianity ( ), Islam ( ), Traditional ( ), None ( )

SECTION B: CIVIC EDUCATION SKILLS QUESTIONNAIRE (CESQ)

Instruction: You are requested to choose the most appropriate answer to the following questions from options NT = Not True, U = Uncertain, C = Certain, VT = Very True

S/N	STATEMENTS	NT	U	C	VT
1	I shun political and social violence and discourage others from being used as miscreants				
2	I involve myself in those activities that promote democratic values in my school and community				
3	I support gender equality, and for equal rights for ethnic minority and religious groups				
4	I take part in census, referendum and voters registration.				
5	I participate regularly in departmental and students union elections.				
6	I regularly vote in general elections.				
7	I support credible and competent candidates in elections				
8	I am an active member of a political party				
9	I have a copy of Nigerian constitution and access it for needed information.				
10	I persuade others to vote				

11	I criticize corrupt and ineffective leadership				
12	In political participation, I make people respect my choice				
13	I canvass – going door to door for a political group				
14	I take part in a protest, march, or demonstration against electoral fraud or marginalization				
15	I know my rights and defend them always				
16	I cherish the Nigerian coat of arms and other national symbols				
17	I recite the national anthem and pledge when and wherever required.				
18	I am a member of a local organization/club aimed at improving my local community's culture, values and social amenities				
19	I attend human rights meetings and participate in rights campaign				
20	I resist social discrimination and political imposition as much as I can.				