



Effects of Civic Education on Learners' Response to Governance Tenets: A Case of Selected Secondary Schools in Kitwe District of Copperbelt Province, Zambia

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Abstract: Civic education is the study of the rights and obligations of citizens in society and it enables citizens to participate in democratic and development processes. Citizens need to participate in governance through voting, volunteering, participating in other activities that benefit society. Therefore, the study aimed at analyzing the effects of Civic Education on learners' responses to governance tenets in Kitwe district of Copperbelt Province. The study further suggested that since some factors that influence Civic Education bordered on policy, culture and laws of the country, both the government and the citizenry should address these issues. The study adopted a mixed methods approach which is a combination of quantitative and qualitative data. The sample involved a total of 173 respondents which included; one (1) officer from DEBS office, four (4) Head teachers, twelve (12) Civic Education teachers, twenty (20) parents for learners of Civic Education and one hundred thirty-six (136) Civic Education pupils. The respondents were obtained through purposive and simple random sampling. Data was obtained through interviews and questionnaires from the selected secondary schools. Data analysis consisted of content analysis of the interview responses and item analysis of the questionnaire responses; The data gathered was analyzed according to the themes of the study and the order of the research objectives. Data generated from the questionnaires was analyzed manually by using the Statistical Package for Social Sciences (version 26) and Microsoft Excel (version 16) to come up with frequency tables, pie charts and bar graphs to analyze data. The findings indicated that civic education had an effect in understanding public Issues as well as inculcating civic responsibility. Findings in many cases were consistent in all the selected schools. It was generally agreed that Civic Education subject had a critical role to play on the learners as well as society at large.

Keywords: Civic Education, Civic Responsibility, Governance, Society, and Tenet

INTRODUCTION

Civic Education is essential to sustain our constitutional democracy. The term is derived from a Latin word “civicus” meaning, relating to a citizen and the term civics also relates to the behaviour affecting other citizens as it hinges citizens’ rights and duties, Crittenden (2007). The habits of the mind, as well as 'habits of the heart,' the dispositions that inform the democratic ethos, are not inherited. Each new generation is a new people that must acquire the knowledge, learn the skills, and develop the dispositions or traits of private and public character that undergird a constitutional democracy. Those dispositions must be fostered and nurtured by word and study and by the power of example. Democracy is not a 'machine that would go of itself,' but must be consciously reproduced, one generation after another. Hence, since independence, there have been successive committees formed to address educational issues. For instance, in 1996 a committee was formed to redefine educational policies and objectives. The report produced by this committee emphasized the need to strengthen national unity and to promote economic, social and cultural aspirations of the people of Zambia (MOE, 1996). Civic education was purposely chosen because the subject’s central goal is to address issues that promote social cohesion and sound democratic citizenship. Civic education, therefore, offers a platform for the explicit discussion of issues that would promote peace, not only in the confinement of the classroom, but social cohesion as a whole. According to UNESCO (2005), civic education is defined as educating children, from early childhood, to become clear-thinking and enlightened citizens who participate in decisions concerning society. The Program’s long-term goal is to create sustained public awareness on, adherence to and engagement with the Constitution.

Education is the key to the doors of success for most of people in Africa and the world at large. Without education people cannot productively, care for their Health, Sustainability and protect themselves. Therefore, the quality of civic education has been a concern of those interested in the health of our system of government and the well-being of the citizenry. For much of the nation’s history, our leaders have viewed civics education as a means of realizing the country’s democratic ideals. In the past decade, low levels of youth voting and non-proficient learner’s performance on a widely respected civics assessment tests have ignited a movement to create conducive and favorable grounds in teaching civics education. Hence, every Child should be given an opportunity to education on fair and favorable grounds. In most Zambian Schools, the academic performance of pupils is minimal as compared to the expected standards, especially at both primary and secondary school level. Among the subjects in which pupils perform poorly is civic education, and this has been noticed by many teachers and other stakeholders. Hence, the study aimed at analyzing the effect of Civic Education on learner’s response to governance tenets in selected Zambian Secondary Schools.

According to Olugbenga (2012), Civic education has always been taught as civics and has been one of the compulsory subjects at junior secondary school level. The proposed policy of government now is that civic education should be taught even at senior secondary level as one of the compulsory subjects at present civic education is being taught as a high school subject on a pilot basis in some selected schools. The re-introduction of multiparty politics in 1991 fostered the introduction of civic education in 2006 in learning institutions in Zambia facilitated the establishment of support for effective citizens social and academic participation in democratic issues that encourages good governance. The concept of social and academic participation is not a recent phenomenon in our schools and nation. It has been around for a long time, referring in a generic sense to the task of acquiring knowledge and running of a

government or any other appropriate entity, for example a school. The idea of effective academic performance and social traits in civic education has been present from the time of colonialism in Zambia. This idea of effective academic performance and social traits in civic education has necessitated the endorsement participation concept by the Zambia Civic Education Association and government in schools through numerous education reforms.

Civic Education is not limited to participation in politics and society, it also encompasses participation in classrooms, neighborhoods, groups and organizations (Cogan, 2016). In civics, students learn to contribute to public processes and discussions of real issues. Students can also learn civic practices such as voting, volunteering, jury service, and joining with others to improve society. Furthermore, civics enables students not only to study how others participate but also to practice participation and taking informed action themselves. The subject also empowers students to be well-informed, active citizens and gives them the opportunity to change the world around them. It is a vital part of any democracy and equips ordinary people with knowledge about their democracy and constitution. Civic education emphasizes that people are not born with these desirable values, nor do they automatically see them as important; they have to be taught and learned. Citizens, through civic education, learn about democracy and democratic values; and above all learn to think for themselves and to see the problems of the present in the longer context of the past. More specifically, civic education can help citizens develop a critical sense of identity, a broader perspective, empathy and a positive attitude towards diversity; and of which are essential components of democratic citizenship.

According to Ministry of Education (2004), the re-introduction of Civic Education in Schools was to fill the gap that existed between the Zambian students and international students. This gap has had an impact on our students more especially the Grade 12 school leavers who in most cases graduated with little or no experience of Civic Education with regards to their roles, rights and obligations. Hence, this major development in the curriculum was identified as an important contribution to Zambia's education system. Undoubtedly, the teaching and learning of Civic Education will help society recognizes the role that this subject plays in our constantly changing world. The Ministry of Education, therefore, hopes that through Civic Education learners will be equipped with knowledge; skills and values to enable them practice their civic rights and perform duties as responsible Zambian citizens.

Furthermore, Citizen involvement in governance can come about through and in various forms such as state forums, legislations, NGOs, sensitizations, workshops, student forums, debates, social movements or creation of parallel governance structures and non-formal forms of citizen action are significant as they symbolize the transition from representative democracy to participatory democracy. It is evident that new spaces and opportunities may have been emerging for citizen engagement in governance at all levels, especially that of local governance, Biggs et al (1997). These should be developed and promoted through policy instruments, legal frameworks and support programs. However, it is also not clear whether such elements have led to parental engagement or help in strengthening citizen participation in governance in Zambia starting from secondary school level.

1.2. Statement of the Problem

The current government of Zambia has introduced and is working towards effective realization of civic education to inculcate democratic culture in its citizens and this is evident through the introduction of free education country wide. There is enough evidence that as a country, we have

not achieved the level of understanding and acceptance of the rights and responsibilities among the totality of the citizens that is required for the maintenance and improvement of our constitutional democracy. While policy makers widely recognize the fact that education serves as an engine for economic growth through the accumulation of human capital, education is also strongly associated with boosting levels of social capital. It appears the introduction of Civic Education in schools have been received with renewed interest among pupils. This is evident from the large numbers of students studying Civic Education (Muleya, 2015). However, one of the challenges in this field has been the problem in the provision of civic education in reaching out to deprived groups. It has become clear that a simple linear expansion of conventional secondary schooling faces serious limitations that are due, in the first instance, to the fragility of the demand among the deprived groups in society (Ahmed, 2019). In deprived areas where this kind of research may be conducted, creating schools does not guarantee that children will attend them because of long distance, misconceptions about the subject itself, unqualified subject teachers and shortage of teaching/learning materials in schools hence making it difficult in learning civic education in most secondary schools.

1.3. The Purpose of the Study

The purpose of this study was to analyze the effect of Civic Education on learner's response to governance tenets at the four selected secondary schools in Kitwe district, Copperbelt Province.

1.4. Research Objectives

The objectives of the study were to:

- Identify the effects of Civic Education on learner's responses to Governance tenets in selected secondary schools in Kitwe district.
- Analyze the significance of Civic Education on learner's response to Governance tenets in selected secondary schools in Kitwe district.
- Enhance the teaching methodologies for Civic Education in secondary schools in Kitwe district.

1.5. Conceptual Framework

This study was guided by the model on Ladder of appropriate infrastructure (environment) and right ways of teaching civic education which was proposed by Arnstein in 1969. The model provides a more direct and appropriate approach to teaching and learning that development comes as a result of active engagement of stakeholders in political, academic and social activities. The model of ladder on appropriate infrastructure and right ways of teaching civic education is an attempt to explain how and why learners face different challenges in participating in governance tenets in certain situations as they learn civic education. Further, Civic education teaches the right or benefits which an individual enjoys, also his duties to himself, society and government, the knowledge, attitude, values, norms, morals to make society survive and last, Smith (2016).

1.6. Significance of the Study

It is hoped that the findings of the study would contribute to the knowledge gap amongst all the stake holders interested in civic education and citizen participation in the tenets of a democratic society. Civic education has been used to address a wide variety of political and governance issues (for example, Corruption, civic apathy or post-conflict reconciliation) as well as important social issues (for example, domestic violence, drug abuse, and HIV/AIDS). The people need the knowledge of civic education because without it they can hardly effectively participation in decision making directing their development efforts in the right direction. Additionally, the findings from this study would benefit the curriculum developers or policy makers to better identify the teaching and learning needs in Civic Education in Kitwe and Zambia as a whole and facilitate possible improvements of the current situation with regards to the content and methods of teaching and learning of Civic Education.

2.LITERATURE REVIEW

2.1. Civic Education

As already alluded to, the term civicis derived from the Latin word „civicus“ meaning „relating to a citizen“ and the term relates to behavior affecting other citizens, particularly in the context of development. Therefore, civic education can rightly be defined as the study of the rights and obligations of citizens in society UNDP, (2012). In addition, civic education is also known as citizen education in democracy education and can broadly be defined as the provision of information and learning experiences to equip and empower citizens to participate in democratic processes. Civic education is an important and effective tool that facilitates the participation of citizens in democratic and development processes and this tool helps citizens speak both on their own behalf and within a certain group Myers, (2002).

The two major types of civic education are liberal and diversity civic education. In liberal civic education, the student develops the individualistic skills needed in order to take part in the political process while in diversity civic education, the student understands the ways in which social groups differ such as race, ethnicity, gender, sexual orientation, socio-economic status, ability, age, religious belief or political conviction Levinson, (2012). Based on these notions, civic educational acts may be seen as standing on three main pillars of knowledge, values and behavior.

2.2. Importance of Civic Education in Zambia

Civic Education prepares people to live in a multicultural society and to deal with differences knowledgeably, sensibly, tolerantly and morally. Gearon (2010) supports this idea by adding that Civic Education addresses issues relating to social justice, human rights, community cohesion and global interdependence that encourages learners to challenge injustice, inequalities and discrimination. This suggests that Civic Education covering these themes has the potential to help young people to develop their critical skills, consider a wide range of political, social, ethical and moral problems and explore opinions and ideas other than theirs. Provided the programme is implemented in a conducive learning environment that encourages the voices of the students to be heard, community participation and service learning. Such a curriculum package could accord

students an opportunity to evaluate information, make informed judgments and reflect on the consequences that their actions have on present and in the future generation.

Cecchim (2003) sees Civic Education as the best means any state can resort to in order to promote participation and instill a culture of respect for human rights and responsibilities. This perception is based on the premise that any nation needs the loyalty of its citizens and that loyalty is not inborn but nurtured through proper educational programmes. For Heater (2004) individuals are obliged to act and behave in a manner that shows tolerance to one another for the good of human and environment harmony. Such tolerance and loyalty are undoubtedly beneficial for societal sustainability and these are characteristics propagated by Civic Education among the citizens. This assertion creates ground to argue that if the Zambian government develops and implements a responsive Civic Education programme in schools at different levels, a likelihood of having a calm and orderly society is possible in future. The researcher is however aware that an orderly society would need contributions from different stakeholders like the community, not only from the education system. This shows the need to expose student teachers during their training to community-based practices not just to classroom-based arrangement.

2.3. Civic Education and Governance

Formal instruction in civics and government should provide students with a basic understanding of civic life, politics, and government. It should help them understand the workings of their own and other political systems, as well as the relationship of American politics and government to world affairs. Civic education in governance promote understanding of how a constitutional government operates and an appreciation of the rights and responsibilities of citizens. promote informed and responsible participation in civic life. From the study conducted by Kaumba (2015) on the student's perceptions of public participation in national governance in Lusaka district, the study established that public participation in national governance in Zambia is in a bad state. This is hampered by corruption, poverty and a lack of education of citizens' rights, implying that bad governance is to a larger extent taking center stage in Zambia. Furthermore, he stated that it was also clear from the study that public media and access to information was heavily controlled by government and this compromises the quality of transparency and accountability that is desired in a democratic state like Zambia.

On the other hand, Niworo et-al (2016) conducted a study in Ghana. This study explored the impact of civic education on political participation in the Sissala East District of the Upper West Region of Ghana. The study suggested that beneficiaries of civic education in the study area had high level of political participation, including the readiness to vote, join political party, contest elections, participate in community service and demanding accountability from duty bearers. From the study, it is evident that beneficiaries of civic education in the study area had high level of political participation, including the readiness to vote, join political party, contest elections, participate in community service and demanding accountability from duty bearers.

2.4. Feasible ways of teaching Civic education in Zambian secondary schools

The constructivists' theory has fundamental implications on how to approach the teaching of Civic Education in Zambia. The 1996 education reform regards a teacher as a key element in the entire education system in the country. The success of Civic education to teach democratic citizenship in Zambia thus depends on the commitment, competence and resourcefulness of

teachers in the education system (GRZ/MOE, 1996). The role of the teacher in this endeavor has many aspects. The teacher is expected to communicate knowledge in a manner that helps children and young people to develop both desired values and ability to learn. This means that the teacher should have good command of the methods and content of the subject matter they teach and be resourceful in translating knowledge into effective and practical learning experiences for students. What the policy is calling for is change in teaching approach which has been found to be extremely teacher-dominated. It is believed that such change can only take place if a student-centred pedagogy was to be adopted by teachers or lecturers. The starting point is effective teacher training to prepare teachers on diverse active teaching methods, techniques and approaches such as service learning.

The 1996 education policy “Educating Our Future” affirms that learning might sometimes best take place outside the classroom through investigations in the library, observation in the field and in group discussions or project work (GRZ/MOE, 1996). This form of facilitating learning substitutes the usual formal instruction, written exercises directed towards the passing of examinations and rote learning. It is however, lamentable despite beautiful education policies such as the 1977 Education Reform, the 1992 Focus on learning and Educating Our Future National Policy on Education of 1996 teacher-centred approach still reign in Zambian schools, colleges and universities. Additionally, Oats (2014) argues that effective teaching of democratic citizenship should include the introduction of practical skills and service-learning approaches in the school, college and university curriculum. Bid (2014) seem to suggest that practical skills are deemed necessary for integrating Civic Education curriculum so that students are able acquire the necessary democratic values. Matebele (2005) and Oats (2014) further assert that Civic Education is more of a practical oriented subject. Thus, if practical activity is effectively used students can be engaged in community activities either through apprenticeship or internships in place of the theory-based instruction.

However, practical activity is lacking in Civic Education teacher training in colleges, universities and secondary schools which predominantly use classroom instruction approach than practical orientation to learning (Ibid, 2005). This study therefore, challenges the learning institutions with Civic Education components to organize community and service-learning activities through which students could have direct experience since Civic Education is more about doing rather than sitting and listening. This necessitates that Civic Education in Zambia’s learning institutions be taught in ways that bring out the ever-constant link between knowledge and practice. The interaction between concepts and action gradually produces the ability to think, thus acting with accountability.

3. RESEARCH METHODOLOGY

3.1. Study Design

The study adopted a mixed methods approach which is a combination of quantitative and qualitative data. Exploratory and descriptive designs were as well considered appropriate as they also allowed for more flexible strategies of data collection in order to answer the research questions. The research design was a descriptive survey, as Borg and Gall, (1989) pointed out that a descriptive study may often result in the formation of important principles of knowledge and solutions to significant problems. The study incorporated both qualitative

and quantitative aspects of research. It was aimed at collecting information from respondents on the effect of Civic Education on learner's response to governance tenets at the four (4) selected secondary schools in Kitwe district, Copperbelt Province.

3.2. Research Site

The research was conducted in Kitwe district of Copperbelt Province in Zambia in some selected secondary schools from which respondents were also sampled.

3.3. Population, Sample and Sampling Procedure

The population for the study comprised of one officer from DEBS, Head teachers, Teachers of Civic Education, Parents to learners of Civic Education and learners of Civic Education at the four (4) selected secondary schools. The target population was 1734. The sample size involved a total of 173 respondents which included one (1) officer from DEBS office, four (4) Head teachers, one from each selected school. twelve (12) civic education teachers, three from each selected school. Twenty (20) parents for the learners of civic education, five parents from each selected school. One hundred thirty-six (136) pupils of civic education, thirty-four (34) from each selected school. The study employed both purposive and simple random sampling on different participants from the four selected secondary schools. Simple random sampling was used on learners of Civic education, this is because there were too many to participate, hence simple random selection of learners was preferred. Parents to civic education pupils were also subjected to simple random sampling. On the other hand, Purposive sampling was used on the officer from DEBS office, Head teachers and Civic Education Teachers for convenient purposes.

3.4. Data Analysis

In this research, data was analyzed qualitatively as the semi structured interviews schedules were used as data collection instruments. Thematic approach was used, where data analysis started with the categorization of themes from the semi structured interviews schedules (Kombo and Tromp, 2006). Charts and graphs were used to analyze data. The data gathered was analyzed according to the themes of the study, the order of the research objectives. Data generated from the questionnaires was analyzed manually by using the Statistical Package for Social Sciences (version 26) and Microsoft Excel (version 16) to come up with frequency tables, pie charts and bar graphs to analyze data.

3.5. Ethical Issues

The researcher avoided pressuring respondents to take part in the research. Alternatively, permission consents, assents were obtained from respondents involved in the research and the research topic was strategically selected to ensure that there was no harm whatsoever to the research respondents. In this research, the researcher was fully conscious of the need to abide by the ethical rule of respecting the privacy of individuals taking part in the research. In the same way, all the respondents of the research were to remain unidentified to the public as all their valuable views, opinions and perceptions were only known by the researcher for use only in the research and participant's identities will forever remain hidden.

Permission from Rockview University and the District Education Board for Kitwe District was sought in carrying out this study. Interviews were not conducted on one-to-one basis; instead, participants were grouped and identified using their titles as learners and teachers for Civic Education. An informed consent was sought before collecting information from the informants and guaranteed them with security of the information they provided.

Additionally, permission to display photos in the dissertation was duly obtained from the participants and requisite documentation on the same was attached at the appendix. Furthermore, the main objective of gathering such information was made clear to the respondents.

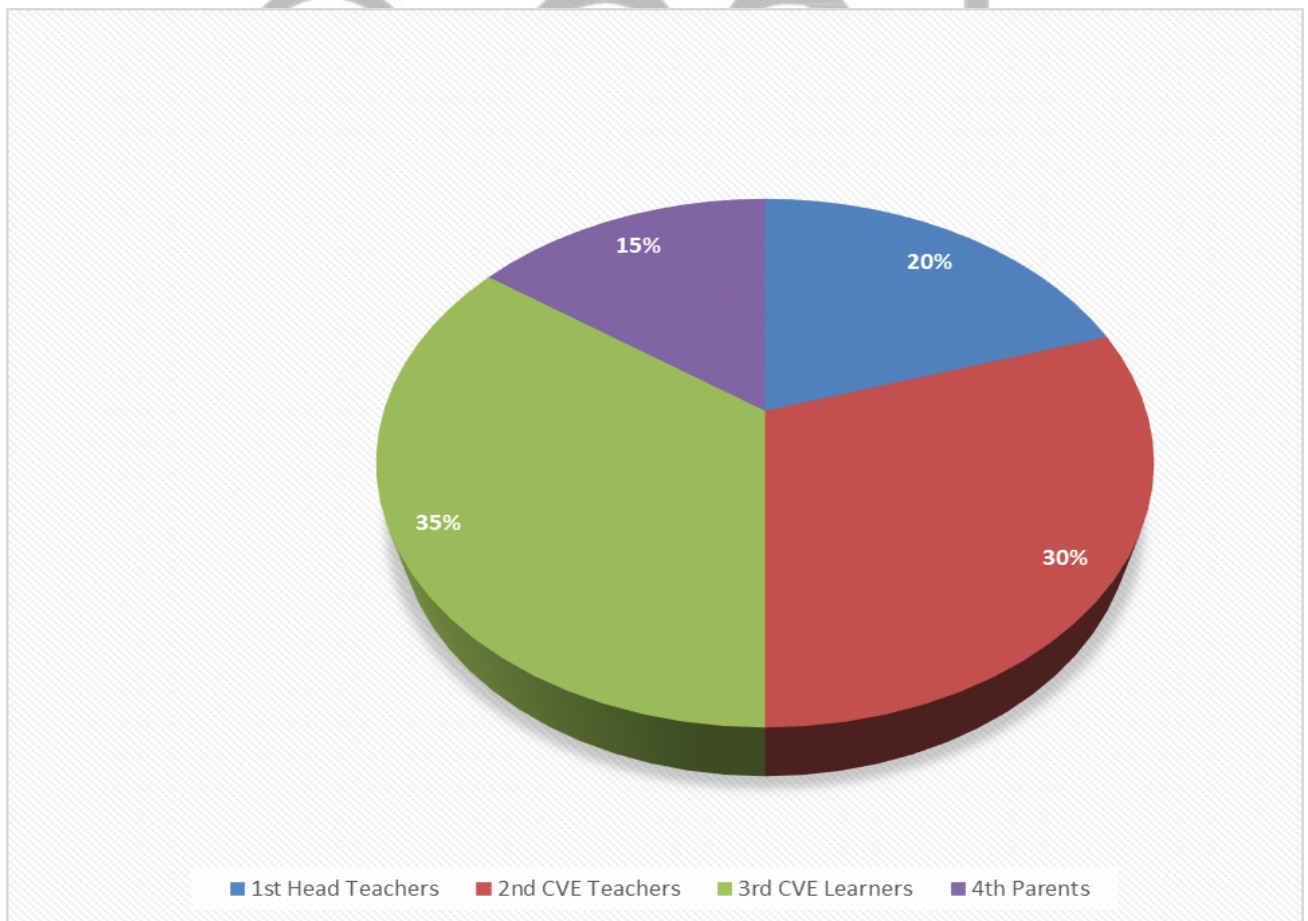
4. FINDINGS AND DISCUSSIONS

The following findings and discussions were presented according to set research objectives:

4.1. Effect of Civic Education in understanding public issues

According to research findings, 20 percent representing head teachers stated that, Civic Education subject helped the learners to understand and comprehend public issues. 30 percent representing teachers of civic education stated that Civic Education subject helped in shaping and molding the learners in a way that helps them fit well in their society as the modern world has its own rules and no restrictions. 35 percent representing learners of Civic Education revealed that Civic Education subject helps learners to define and interpret the world around them. Table 1 below explains this research finding.

Figure 1: Effect of Civic Education in Understanding public issues



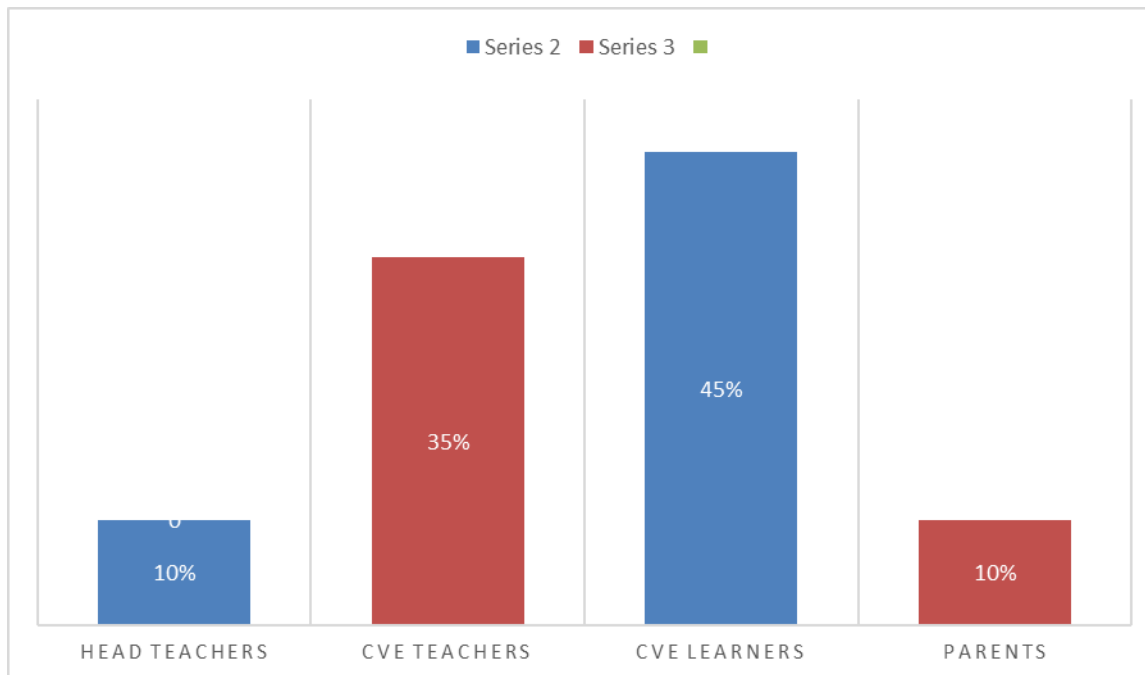
Literature review that civic education should aim at developing and changing young people into effective, responsible, good and informed citizens in all aspects of any democratic society so that they become useful citizens of the society Tjeldvoll, (2016). According to Cortina and Stomquist, (2019), civic responsibilities should comprise of actions and attitudes which are associated with democratic governance and social participation. Additionally, it was noted from the findings that schools have a civic mission, which is to produce an informed and engaged citizenry (Campaign for the Civic Mission of Schools, 2011). School-based civic education plays an important role in fulfilling this mission. It aims to equip students with the knowledge, democratic skills and attitudes necessary to effectively participate in political and civic life. It can be conceptualized as all opportunities provided by schools to engage their students in meaningful learning experiences to facilitate and enhance their development as responsible and active citizens.

Moving further, some respondents stated that Civic Education subject helps in shaping and molding the learners in a way that helps them fit well in their society. The respondents further stated that democracies need active, informed and responsible citizens – citizens who are willing and able to take responsibility for themselves and their communities and contribute to the political process. It helps them to develop self-confidence and a sense of agency, and successfully deal with life changes and challenges such as bullying and discrimination. It gives them a voice: in the life of their schools, their communities and society at large. Further, Civic Education enables learners to make a positive contribution by developing the knowledge and experience needed to claim their rights and understand their responsibilities thereby prepares them for the challenges and opportunities of adult and working life (Richard, 2009).

4.2. Effect of Civic Education in inculcating civic responsibility

According to research findings, 10 percent representing head teachers stated that, Civic Education subject helps the learners to be active members especially in political life. 35 percent representing teachers of civic education stated that Civic Education subject helps learners to be well-informed/be up-to date with current issues. 45 percent representing learners of Civic Education narrated that Civic Education subject helps learners to be responsible/good citizens of the country. 10 percent representing pupils 'parents noted that Civic Education subject help learners to have the passion and capacity to build/educate other citizens on civic matters in their communities. Hence, the study found that Civic Education subject helped the learners to be active members especially in political life, helps learners to be well-informed/be up-to date with current issues, helps learners to be responsible/good citizens of the country and also help learners to have the passion and capacity to build/educate other citizens on civic matters in their communities. The table below illustrates this analysis;

Table 1: Effect of Civic Education in Inculcating Civic Responsibility



From the research findings, it was noted that 10 percent of respondents stated that, Civic Education subject helps the learners to be active members especially in political life. Additionally, it was noted that Civic education empowers learners to be well-informed, active citizens and gives us the opportunity to change the world around us. It is a vital part of any democracy, and equips ordinary people with knowledge about our democracy and our Constitution. Bikers (2016), alluded that every citizen should strive to be a citizen that is actively involved in our governance. Civic education is not limited to participation in politics and society, it also encompasses participation in classrooms, neighborhoods, groups and organizations. In civics, students learn to contribute to public processes and discussions of real issues. Students can also learn civic practices such as voting, volunteering, jury service, and joining with others to improve society. Civics enables students not only to study how others participate, but also to practice participating and taking informed action themselves. It was further observed that effective civic education programs provide students with opportunities for the development of desirable traits of public and private character. Certain learning activities can promote character traits needed to participate effectively and responsibly in civic life. The findings of this study are supported by Mainde and Chola, (2020) which emphasizes that teaching of Civic Education empowers learners to be active participants in political life.

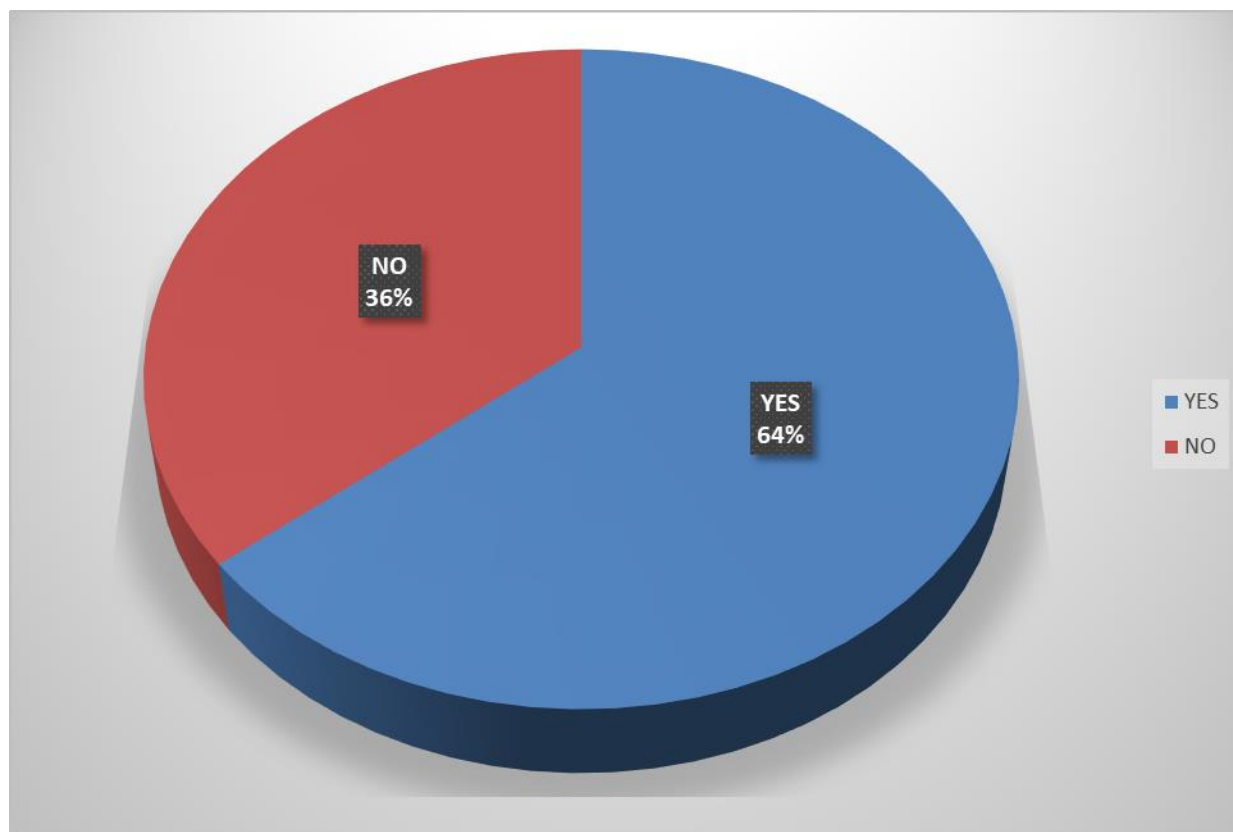
4.3. Improving/Incorporating teaching methodologies for Civic Education

According to research findings, 10 percent representing head teachers viewed that, there is inability using interactive methods when teaching Civic Education in the classroom. 20 percent representing teachers of Civic education stated that Civic Education subject has inadequate time/

teaching and learning materials in these schools. They further stated that this has led to failure to utilize various teaching methods as well as failing to be innovative/creative enough in their teaching. 30 percent representing learners of Civic Education showed that Civic Education subject has been interpreted to be a passing subject only. Lastly but not the least, 40 percent representing pupils 'parents also said that Civic Education subject needs motivation to encourage learners like the subject more.

Therefore, the research findings found that there is inability use of interactive methods when teaching Civic Education in the classroom, Civic Education subject has inadequate teaching and learning materials in these schools, Civic Education subject has been interpreted to be a passing subject only and also that Civic Education subject needs motivation to encourage learners like the subject more as shown below in figure;

Figure 2: Inability to use interactive methods when teaching Civic Education in the classroom



5. CONCLUSION

The conclusion drawn were that civic education plays an important role in promoting citizen involvement in all aspects of a democratic society as citizens who are equipped with civic knowledge will be able to participate effectively in the affairs of the nation. Civic education being a social science, deals with all aspects of human life and environment and therefore, helps the citizens to make choices. Civic education should be taught realistically for it to address the

central facts about political as well as governance processes. The teaching of Civic Education in schools equips learners with leadership and critical thinking skills as they endeavor to participate in the community. As they participate, the teachings of Civic Education in school's mold learners to good citizen status as they are trained to tolerate/accommodate others as they dedicate their time for fostering positive change in the community.

RECOMMENDATIONS

The following are actions that should be taken on the basis of the findings of this study:

- The Ministry of Education should make sure that sustained and systematic attention is given to civic education in the *Zambian curriculum*
- Head teachers should ensure that pupils participate in the governance of their classrooms and schools as well engaging learners in service and projects based learning.
- The ministry of education should revise (increase) the number of periods allocated to civic education in order to give adequate time to the subject to enhance the effectiveness
- School head teachers should provide all necessary assistance such as teaching materials to the civic education teachers in order to cultivate positive outlook in teaching the subject.
- The school authorities must enhance the teaching and learning of Civic Education to ensure that teachers of Civic Education link the theory aspect to practical aspect of Civic Education subject.

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