

**THE ROLE OF CIVIC EDUCATION IN PROMOTING LEARNER
PARTICIPATION IN CIVIC ACTIVITIES IN SELECTED SECONDARY
SCHOOLS IN NDOLA DISTRICT**

BY

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APPROVAL

This thesis of **GEORGE MULENGA** entitled “The role of Civic Education in promoting learner participation in civic activities in selected secondary schools in Ndola District” is accepted in partial fulfillment of the requirement of Degree of Master of Arts in Civic Education at Kwame Nkrumah University.

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DECLARATION

I **GEORGE MULENGA** , do hereby declare that this thesis is the result of my own work, all the sources that I have used or quoted have been indicated and acknowledged by means of complete references and that it has not been previously presented for a degree at any level at this or another university.

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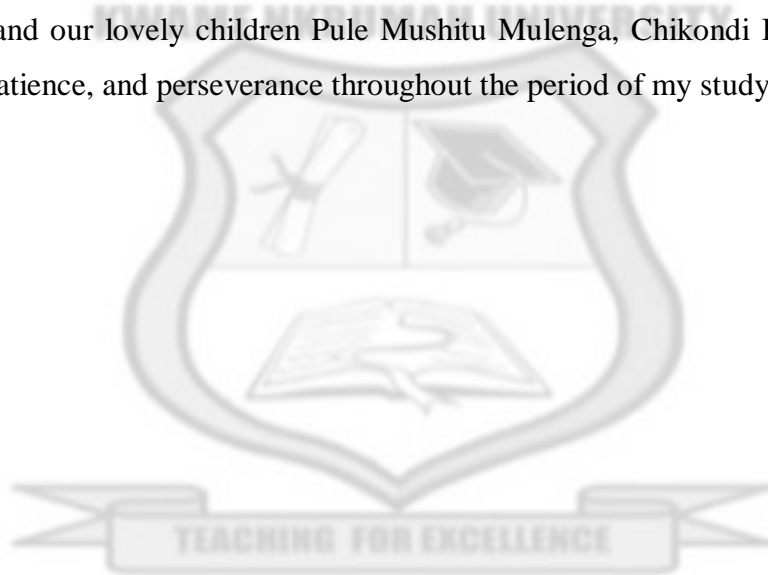
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ABSTRACT

This study examined the role of Civic Education in promoting learner participation in civic activities in selected secondary schools in Ndola district of Zambia. The study was anchored on the following objectives: To explore the views of teachers and learners on how the teaching and learning of Civic Education can promote learner participation in civic activities in selected secondary schools in Ndola district. To establish the perceptions held by school managers on how Civic Education can promote learner-school management engagement in secondary schools. To propose strategies that can be used to promote learner participation in civic activities in secondary schools.

Methodologically, the study used a qualitative phenomenological research design. The instruments which were used to gather data were; face-to-face interviews and focus group discussions. Using a homogenous purposive sampling, the study comprised three (3) public secondary schools, twenty one (21) pupils from participating secondary schools, twelve (12) teachers and three (3) head teachers. The findings of the study showed that the teaching and learning of Civic Education in secondary schools had increased levels of learners voicing out their concerns and also helped increase participation of learners in decision making processes through engagement with school authorities. The study also established that there was need to make practical activities in Civic Education examinable at the end of the course to make the learning and teaching of Civic Education more meaningful. Furthermore, the study established that there was need to include service learning and experiential learning approaches in the Civic Education curriculum at secondary school so that learners could be exposed to real-life learning situations. Based on these findings, the study concluded that the teaching and learning of Civic Education in secondary schools was significantly contributing to increased learner participation in civic activities. The study recommended the use of participative pedagogical approaches such as service learning and experiential learning in the Civic Education curriculum in secondary schools to prepare young people as future citizens. It also recommended that practical activities in Civic Education be examinable alongside theory so that theory and practice are both effectively taught and assessed.

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ACRONYMS AND ABBREVIATIONS

CBOs	-	Community Based Organisations
CDC	-	Curriculum Development Center
CRC	-	Child Right Clubs
CSO	-	Civil Society Organization
CVE	-	Civic Education
DEBS	-	District Education Board Secretary
FGDs	-	Focus Group Discussions
GRZ	-	Government of the Republic Zambia
MoGE	-	Ministry of General Education
NGOs	-	Non-Governmental Organisations
OBA	-	Outcome Based Approach
SL	-	Service Learning
UNFPA	-	United Nations Populations Fund
UNZA	-	University of Zambia

KEY TERMS

Civic activities- formal and informal activities such as voting, participating in group activities

Civic Education – Any form of education which is meant for citizenship development

Learner Participation- involvement of learners in civic activities

Promoting – Enhancing, encouraging, stimulating, endorsing

Senior Secondary school- schools providing education from 10th to 12th grade.



CHAPTER ONE: INTRODUCTION AND BACKGROUND

1.0 Overview

This chapter presented the background to the study and defined the problem statement. It further looked at the purpose of the study, objectives and research questions that needed to be answered in the study. The chapter further reflected on the significance, operational definition of terms, theoretical framework, and conceptual framework and ended with a summary of the chapter.

1.1 Background

Building active and informed citizens is the principle role of Civic Education in order to enhance and sustain democracies (Branson & Quigley, 2006). Young people were a critical force in influencing social and political change in communities where they lived. It was for this reason that they needed to be provided with suitable platforms and opportunities to participate in the governance process. In order for young people to effectively participate in social and political transformation of a country, they needed to be equipped with necessary civic knowledge and civic skills required for active participation.

Secondary schools therefore, provided the educational system responsible for transmission of civic knowledge, civic skills and attitudes to young people. The introduction of Civic Education as a compulsory subject in secondary schools had created an incredible opportunity for imparting knowledge and skills into learners in order to prepare future active and responsible citizens today. Through today's learning, young people were likely to use the knowledge and skills in future engagements. The social learning theory, upon which this study was premised, postulated that all experiences are carried forward and influence future experiences (Pacho, 2015).

Young people therefore needed to participate in civic activities whilst in secondary school so that they build a solid foundation for future participation. Participation was one of the four general principles of the United Nations Convention on the Rights of the Child (CRC). It was believed that young people can be empowered to play an important role in their own personal development as well as that of the community when they actively participated in some form of civic activity. Unfortunately, young people's civic participation appeared to have been on a decline. In Zambia, the average age of senior secondary school pupils upon which this study focused ranged between 15 to 18 years old. According to the Zambia Statistics Agency (formerly

Central Statistics Office), the population of young people between 15-19 years was estimated at 1,728,510 in 2015 from 1,569,180 in 2010 representing an increase of 159,330 in a space of five years (UNFPA, 2018). Since most of the young people aged 15 -19 attended secondary school education, this presented an incredible opportunity for education to be used to prepare future adults by equipping young people with civic knowledge and civic skills necessary for democracy to flourish and be sustained.

The future of Zambia, Africa and the world at large depended on whether or not the next generation was prepared for informed democratic citizenship. The continent's and indeed Zambia's youthful population presented a powerful opportunity for accelerated youth participation in civic activities in order to prepare the future today. The aim of Civic Education was to build active and informed citizens in order to enhance and sustain democracy. Learning Civic Education coupled with civic participation opportunities within school contexts were commonly claimed to promote an active citizenry (Reichert et.al, 2018). Young people's civic participation had been the subject of much comment, concern and contestation over the past few decades locally and internationally. In Zambia, much of this debate had focused on the declining rates of youth participation in activities such as voting, contesting elections and decision making.

Therefore, Civic Education in schools emphasized the need for greater pupil participation in all civic activities at school level to prepare citizens for future engagement and participation at community and national level. In Zambia, Civic Education in secondary schools appeared not to have promoted young people's participation in governance as participation levels were still very low. According to Youth Map Zambia (2014), Zambian youth involvement in civic activities was very low compared to other nations. The contention in this study was that the crisis presently experienced in schools was partly attributable to systematic lack of opportunities and platforms for learners to experience civic participation and to engage school management on matters that concerned their welfare in school. It was against this background that this study sought to establish the role of Civic Education in promoting learner participation in civic activities in secondary schools in Ndola district on the Copperbelt province in Zambia.

1.2 Statement of the Problem

The teaching of Civic Education emphasized the use of Outcome Based Approach (OBA) towards teaching and learning. The above approach promoted analytical and active participation in the learners (MoGE/CDC, 2015). However, the trend in secondary schools indicated the use of traditional/conservative teaching methods such as talk-chalk commonly referred to as teacher centered methods that did not emphasize active

participation in lessons. This was reflected in the way young people participated in civic activities in society. Youth Map Zambia (2014) confirmed that youth involvement in civic activities in Zambia was very low compared to other nations. Despite the introduction of Civic Education in 2004 and the promotion of the use of the Outcome Based Approach (OBA) in the teaching of Civic Education to promote active participation in learners, low participation of the youths in civic activities had continued unabated. If low participation was left unchecked, Zambia would have had an increase in youths who were unable to practice their civic values, rights and obligations as responsible citizens. Passive citizens contributed to poor decision making and lack of skills to hold leaders accountable to promote good governance. However, one got a sense that the crisis of low civic participation among youths experienced in Zambia was partly attributable to systematic lack of opportunities and platforms and use of inappropriate teaching strategies for learners to experience civic participation while in secondary schools. It was against this background that the study was undertaken to establish the role Civic Education played in promoting learner participation in civic activities in selected secondary schools in Ndola district.

1.3 Purpose of the study

The purpose of this study was to establish the role of Civic Education in promoting learner participation in civic activities in secondary schools in Ndola district on the Copperbelt province in Zambia.

1.4 Research Objectives

1.4.1 Main Research Objective

To establish the role Civic Education played in promoting youth participation in governance issues in Zambia.

1.4.2 Specific Objectives

The objectives of the study are to:

- (i) Explore the views of teachers and learners on how the teaching and learning of Civic Education could promote learner participation in civic activities in secondary schools in Ndola district.
- (ii) Establish the perceptions held by school managers on how Civic Education could promote learner-school management engagement in secondary schools.
- (iii) Propose strategies that could be used to promote learner participation in civic activities in secondary schools.

1.5 Research questions

This study sought to answer the following questions derived from the specific objectives.

- (i) What were the views held by teachers and learners on how Civic Education could promote learner participation in civic activities in secondary schools in Ndola district?
- (ii) What were the perceptions of school managers on how Civic Education could promote learner-school management engagement in secondary schools?
- (iii) What strategies could be used to promote learner participation in civic activities in secondary schools?

1.6 Significance of the study

The findings of this study might be useful to the Ministry of General Education and other policy makers as it might help:

- (a) Understand the extent to which Civic Education was responsive in promoting young people's civic participation in Zambia.
- (b) Contribute to the body of knowledge that existed in the field of Civic Education on participation of young people in governance.
- (c) Provide useful information and knowledge to policy makers, stakeholders and communities on quality learner participation in schools.

1.7 Delimitation of the study

The study was conducted in three selected public secondary schools in Ndola district. These schools were selected because they piloted teaching of Civic Education as a compulsory subject before the subject was rolled out to other schools in the district. Therefore the secondary schools were resource rich and had adequate administrative structures compared to other schools in the district.

1.8 Limitations of the study

The subject Civic Education was relatively new at senior secondary school in Zambia and therefore limited literature was available for the researcher to refer to that was directly connected to the study. The COVID-19 pandemic led to the premature closure of schools by the Ministry of General Education on 20th March, 2020. This closure of schools resulted in the postponement of data collection schedule. When schools reopened on 4th August, 2020, some of the participants selected were not available or ready for interaction during the time of data collection due to health safety issues. To overcome these limitations, the researcher employed a number of measures such as reviewing mostly unpublished dissertations which were related to this study. Data collection was done immediately schools resumed after the closure due to COVID-19 by making pre-arrangements with authorities to ensure participants were available for the study with the researcher committing to ensure strict health guideline were followed to guarantee the safety of both participants and the researcher .

1.9 Theoretical Framework

The theoretical framework that guided the study was the John Dewey theory of social learning. Social learning theorists believed that learning was a process of social participation. Although there were many social theorists such as Dewey, Bandura and Skinner, Dewey belonged to the pragmatic social theorists whereas Bandura and Skinner were traditional behaviorists. Dewey's influence on education was evident in his theory about social learning; he believed that school should be representative of a social environment and that students learn best when in natural social settings (Flinders & Thornton, 2013). Dewey postulated progressive education which in essence is a vision of education that emphasizes the necessity of learning by doing. According to the John Dewey theory, people learn best through a hands-on approach (Janse, 2019). His view of the ideal classroom had many similarities with democratic ideals. The Dewey theory considered participation rather than representation as the essence of democracy. In contrast to traditional classrooms, Dewey thought that schools and classrooms should be representative of real life situations, allowing children to participate in learning activities interchangeably and flexibly in a variety of social settings (Gutek, 2014). Dewey believed that although the written exam would continue to play an important role, there should be particular focus on use of presentations, projects and other evaluation techniques to keep track of the progress (Janse, 2019). He argued that rather than the learner being a passive recipient of knowledge, as was presumed by many educators of the time, children were better served if they took an active part in the process of their own learning (Williams, 2017). According to (Janse, 2019), another feature in Dewey's theories was the need

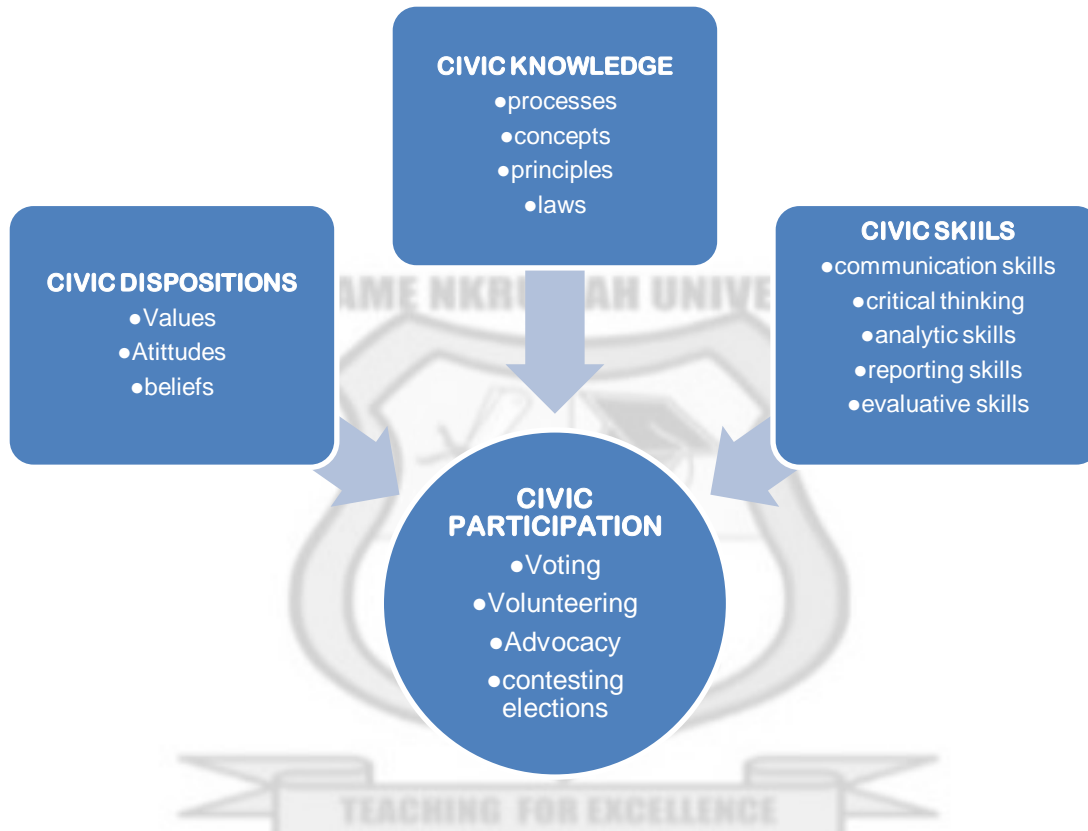
for learners to engage directly with their environment, in what came to be known as experiential learning, where ‘knowledge comes from the impressions made upon us by natural objects.’ In contrast to traditional classrooms he viewed the classroom as a social entity for children to learn and problem-solve together as a community. Children will be seen learning-by doing in these classrooms and they will be solving problems through hands-on approaches.

Therefore, this theory is applicable to the study as it recognizes the vision of education that emphasizes the necessity of learning by doing. It also holds support for participation rather than representation as the essence of democracy. Dewey’s social learning theory argues that schools and classrooms should be representative of real life situations, allowing children to participate in learning activities interchangeably and flexibly in a variety of social settings (Gutek, 2014). Dewey’s theory also recognizes that rather than the learner being a passive recipient of knowledge, learners were better served if they took an active part in the process of their own learning (Williams, 2017). Additionally, the theory recognizes the need for learners to engage directly with their environment, in what came to be known as experiential learning, where ‘knowledge comes from the impressions made upon us by natural objects.’

Civic Education being a social science must be taught in a social context too. Learners needed to use social activities to get meaning, practice, identify and participate in community informal activities (Edinyang, 2016). Dewey’s social learning theory posits that learning is a process of social participation, therefore all experiences in one way or the other influenced all potential future experiences. This implied that participation of youths in civic activities while they were in school influenced them to apply the knowledge and skills acquired in future in line with Dewey’s “principle of continuity”. Social learning theory therefore build upon Dewey’s “primacy of experience”, which advocated active learning and reflection, and the evolving body of “experiential learning” research, which entailed learners applying academic models to solve problems outside the classroom (Pacho, 2015). Therefore, civic knowledge, civic skills and civic attitudes acquired today by learners have the potential to influence the behavior of young people in future as adult citizens.

1.10 Conceptual Framework

The researcher conceptualized the aspects of Learner Participation in the framework illustrated in *figure 1.10.1*



Peterson (2011) described Civic Education as any formative endeavour to teach the civic knowledge, civic skills or civic dispositions required for citizenship. *Figure 1.10.1* illustrated how these fundamental principles of Civic Education being independent variables resulting in civic participation of the learner which is the dependent variable in the process of learning and teaching of Civic Education. Civic knowledge, civic skills and civic dispositions when acquired result in civic participation. When pupils acquired civic knowledge, civic skills and had their civic dispositions developed by way of interaction with the teacher through appropriate learning methodologies, they began to participate in school and community partnerships, doing voluntary work and contesting elections in school clubs besides voting in school-based elections and indeed advocating for better services in school.

The link from Civic Education knowledge to students' civic participation had drawn the attention of scholars (Youniss, 2011). This was because it was largely accepted that civic knowledge, civic skills and civic

dispositions result in civic participation as illustrated in *figure 1.10.1*. Price (1991) cited in Fortune (2014:8) acknowledged that, schools had an undeniable responsibility to develop in students the civic skills, civic knowledge and attitudes which would prepare them to be critically aware of their participation in the world. The Dewey's social learning theory that preceded this section entailed that learners apply academic models to solve problems outside the classroom (Pacho, 2015). *Figure 1.10.1*, depicts academic models as civic knowledge (processes, concepts, principles and laws) interacting with civic skills (critical thinking, analysis of situations and the ability to evaluate) and supported civic dispositions (values, attitudes and emotions), resulting in learner participation in (voting, contesting elections, volunteering and advocacy). Civic knowledge, civic skills and civic dispositions once linked together; resulted in a well-rounded, responsible and accountable citizen required to participate in social, economic and political development of the community and country at large.

1.11 Operational definition of key terms

Civic activity - any activity aimed at promoting civic knowledge, civic skills and civic dispositions among pupils in schools.

Civic Education - Civic Education- Civic Education (also known as Citizenship Education or Democratic Education) can be broadly defined, "as the provision of information and learning experiences to equip and empower citizens to participate in democratic processes". This education can take very different forms, including classroom-based learning, informal training, experiential learning, and mass media campaigns (Muleya, 2015).

Civic Engagement - Civic Engagement- is the development of knowledge, skills, abilities, values, and interest in making a difference in one's community (Chola, 2016).

Governance – Refers to the process of decision making and the process by which decisions are implemented or not implemented (Mbangweta, 2017).

Learner Participation - Involvement of learners in school activities with a bid to make a difference.

Management - Processes of decision-making in school governance to achieve goals.

Pedagogical Approaches - Refers to strategies used by teachers in delivering lessons.

Service learning - refers generally to an educational strategy used in teaching that combines theory and practice (Muleya, 2015).

1.12 Summary

This chapter presented the background to the research, statement of the problem, the purpose of study, objectives of the research and the research questions. The chapter also presented the significance of the study, delimitation and limitation of the study, theoretical framework, conceptual framework and operational definitions. The next chapter provided a review of literature related to the study



CHAPTER TWO: LITERATURE REVIEW

2.0 Overview

The preceding chapter presented an introduction to the study on the role of Civic Education in promoting learner participation in civic activities in secondary schools. This part proceeded with a detailed literature review related to this study.

This chapter of literature review discussed the concept of Civic Education, global and regional trends in Civic Education, historical development of Civic Education in Zambia, role of Civic Education in secondary schools and relationship between Civic Education and learner participation in civic activities. Furthermore, it offered a critique of studies which were related to this study; gaps identified strengths and weaknesses and demonstrated how the study deviated from the reviewed literature from other studies.

2.1 The Concept of Civic Education.

Civic Education is a very broad and dynamic field of study. Many scholars such as Barber (2003) and Peterson (2011) had elected to define Civic Education based on their theoretical orientation. Muleya (2015:8) argues that,

Civic Education (also known as Citizenship Education or Democratic Education) can be broadly defined, as the provision of information and learning experiences to equip and empower citizens to participate in democratic processes. This education can take very different forms, including classroom-based learning, informal training, experiential learning, and mass media campaigns.

Although Civic Education can take different forms from classroom-based learning to informal training, it is however believed that formal education is more organized and outcome based. Geboers et al. (2013) cited in Reichert and Print (2018) assert that most studies of civic learning had focused on the formal curriculum, that is, Civic Education learning activities through school subjects for which there were planned learning outcomes. Peterson (2011) argued that Civic Education was any formative endeavour to teach the knowledge, skills or dispositions required for citizenship. Yet Dahl (2002), argued that Civic Education was the type of education that fosters youths' democratic attitudes, skills and knowledge to engage and work on important public issues and make democracy a way of life.

This diversity in definition of the concept of Civic Education makes the subject multi-faceted and complex.

Barber (2003) contended that Civic Education was involved not just formal schooling, but the whole system of laws, institutions and, indeed, civic participation within political communities. This narrative implied that Civic Education did not end when a pupil left school; it continued throughout adulthood through a complex system of formative processes within the political society. The Civic Education programs offered in secondary schools were meant to prepare young people to participate effectively in the political system of the state and serve their community by engaging in civic activities such as voting, volunteering, contesting elections, joining legal demonstrations and participating in live radio and television debates on governance issues among other things.

2.2 Global trends in Civic Education

There had been renewed interest in the subject of Civic Education around the world. This renewed interest had been attributed to the current trends in the world and the potential of the subject to address these trends. It was worth noting that Civic Education globally had been understood to mean education for citizenship or citizenship education by many scholars. Peterson (2011:2) asserted that, “a central feature of such developments has been the role of the concept of ‘citizenship’ as a key organizing and framing principle.” Citizenship in a generic nature entailed being a responsible and duty bound citizen. It is universally accepted that citizens need to participate in governance issues at all levels of society. Increased citizen participation in civic issues was one of the goals of Civic Education. The argument by scholars such as (Peterson, 2011) was that it was not enough to know what it meant to be a citizen – one had to put this knowledge into action in a responsible way as a member of a political community.

Charles (2000) contested that there appeared to have been a rapidly growing interest throughout the world in the development and implementation of educational programs in schools that are designed to help young people become competent and responsible citizens in democratic political systems. This argument supported the reintroduction of Civic Education and subsequently making it compulsory in secondary schools in Zambia.

This emerging interest had become more and more manifest in recent times prompting Peterson (2011) to argue that the reasons for this renewed interest in Civic Education were multiple, complex and inter-related. He contended that in many Western democracies there appeared to be a belief that

the political awareness, understanding and activity of young people was in decline, and this was exacerbated by the increasingly complex and heterogeneous nature of Western societies, and the cultural, ethnic and religious diversity which this brought.

According to Peterson (2011), young people's political awareness and activity was on the decline hence many researchers were increasingly studying this decline and believed that perhaps Civic Education could be the solution to address the declining youth activism. The increasingly complex political and social world in which young people lived was another cause for renewed interest in Civic Education programmes. Issues of globalization, fast paced technological changes and new forms of media were some of the forces that young people were exposed to. These contested arguments in the Western democracies had created more awareness among scholars and stimulated research in many democratic societies across the world.

It is these emerging contemporary global issues such as globalization, fast paced technological changes that had prompted many countries to re-visit their education curricular to introduce Civic Education as a compulsory secondary school subject so that young people could be equipped with civic knowledge, civic skills and civic values. The knowledge and skills obtained from learning Civic Education was expected to equip young people in secondary schools to engage in meaningful civic activities in preparation for future civic participation in governance issues.

2.3 Civic Education Trends in Africa

Within the last decade, the African continent had experienced significant changes related to democracy, governance, and education and this transformation had been largely influenced by citizenship education in Europe and America. The Economist (2010) reported that, the influence mainly was on young people in African Universities, Colleges and Secondary Schools who believed that they needed to have a voice in democratic governance. Youth political movements incubated in universities and secondary schools had been influential factors in political change; youth also made up a large portion of the population of Africa (UNESCO, 2011).

African countries Zambia included were faced with many competing economic, political as well as social needs. These competing needs had a significant impact on citizenship education in many African countries. Civic Education was a relatively new field in many countries in Africa. Given the many competing priorities of governments in Africa, it might take considerable time before

government officials decided to fund any large scale studies of Civic Education (Quaynor, 2015). However, with increasing trends of democratic and economic growth across the continent, it was possible that many local and international researchers would invest in the study of Civic Education as it was a powerful tool for developing civic activism and social cohesion (Steiner-Khamisi et al., 2002).

(Quaynor, 2015) argues that since the field of Civic Education was relatively new, many countries in Africa grappled with the challenge of content which was contextual considering that Civic Education was premised on western democracy. Civic Education in Africa had been shaped by the effects of colonization to a large extent. Because colonization had profoundly shaped the economic and political realities in Africa, scholars such as Quaynor (2015) might consider the use of postcolonial theory when designing citizenship education needs in Africa. It was further suggested that situating conceptions of citizenship in the context of historical and contemporary issues was important. In other words, Civic Education programmes in Africa needed to be designed around traditional African historical and contemporary contexts. Although democracy was a western concept, Civic Education might be domesticated in Africa and respond to traditional African needs. This blending of issues was likely to offer an African informed Civic Education system that met the needs of local people in their communities.

Many African countries like Zambia encountered numerous socio-economic and political challenges. These challenges had a significant impact on education particularly Civic Education. Citizens grappled with poverty, disease, unemployment and many other problems which had a large influence on the Civic Education curriculum in African countries. Young people in Africa were politically disengaged due to increasing poverty, unemployment and disease as many believed that political leaders did not care about their well-being as a result there was a decline in young people's civic participation compared to adults (Mattes et.al 2012).

2.4 Historical development of Civic Education in Zambia

The historical background of the Zambia high school Civic Education Curriculum could be traced to the period after 1991 when the democratic system of governance was reintroduced in Zambia (Simfukwe, 2010). In 1995, the Ministry of Education (MOE) in conjunction with the Southern University Democratic Governance Project (USAID/ Zambia), commissioned a needs assessment on the introduction of Civic Education in Zambian high schools (It should be noted that, at that time,

secondary schools were only running from grade 10 to 12. Grade 8 and 9 pupils attended Basic schools where the subject was taught as Civics). It was recommended from this study that Civic Education needed to be introduced in all high schools in Zambia. According to Simfukwe (2010), the Ministry of Education hoped that through Civic Education, learners would be equipped with knowledge, skills and values which would enable them to practice their civic rights and perform duties as responsible Zambian citizens.

Muleya (2015) elucidated that, the findings of the Professor Geoffrey Lungwangwa led study, pointed clearly to the fact that Civic Education needed to be extended to the high school away from the junior secondary school where it was disguised as civics for many years.

The Curriculum Development Center (CDC, 2012) revealed that the rationale for introducing Civic Education in Zambia was to focus on issues and problems relevant to the experiences of the learners, communities and the nation at large. Experts at CDC believed that some subjects that were in the school curriculum such as History, English or Mathematics though important for academic purposes were deficient in content that could transmit democratic citizenship ideals (CDC, 2012). Although these subjects were important in the education of learners, experts were of the view that the subjects were largely inappropriate when it came to the education of citizens for effective citizenship roles and addressing challenges and problems that confront them and their political communities at large.

2.5 Citizen Participation

Current trends in Civic Education in the world focus on citizenship. Civic Education emphasized the concept of citizenship as a key ingredient of democracy. Muleya (2015) argued that, “Civic Education (also known as Citizenship Education or Democratic Education) could be broadly defined, as the provision of information and learning experiences to equip and empower citizens to participate in democratic processes” (Muleya, 2015:8). Therefore, it could be concluded that at the Centre of Civic Education was to develop participative citizen.

One of the responsibilities of a citizen was participation in governance issues. Lister (1997:41) contended that “to be a citizen in the legal and sociological sense meant to enjoy the rights of citizenship necessary for agency and social and political participation. To act as a citizen, involved fulfilling the potential of that status”. Citizen participation was believed to be the central theme in Citizenship Education. Vasquez and Taylor (2001) argued that citizen’s participation was the situation

in which all men and women had a voice in decision-making, either directly or through legitimate intermediate institutions that represented their intention.

2.6 Learner Participation in Civic Activities

It could be argued that Civic Education stimulated participation in civic activities in secondary schools among learners. Scholars such as Levinson (2011) argued that a long tradition of research suggested that giving pupils a platform and more opportunities to participate in the governance of their own classrooms and schools, builds their civic skills and attitudes. This assertions seemed to suggest that pupils who actively participate in some form of civic activity; such as contesting elections and voting in school clubs, engaging school authorities on matters of interest, among other things, were largely those who had some kind of exposure to Civic Education or its related subjects such as Civics.

Learners ought to be given enough opportunities to be involved in decision making in secondary schools on matters that affected them in order to enhance good school governance. Involving learners in decision-making could bring a sense of legitimacy to decisions, policies and practices since they were not being imposed by authorities. Learner involvement could help to bring fresh, new perspectives and ways of addressing a whole range of issues across school life (McWatt et.al, 2018:3).

Civic Education can take different forms including formal and informal learning. Formal learning was usually objective and classroom-based with specific outcomes. Informal learning could be through extra-curricular activities in school or outside school. Whatever form Civic Education took, knowledge and skills were acquired by learners for sustenance of their civic life. The Zambian Civic Education curriculum seemed to emphasize the transmission of civic knowledge through formal civic learning. Conversely, Keating et.al (2016) argued that school-based participation might be a better predictor of future political participation than the formal curriculum, and it might therefore be expected that formal learning had weaker, or even no effects on future political participation of young people, compared to informal civic education learning.

Further, Levinson (2011:6) contested that, “learners who receive effective civic learning are more likely to vote and discuss politics at home, four times more likely to volunteer and work on community issues and more confident in their ability to speak publicly and communicate with their elected representatives”. Levinson’s argument seemed to suggest that formal Civic Education could greatly stimulate learner participation in civic activities.

Peterson (2011) opined that there seemed to be a belief among Western democracies of a tremendous decline in young people's political awareness, understanding and activity. This decline perhaps was not exclusive to Western democracies; political apathy and a general lack of interest in governance was a familiar phenomenon in Africa and Zambia in particular. This narrative could be attributed to lack of robust participatory activities available to learners in secondary schools. Civic Education needed to help change this negative perception through creating adequate platforms for young people's participation in civic activities in school.

The Civic Education curriculum must scale up activities in schools for learners to promote participation. It was suggested that in addition to classroom instruction in civic knowledge, civic activities should involve other proven democratic practices that might include incorporating the discussion of current issues and events, applied service-learning, extracurricular civics activities, learner participation in school governance, and participation in real and simulated democratic processes (Brennan & Railey, 2017). Real democratic processes could include encouraging learners who had reached the age of voting to register as voters and consequently took part in voting in national and community based elections. Simulated democratic processes could include role playing the electoral process from legislation to post election dispute resolution as outlined in the Civic Education syllabus.

In order to promote learner centered learning in secondary schools, the Civic Education curriculum in Zambia had adopted the Outcome-Based Education (OBE) approach to learning moving away from Behavioural Approach (CDC, 2013). The OBE approach encouraged the use of pedagogical approaches such as service-learning as the central pedagogical approach in achieving this educational goal (Chola, 2016). Furthermore, Muleya (2015) asserted that this approach sought to link education to real life experiences as it provided learners with skills to assess, criticize, analyze and practically apply knowledge to address societal challenges in conformity with the social learning theory's "primacy of experience", which advocated active learning and reflection, and the evolving body of "experiential learning" research, which entailed learners applying academic models to solve problems outside the classroom (Pacho, 2015). It was no doubt that the adoption of OBE by the Ministry of General Education in Zambia would help pupils to learn Civic Education using hands-On approach in order to make learning more meaningful and practical.

Learner participation in civic education activities could only be fortified using appropriate learning methods that were meant to invigorate the desire in learners to get involved. Learner centered approaches were more

likely to develop interest and stimulate participation in more meaningful civic education activities in schools. According to Muleya (2015:141):

The teachers should as much as possible, use methods that promote active learners' participation and interaction. In addition, they should use methods that encourage learners to reflect, think and do rather than reproduce from rote learning. In this regard, teachers are strongly advised to use the Learner-Centered Approach in the teaching and learning process.

The MOE (1996) policy "Educating Our Future" greatly emphasized learner-centeredness as a method of choice by teachers. The policy stressed 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 (MOE, 1996). Sakala (2016) argued that such form of facilitated learning proxies the traditional formal instruction, written exercises directed towards the passing of examinations and rote learning.

2.7 Civic engagement

Civic Education aims to prepare young people for their roles as citizens in society. It was believed that through Civic Education, learners might acquire significant civic knowledge and civic skills required for them to become active and responsible citizens in future capable of contributing to social transformation and sustenance of democracy as well as to be change agents in a democratic dispensation like ours. In this sense, approaches such as civic engagement if well considered in the teaching of Civic Education can yield positive impacts among young people (Sherrod, Torney-Purta & Flanagan, 2010). One of the most effective methods of strengthening democratic ideals was by citizen engagement. In order for Zambia to have an active citizenry capable of engaging government on political, economic and socio-cultural issues, there was need to begin by training pupils in secondary schools to engage school authorities on issues affecting them within the school as a training ground for future engagement with government.

Although participation and engagement might be used interchangeably in some instances, the two terms may mean different things depending on the context in which they were used. Learner civic participation may imply learners taking part in some sort of activity by way of discussions, actions, behaviours and so on among themselves. Hope and Jagers, (2014) argue that, "there are also community benefits of civic engagement because youth-led activities often in projects and policy reforms improve quality of life in the community". However, learner civic engagement may mean active, intentional dialogue between learners and decision

makers in secondary school who happen to be school administrators. The democratic dispensation that Zambia had embraced since the re-introduction of multi-party politics in the early 90s had given rise to a more open and demanding society in which citizens demanded for transparency and accountability as key tenets of democracy. This increased demand for openness in governance issues had cascaded to educational institutions such as colleges, universities and indeed secondary schools. Learners were increasingly demanding to engage management on issues that required clarity for mutual co-existence through good governance.

In secondary schools in Zambia, the introduction of School/learner Councils or Pupils' Representative Committees has created a good platform for learners to engage school administrators. The Ministry of General Education defined a student/learner council as "an elected body of learners/student leaders whose day to day mandate was to represent the interests of students according to the dictates of the student's council constitution" (MOE, 2014:12). This has raised confidence among learners and motivated them to speak out more on issues concerning them in school and community. The presence of such structures had provided a basis for engagement with school management, facilitated communication between teachers and pupils, and also served as a resource for the provision of educational opportunities and community linkages (Keogh & Whyte, 2005). The introduction of Civic Education at senior secondary school level and subsequent making it a compulsory subject had helped bridge the communication gap that might have existed between school administrators and pupils in secondary schools.

2.8 Pedagogical Approaches in teaching Civic Education

The teaching and learning of Civic Education was aimed at equipping learners with participatory skills so that they could apply the civic knowledge in novel situations. Appropriate teaching strategies therefore might be used in the teaching and learning of Civic Education in order to impart the necessary participatory skills and knowledge in learners. This was because Civic Education was aimed at teaching citizens to be active participants and not passive citizens. The Ministry of General Education emphasized this in the Zambia Educational Curriculum Framework contending that, "teachers should use methods that promote active learner participation and interaction," (MoGE, 2013: 56).

The current situation in most secondary schools in Zambia was that teachers largely used the traditional teaching methods which were teacher-centered. This method of teaching Civic Education had been exacerbated by the spirited desire by teachers to complete the syllabus at all costs and to focus learning on

examinations through drills and rote learning. There was a general lack of combination of theory and practice in lesson delivery.

It was gratifying to note however that the MoGE had adopted a new approach to learning as outlined in the new Civic Education syllabus of 2013. The adoption of Outcome-Based Education (OBE) approach to learning moving away from Behavioural Approach (MoGE/CDC, 2015) encouraged approaches such as service-learning as the central pedagogical approach in achieving this educational goal (Chola, 2016). Muleya (2015) argued that service learning sought to link education to real life experiences as it gave learners skills to assess, criticize, analyze and practically apply knowledge to address societal challenges.

Eyler, et al, (2001) cited in Magasu et.al (2020) assert that the best pedagogy in the teaching of Civic Education should include a combination of classroom instruction through which learners gained the necessary foundational and professional skills, and experience and action on genuine community needs. Therefore, the teaching and learning of Civic Education might be anchored on application of knowledge and skills acquired in class to the community.

The current Civic Education syllabus for senior secondary did however contain sufficient learner centered methodologies that were aimed at making learners more involved in the teaching and learning process. These included group discussions, role play, debate, case studies, circle time and development campus rose. In addition, a field work component is included to provide learners with an opportunity to acquire research, analysis evaluation and report skills (MoGE/CDC, 2015). The challenge perhaps, had been the teachers' orientations during training in colleges and universities. Most Civic Education teachers were more focused on quantity of learners who passed the examination at the end of the course as opposed to the quality of learners who exited the school system. Magasu et.al (2020) postulated that there was a mismatch between the college/university Civic Education curriculum and secondary school curriculum and as a result the teaching observed in secondary schools today was a reflection of how teachers were trained. Teachers needed to be trained to use reflective methods which they were going to use in class and those methods should be outcome based as outlined in the secondary school curriculum. It was believed that when proper pedagogical practices that promote learner participation were used in schools, effective teaching could be actualized in secondary schools with regards to the transmission of democratic citizenship ideals.

2.9 Civic Education and learner participation

This study aimed at establishing the role of Civic Education in promoting learner participation in civic activities in selected secondary schools of Ndola District on the Copperbelt province of Zambia. This section therefore, discussed previously conducted but related studies and then presented a critique.

Mbangweta (2017) investigated the role of Civic Education in school governance in Zambia. According to Mbangweta (2017:5), “the study investigated how Civic Education can contribute to solving student’s unrest, teachers and other stakeholder’s discontent in schools.” The argument in the study was that, following right governance practices, challenges of teachers and students unrest in schools which are often blamed on unequal participation and decision-making processes in schools as a result of poor governance, could be resolved.

Mbangweta’s study revealed that governance in schools had improved with the introduction of Civic Education, although schools still experienced low participation in decision-making among other things. The study by Mbangweta (2017) used a qualitative method and employed a descriptive research design. The research site involved two districts namely Chongwe and Lusaka whereas this study was conducted in only one district namely Ndola. Mbangweta’s data presentation depicted some graphical representations despite being qualitative in nature. This study however, presented its data in narrative form only without graphical representations. The methodological similarity implied that the two studies share some common ground.

Mbangweta (2017) aimed at establishing how Civic Education could contribute to overcoming student and teachers’ discontent in schools. The assumption therefore, was that, there appeared to be some form of discontent in the school governance system among both learners and teachers and Civic Education seemed to be the panacea to this discontent. Conversely, this study aimed at establishing how the teaching and learning of Civic Education could promote active learner participation in school based civic education activities and diverted from student and teachers discontent which Mbangweta was addressing. It appeared Mbangweta was interested in appreciating how Civic Education could help to resolve the resultant of lack of learner-school management engagement, which is leads to discontent. This study on the contrary attempted to ascertain whether Civic Education could foster learner-school management engagement in secondary schools. The convergence perhaps was that both studies centered on good governance practices in schools that promoted democratic ideals.

Although the two studies were premised on theories of participation, they used two different theories to inform the studies. Mbangweta's study was guided by the model on Ladder of Participation which was proposed by Arnstein in 1969. The theory provided a macro approach to participation that participation comes as a result of active engagement of stakeholders. The model of ladder on participation was an attempt to explain how and why groups of people become less involved in certain situations. Conversely, this study was informed by the social learning theory whose proponents include John Dewey, Bandura and Lave and Wenger. Social learning theorists believed that learning was a process of social participation. Social learning theory built upon Dewey's "primacy of experience", which advocated active learning and reflection, and the evolving body of "experiential learning" research, which entailed learners applying academic models to solve problems outside the classroom.

Mboyonga (2018) conducted a study on the role of student representative councils in curbing students' riots in selected secondary schools of Chipata district, in Zambia. According to Mboyonga (2018:36), the findings revealed that as measures in curbing riots, student councils played various roles ranging from: representational functions, communication purposes, and maintenance of discipline to cultivating a sense of ownership among learners. This researcher however, attempted to establish the role Civic Education plays in promoting learner –school management engagement so as to establish whether or not Civic Education played a role in this engagement and in school governance in general. The study by Mboyonga (2018) concluded that the involvement of learners in school governance was critical to improving school managerial practices. However, the involvement of student voices in school governance should be modelled along a democratic form of school management, which appreciated the voices of different stakeholders in school, rather than being tokenistic. The study by Mboyonga however, deviated from how Civic Education promoted learner involvement in school governance but focused on student councils role in curbing riots.

A similar study was conducted by Moonga (2016) in Lusaka District to find out if there were democratic practices in secondary school governance following the introduction of Civic Education as a subject. Moonga (2016) believed that democratic practices in secondary schools created opportunities for learner participation. The study was qualitative and used interviews and focus group discussion, and employed a descriptive research design. The research design is similar to what this study used and this is the point of convergence between the two studies. The study by Moonga (2016) revealed that various stakeholders participated in making decisions concerning school governance. Further, teachers and pupils agreed that since the introduction of Civic Education in their school, stakeholder participation improved. The study also revealed

that some stakeholders believed that there was room for improvement in participation of pupils and teachers in school governance.

Another point of convergence was that Moonga (2016) suggested that learning and teaching of Civic Education resulted in improved participation of learners in governance issues. This in other words implied that there was some kind of relationship between learning of Civic Education and learner participation. It was this relationship that this study attempted to explore and consequently establish. The point of departure however, was that the study by Moonga (2016) did not reveal how Civic Education resulted in improved participation of learners neither did it infer how democratic governance in schools could help learners to be active and responsible citizens in future. It was this gap that this particular study attempted to fill so that a clearer understanding was sought on the role of Civic Education in promoting learner participation.

Chola (2016) assessed service-learning in the teaching of Civic Education in selected secondary schools in Lusaka province. The purpose of the study was to assess how teachers and pupils interact in and outside classroom focusing on pedagogical approaches and practices used. Service learning was a method whereby learners develop through active participation in well-organized service that is carried out in and out of schools and meets the needs of communities (Xu, 2010 in Muleya, 2015). Through service learning, learners engaged in many forms of civic education activities as they learn outside the classroom through participating in civic duties in the community.

Chola (2016) recommended that there was need to institutionalize service-learning so that it became the basis of teaching methodologies in schools as well as increasing policy and leadership in this field to achieve public goals and solve public problems. Indeed, service learning was an effective strategy to enhance learner participation as learners were provided with an opportunity to interact with real life situations in their learning experience. Learner participation could not only be achieved within the school environment but also outside the school in the community through effectively outlined programmes such as service learning. Chola's study however, seemed to be biased towards service learning as a pedagogical approach neglecting other approaches. The study also lacked detail on the role of Civic Education in promoting learner participation. The study also did not address issues of learner engagement with school management and Civic Education could help promote such engagement. Although the current study discussed service learning as an important strategy in enhancing learner participation, it was never the aim of the study to single-out a specific approach to determine how it could promote learner participation but to holistically establish how Civic Education as a subject in secondary schools could help promote learner participation in civic activities. However, Chola's

study focused more on service learning as a specific pedagogical intervention that could create a platform for learner participation neglecting any other strategies. The study by Chola (2016) used a cross-sectional survey design. Although Interview schedules and Focus Group Discussion Schedules were used in data collection similar to this current study, Chola also used questionnaire schedules which this current study did not. In the study by Chola (2016), data was analyzed using Statistical Package for Social Sciences (SPSS) version 20.0 software which is a quantitative data analysis tool yet this study used thematic analysis which is qualitative.

Magasu et.al (2020) conducted a study which sought to establish the pedagogical challenges in the teaching of Civic Education in secondary schools in Zambia with a focus on the development and consolidation of education for democratic citizenship among the learners. The study revealed that teachers of Civic Education in secondary schools in Zambia used non-reflective strategies during teaching, and that, Civic Education lessons were theoretically based and did not follow emancipatory approaches that were important in the development and consolidation of education for democratic citizenship (Magasu et.al, 2020:1483). Although the study focused on pedagogical approaches in the teaching of Civic Education in secondary schools, it however narrowed its scope to establishing pedagogical challenges in the teaching of Civic Education and ignored the views of school managers on how Civic Education could promote democratic governance in secondary schools considering that Magasu et. al. (2020) focused their study on the development and consolidation of education for democratic citizenship among the learners.

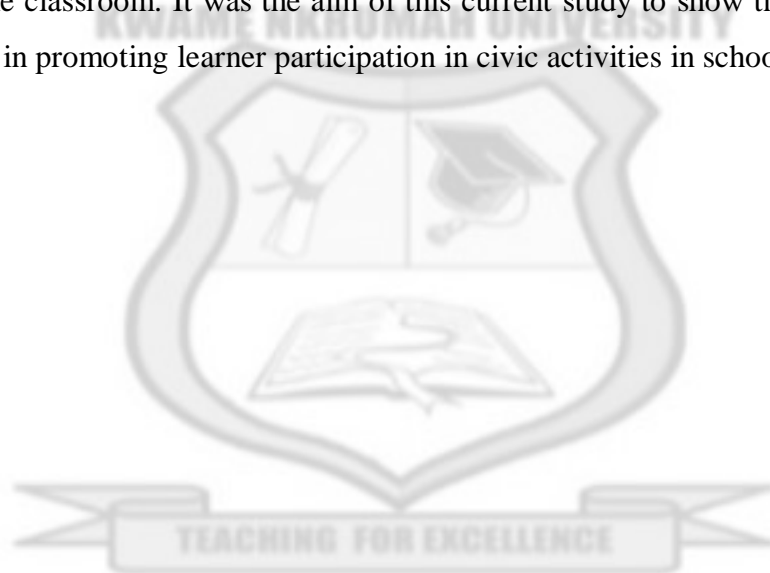
2.10 Research gap

The review of related literature had shown various studies on civic participation. Nonetheless, it is important to state that even though a number of studies on civic participation had been undertaken, not much had been done with regards to learner participation in civic activities in secondary schools. A few studies such as those of Chola (2016) and Moonga (2016) discussed participation in schools. Mbangweta (2016) also did a study on how governance improved in schools with the introduction of Civic Education. Chola (2016) did a study on service learning and that too did not delve into participatory issues. Magasu et.al (2020) conducted their study on pedagogical challenges in teaching Civic Education. Their focus was just on challenges and ignored participation of learners resulting from Civic Education. The findings of the researchers however, did not fulfil the requisites of the study at hand. It is for this reason that the present study has been deemed necessary. Reviewing this limited literature concluded that there was a researchable gap to try and establish the role that Civic Education played in promoting learner participation in order for the subject to contribute to the growth of our democracy.

2.11 Summary

The literature review in this chapter gave the different dimensions upon which pupil participation in civic activities were conceptualized in various literature. The importance of participation had been emphasized especially with regards to political governance. Democracy implied the involvement of stakeholders in decision making at all levels. This calls for broad based inclusiveness in decision making.

In view of the above reviewed literature, it was clear that studies conducted have mostly concentrated on the importance of improved governance in schools and pedagogical approaches. However, little or no literature had indicated the role of Civic Education in promoting learner participation in civic activities in secondary schools. This is despite numerous calls for secondary schools to have increased learner participation in activities outside the classroom. It was the aim of this current study to show that Civic Education can play a very important role in promoting learner participation in civic activities in school and the larger community.



CHAPTER THREE: METHODOLOGY

3.0 Overview

The previous chapter explored the literature related to this study. This chapter presented the methodology of the study. The chapter provided a description of the method that was applied in carrying out this study. It also provided the description of the study area in which the study was carried out and also provided reasons why the chosen method was appropriate to gather the information required to answer the questions posed by the research problem.

In order to establish the role of Civic Education in promoting learner participation in civic activities in secondary schools in Ndola district, this chapter presented the research paradigm, research design, population, sample, sampling techniques/ procedure, data collection instruments, data collection procedure, data analysis, ethical considerations and trustworthiness. The study adopted a phenomenological descriptive design of selected schools in Ndola districts.

3.1 Research Approach

The three common approaches to conducting research are quantitative, qualitative and mixed methods (Kombo and Tromp, 2006). This study adopted the qualitative approach because the research objectives were based on exploring views, feelings and perceptions which could not be measured using any metric instrument. Because people's attitudes not be measured but described, this study needed an approach that is descriptive to establish the role of Civic Education in promoting learner participation in civic activities. The descriptive nature of the study entailed collecting data through interviewing participants using face-to-face interviews and focus group discussions. The interviews were meant to gather participants views, feelings and perceptions which are not quantifiable therefore an approach was needed which could describe the mentioned attributes. To achieve this, qualitative approach was identified as the appropriate approach.

3.2 Research Paradigm

According to McMillan, et al (2001), most qualitative researches employed an interpretive/subjectivist style. This assertion was confirmed by Connole, et al (1993) who asserted that qualitative research was central to most interpretive approaches. The key tenet of the Interpretivist paradigm was that reality was socially constructed (Bogdan et.al 1998). In this study, the researcher was not an expert but an 'explorer'; he hoped to find out what the reality was. Using this paradigm, no theory preceded the study but would follow it so that it

is grounded on the data generated by the study to establish the role of Civic Education in promoting learner participation in civic activities.

An interpretivist paradigm was ideal because the researcher required insight into the experiences and perceptions of the participants since the objectives of the study were aimed at obtaining insight into participants' experiences and perceptions.

3.3 Research Design: Phenomenological study

The study used employed a phenomenological descriptive research design. According to Robert et al, (2003), phenomenology could be defined as the exploration and description of phenomena, where phenomena refer to things, concepts or experiences as human beings experience those. Phenomenology study therefore, was a form of qualitative research in which the researcher attempts to understand how one or more individuals experience a phenomenon. A legitimate topic for phenomenological investigation could be any object, event, situation or experience that a person could see, hear, touch, smell, taste, feel, know, understand, or live through (Sakala, 2016). Robert et al, (2003) elucidated that phenomenological study had four clear set of procedures and techniques which a researcher attempted to understand how one or more individuals experienced a phenomenon. These sets of procedures and techniques consisted of first identifying the phenomenon in which the phenomenologist was interested; secondly, gathering descriptive accounts from respondents regarding their experience of the phenomenon; thirdly carefully studying the respondents accounts with the aim of identifying any underlying commonalities and patterns; and finally presenting results in a scholarly manner.

The operative word in phenomenological research was “describe” (Groenewald, 2004:44). The aim of the researcher was to describe as accurately as possible the phenomenon, refraining from any pre-given framework, but remaining true to the facts. According to Welman et.al (as cited in Groenewald, 2004:44) “the phenomenologists are concerned with understanding social and psychological phenomena from the perspectives of people involved”.

Creswell (2012) asserted that phenomenological design was a descriptive and interpretive study of how individuals experience and understand a phenomenon. Phenomenological design employed various methods which include the researcher participating and conducting in-depth interviews with the person or group having the experience, or carefully watching and describing the situation supporting or related to the experience (Creswell, 2012).

This study benefited from the design's ability to use different methods of data collection techniques such as interviews, document analysis and observations (Creswell, 2012). The use of phenomenological research design was considered appropriate for this study because according to Hycner (1999:156) "the phenomenon dictates the method (not vice-versa) including even the type of participants." Additionally, a phenomenological design was seen as suitable for this study because of its usefulness in facilitating the understanding of complex social phenomenon such as citizen participation. The intention of this study therefore was to use the phenomenological study approach to present an in-depth description and interpretation of the understanding of the concept of citizen participation as taught through Civic Education in secondary schools in Zambia.

3.4 Population

The population for this study comprised Head teachers, Civic Education teachers and pupils in public secondary schools in Ndola district.

3.5 Sample

The sample consisted of 36 participants. Participants included three (3) Head teachers, one from each participating school, twelve (12) teachers of Civic Education i.e. four (4) from each participating school and twenty one (21) pupils, i.e. seven (7) from each participating school.

3.6 Sampling Techniques/Procedures

The sampling techniques employed in the study were convenient and purposive sampling. Convenient sampling is a technique that selects respondents in view of availability and willingness to participate in the study (Kombo and Tromp, 2012). In this research, teachers and pupils were conveniently selected depending on their willingness to be interviewed. This was technique was used because data was being collected in the midst of strict COVID-19 guidelines and so other techniques could not have been convenient at that time. The study used purposive sampling for the selection of public schools and head teachers. Purposive sampling was favoured as participants were selected based on some pre-defined characteristics that make them the holders of the data required for the study (Maree, 2010). Purposive sampling was used for selecting headteachers because they were deemed to be holders of the information on the learner-school management engagement.

3.7 Data Collection Instruments

Data collection instruments were semi-structured interview guide and Focus Group Discussion guide. The interviews and FGDs were conducted in English. The interviews and FGDs were digitally recorded and verbatim transcribed.

3.8 Data Collection Procedure

3.8.1 Interview

An interview as a method of data gathering referred to the questions which were asked to the respondents orally (Kombo and Tromp, 2006). Face to face Interviews were conducted using an interview guide which consisted of a written list of questions or topics that needed to be covered by the interviewer. In this study, face to face interviews were administered to three (3) Head teachers and twelve (12) teachers of Civic Education.

Face-to-face Interviews allowed participants to express their thoughts using their own words and organization and thus were particularly valuable for gaining insight into the phenomenon under study. Because this method allowed one to probe for greater depth or explanation, simple yes or no questions or fixed-response questions were typically not ideal. The study used open-ended questions with a combination of semi-structured and unstructured questions. Specifically, semi-structured questions were used when interviewing head teachers, teachers and learners in focused group discussions. Unstructured questions arose for the purposes of probing.

3.8.2 Focus Group Discussion

This method was used to solicit information from pupils in a common group interaction. After discussions, pupils were asked to individually write short informative paragraphs on their perceptions of civic activities in school, particularly with the intention of fully expressing what they could not say in groups due to fear

3.9 Data Analysis

In this study data was analyzed using thematic analysis. Maguire et.al (2017) defined thematic analysis as the process of identifying patterns or themes within qualitative data. The main focus of thematic analysis was to identify key themes or patterns and use them to address the research. FGD were conducted and discussions recorded. Verbatim recordings were then transcribed. When analyzing the data thematically the researcher applied the six steps that Braun et.al (2006) provided as key in conducting any data analysis. The researcher first studied the transcribed data to become familiar with it. Initial codes were then generated. Themes were

searched and reviewed. Finally themes were defined before doing a write up. Thematic analysis was used because of the descriptive nature of the study. Document analysis was also used to analyze secondary data. According to Creswell (2012), documentary analysis covers a wide range of sources, including official statistics, photographs, texts and visual data. For purposes of this study, a systematic analysis of the secondary school Civic Education syllabus was conducted to analyze depth and promotion of learner participatory ideals in the teaching and learning of Civic education in secondary schools.

3.10 Ethical Considerations

Singh (2006) cautioned that a researcher should not mention the name of subjects anywhere in the report and if possible names of institutions where sample subjects were selected for data collection should not be mentioned even in the appendix. Instead, the code number should be used for this purpose. Singh (2006) further cautioned that as a general rule, the researcher must respect the human sample subjects selected in his/her specific research study.

In the process of data collection and report, the researcher protected the dignity and welfare of human sample subjects. The human sample subjects' freedom to decline participation was respected, and the confidentiality of research was maintained. The researcher guarded against violation or invasion of privacy.

Permission to carry out the research was obtained from the Copperbelt Provincial Education Officer (PEO) and the District Education Board Secretary (DEBS) in Ndola. Before going in the field for data collection, permission was requested from Kwame Nkrumah University Ethics Committee and an introductory letter from the Director Postgraduate Studies was sought. Each of the interviewee received a consent letter of permission. As the appointments were made for the interviews, in each case, a brief explanation of the aim of the study, as well as a tentative interview schedule was given.

The interviewees were also informed that information from the participants would be kept confidential and only for academic purposes. Since the principle of anonymity was linked with confidentiality, the participants were also assured that their names, as well as their schools would not be disclosed or identified. At the beginning of the interviews permission was always sought from the participants to record the interviews with a promise that the audio recording would be deleted at the end of the research and that there would be no other risks involved in participating in this study apart from time taken for interviews.

3.11 Trustworthiness

The concepts of validity and reliability are relatively foreign to the field of qualitative research (Elo et al 2014). Instead of focusing on reliability and validity, qualitative researchers substitute it with data trustworthiness. Trustworthiness of qualitative analysis consisted of the use of terms or components such as credibility, transferability dependability and conformability. Lincoln et.al (2013) stipulated that, since qualitative researchers did not use instruments with established metrics about validity and reliability, it was appropriate to address how qualitative researchers established that the study's findings were credible, transferable, conformable and dependable. It was these four components that constitute trustworthiness.

To ensure trustworthiness, the researcher employed the following measures: The interviews were audio-recorded and transcriptions were made of each interview for referral adequacy. The researcher went back to some of the participants, to ascertain whether the transcribed data was a truthful version of their experiences. Conformability referred to the objectivity of the data and the absence of errors in the study. Lincoln et.al (2013) asserted that the results of the study could be regarded as conformable when they were derived from the participants and the research conditions, rather than from the subjective opinions of the researcher. Therefore to safeguard this study's conformability, interview guides were used so that the results would be derived from participants and research conditions instead of my own subjective opinion. Additionally, to ensure participants validation, the researcher presented the summary of findings to gate keepers by phone using WhatsApp platform by simply asking them if they agree with the findings as an accurate representation of their perspectives.

Dependability refers to the stability and consistency of the study and methods over time; it influences the degree of control in this study. To ensure dependability the researcher provided an audit trail which highlighted every step of data analysis that would be done to provide a rationale for the decisions that would be made. This assisted to portray the participants' responses accurately.

Leedy et.al (2014) defines credibility as the degree to which others recognize the study's findings to be substantial. It measures how realistic the findings are. The aim of this study therefore was to provide credible data which may be significant to the participants and other stakeholders. The researcher used methodological triangulation, which enabled the researcher to collect data through interviews and focus group discussions. Triangulation of data sources employed in this study ensured the accuracy of findings. Essentially, the constant feedbacks between the researcher and the supervisors led to the revision in some problem areas in the instruments.

Transferability refers to the extent to which results of the study can be exported and generalized to other contexts (Lincoln et.al 2013). Transferability will be attained by the use of thick descriptions to show that the research study's finding can be applicable to other contexts, circumstances and situations. This study therefore, applied only to selected secondary schools in Ndola district and may not be transferable or generalized in any way.

McMillan et.al (2010) asserted that confidentiality requires that data may not be linked to individual subjects' names. Therefore, in this study, the researcher was the only person to have access to the data and names of participants. The identities of schools and all participants would be known by only the researcher to the exclusion of any other individual. It was the researcher's moral obligation to ensure that any field notes or indeed any piece of information was stored in a safe place ensuring the highest level of confidentiality.

3.12 Chapter summary

This Chapter presented the main methodological aspects of this study, detailing the research methodology, design, procedure and techniques that were adopted. The study was conducted in Ndola district on the Copperbelt Province of Zambia. A descriptive phenomenological study, which uses qualitative methods, was used in the study and the design yielded a complete understanding of the role of Civic Education in promoting learner participation in civic activities in secondary schools in Zambia. The study further discussed the research site, population and sample, sampling technique, methods of data collection, data analysis, ethical considerations, and data trustworthiness. The next chapter presented the findings of the study.

CHAPTER FOUR: PRESENTATION OF FINDINGS

4.0 Overview

This chapter provided an overview of the findings of the study. The views were collected from pupils, teachers and head teachers of three public secondary schools in Ndola District on the Copperbelt in Zambia. The views presented, hence, reflected only the opinions of the participants in this study. The purpose of this study was to establish the role of Civic Education in promoting learner participation in civic activities in secondary schools in Ndola district. The study explored teachers' and learners' conceptualization, experiences, ideas and practices in Civic Education teaching and learning that aimed at promoting learner participation in civic activities in secondary schools. The study also explored school managers' perceptions of how Civic Education promoted learner-school management engagement in secondary schools?

The study used the phenomenological method and relied heavily on qualitative data analysis such as thematic analysis and document study. The results of the study were presented using a thematic approach following the research questions below:

- (i) What are the views held by teachers and learners on how Civic Education promotes learner participation in civic activities in secondary schools in Ndola district?
- (ii) What are the perceptions of school managers on how Civic Education can promote learner-school management engagement in secondary schools?
- (iii) What strategies can be used to promote learner participation in civic activities in secondary schools?

The main question being addressed in this study was: what role does Civic Education play in promoting learner participation in civic activities in secondary schools. Essentially, this chapter was exclusively devoted to the presentation and analysis of data collected through interviews, focus group discussion and document analysis. Sub-titles were used to discuss the findings. Not all issues reflected in the interview guide and focus group discussions were included in the presentation but only those that strongly relate to Civic Education and its role in promoting learner participation in secondary schools in Ndola district were included.

4.1 Participant's views on how Civic Education promotes learner participation.

It came out from the findings of the study that people viewed the concept of learner participation variedly. As a result, establishing the role Civic Education played in promoting learner participation posed a challenge as many participants viewed the concept differently. Consequently, this study found it very important to gather head teachers, class teachers and pupils' views on the role of Civic Education in promoting learner participation in civic activities.

4.1.1 Civic Education gives learners a voice

The study showed that Civic Education gives learners a voice to speak out in school and outside school. With regards to this,

One of the pupils stated that,

“Sir, for me I think Civic Education has made me to have courage to speak out my opinion without fear or favour on many issues because I know that I have the right to freedom of expression. For example when some teachers don't attend to our lessons or when there is poor sanitation in our toilets, I and other pupils do complain”. (Focus Group Discussion with learners, 2020).

Learners were of the view that Civic Education had raised their awareness levels so much that they were able to speak out when they felt that their rights were being violated within and outside the school. Teachers and head teachers also acknowledged that Civic Education had been instrumental in giving learners a voice. Participating teachers felt that Civic Education had stimulated learners to express themselves more freely. They believed that learners were becoming more self-assured of their rights and often stood up to challenge school authorities on some issues.

One teacher had this to say:

“I think Civic Education has created so much awareness among pupils so much that every one of them talks about their rights in school and at home. As teachers we are careful now on what we say and do to them because of this awareness. In some instances, learners have reported teachers to the police for corporal punishment. This was unheard of some years back.”

(Interviews with Civic Education Teachers, 2020).

Despite some headteachers not being experts in Civic Education, experience had enabled them acknowledge that Civic Education was the reason for increased reports of grievances by learners to management on a number of issues in school.

One head teacher asserted:

“We have many platforms where learners freely air out their opinions on how the school is being managed especially issues to do with availability of learning materials and corporal punishment and I am very confident that Civic Education has provided them with the motivation to speak out more especially through the School Council where learners have representatives who bring concerns from other pupils to management so that management can act on them.” (Interview with Headteachers, 2020).

The response from the headteacher signifies the appreciation of school administrators of the role Civic Education plays in promoting learner involvement in school governance issues.

4.1.2 Civic Education motivates learners to join civic clubs and societies.

The study found out that learning Civic Education in secondary schools stimulated interest in learners to join clubs and societies that had civic aims and objectives.

One pupil had this to say:

“Civic Education has inspired me and a lot more other pupils to join clubs such as Anti-drug Club, Voter Education Club and also to aspire to be a member of the School Council and other clubs like debate club.” (Focus Group Discussion with learners, 2020).

Teachers and headteachers acknowledged that teaching Civic Education motivated learners to get involved in various extra-curricular activities. The general feeling among teachers was that once learners joined these clubs and associations, they began to apply knowledge and skills mastered from Civic Education lessons to club meetings and activities.

One teacher stated that:

“I would say from what we teach in class they further it through clubs such as anti-corruption club, school council, anti-drug club, voter education club and it gives them that practical part. I must mention that democracy is also practiced in the way leaders in these clubs are chosen. Elections are held in line with various electoral systems learnt in Civic Education” (Interview with Civic Education Teachers, 2020)

Besides joining clubs and societies that had civic objectives, some participants felt that there was increased evidence of volunteerism among learners.

One head teacher had this to say:

“I have witnessed a lot of learners volunteering to participate in March-past to commemorate important national events such as Youth Day and World Aids Day. This spirit of volunteerism is cardinal in character formation and learners being change agents in society.” (Interview with headteachers, 2020)

Volunteerism is a civic activity that is formed when civic dispositions such as those in *figure 1.10.1* are well developed and learners are self-motivated to get involved in community service.

4.1.3 Appropriateness of teaching methods stimulate learner participation

Teaching Civic Education required the use of different methods, techniques and strategies in order to transmit knowledge and skills into learners. The pedagogical approaches used by teachers in lesson delivery determined the effectiveness of the lesson in line with the OBA emphasized by MoGE (2010). This section examined the teaching methods deemed appropriate for the promotion of learner participation in civic activities. To address this concern, teachers were asked the teaching methods and strategies commonly used and how appropriate they were in the promotion of learner participation.

One teacher asserted that:

“I like using debate, group discussion, question and answer and also taking learners out to teach a topic by observing certain things and then we engage in discussion. This accords learners an opportunity to be part of the whole process of learning and also to experience situations first hand I feel using such methods

inspires learners to step out and begin to apply the knowledge and skills outside the classroom.” (Interview with Civic Education Teachers, 2020)

Another teacher stressed that:

“when am teaching in class, I let my learners take center stage in the lesson, in fact sometimes I sit at the back and facilitate the lesson from behind while they take turns debating and discussing on their own and as they do this, I encourage them to have more confidence and to raise their confidence more so that outside the classroom, they can show the same confidence when taking part in other co-curricular activities within the school and community.” (Interview with Civic Education Teachers, 2020)

In contrast, some teachers expressed concern over the current trend by supervisors stress rush in concluding syllabus coverage for the purpose of examinations. This they said leads to abandoning appropriate and effective methods in lesson delivery and use rote learning.

One teacher said:

“In as much as I would want to use learner centered methods that promote participation, our administrators put pressure on us to cover the syllabus quickly before the examinations. To respond, we end up using teacher centered methods so that we move fast.”(Interview with Civic Education Teachers, 2020)

Participating teachers were of a view that the current trends in teaching encouraged learner centered methodologies. Teachers felt that Civic Education must be taught in a more practical manner as it was a living subject. The rationale was that Civic Education was to be seen to be lived and practiced and not just to be memorized for examinations.

4.1.4 Civic awareness leads to civic participation

The learning and teaching of Civic Education was anchored on transmission of civic knowledge, equipping learners with civic skills and developing civic dispositions in learners. Once learners acquired civic knowledge and civic skills, they became more aware of their political, social, economic and cultural environment in which they exist. It was this civic awareness that participants felt stimulated learners to

become active participants. Participants in this study were of the view that there could be no active participation without awareness. In other words, active participation was a consequence of civic awareness.

When teachers were asked their views on how civic awareness leads to active participation, one teacher had this to say:

“My view is that once learners acquire knowledge, then they can now participate because they have the information. Without civic knowledge, learners would definitely not participate satisfactorily. There is a big link between what they learn and how they engage within the community. For example, human rights and corruption are some of the topics that learners express freely outside their classroom as they interact with their fellow learners and indeed within the community because they relate what they learn in class to what happens in the school and larger community.” (Interview with Civic Education Teachers, 2020)

Learners also felt that the knowledge that they acquired from learning Civic Education made them to actively partake in civic activities.

One learner responded to say:

“I think Civic Education has taught me things I never knew, since I started learning Civic Education I now know where my rights begin and end. As a peer educator, Civic Education has helped me to teach others about our rights, and I understand more issues to do with Child abuse and Gender Based Violence, as a member of “Voice of the Youth”, I participate in sensitizing my friends, family as well as the community on these and many other issues.”

(Focus Group Discussion with learners, 2020)

Some participating teachers strongly felt that learning Civic Education had a positive effect on participation in civic activities in school and in the community.

One experienced teacher expressed the following views:

“I feel that there is a very strong relationship between Civic Education and learner participation because first of all Civic Education creates awareness and opens up

the mind of the learner on what they are supposed to do and not to do and secondly from my experience as a teacher I have noticed a big difference between learners that were there before 2006 and the ones we have now. It was very difficult then for them to speak out on governance issues because they didn't understand most of the civic concepts. But these that we have now are very good because they have acquired enough knowledge to engage in informed discussions on governance issues. Talk of corruption, good governance, democracy; it's all in their vocabulary” (Interview with Civic Education Teachers, 2020).

From the foregoing findings, it could be concluded that civic awareness was a fundamental requisite for active participation by learners. The perception by both teachers and learners was that without awareness, learners would not effectively take part key civic activities in school and in their communities.

4.2 Presentation of findings on learner-school management engagement.

The study established that learner-school management engagement was significant in promoting learner participation in school governance and was a rehearsal for future civic engagement. Participating head teachers strongly felt that the introduction of Civic Education at senior secondary school had influenced the creation of platforms and opportunities for learners in secondary schools to participate in the school governance process.

4.2.1 Engagement provided learners with opportunities and platform for decision making

The study revealed that pupils were key stakeholders in the school governance process. It was further revealed that there was increased involvement of learners in key governance issues such as decision making in schools.

When asked on the benefit of engagement, one head teacher responded:

“Learners in our school are involved in decision making through various committees in which learners are represented. Even in those committees that don't have learners yet, we are ensuring that learners are brought on board. Because in every activity that take place in school, learners take center stage so they have to be involved so that they have a voice. We are training them to be future leaders, future managers, we are training them to be decision makers, we are training them to be change agents.”(Interview with Headteachers, 2020)

It was a feeling of head teachers that learners were given enough opportunities and platforms for them to engage school management to present their concerns through various structures available in school that required pupil representation.

One headteacher had this to say:

“At all levels learners are represented in a lot of committees. For example in the Parents Teachers’ Association (PTA) and School Board Committees we have learner representatives. In all these committees, learners have an opportunity to be part of policy decisions at school level” (Interviews with Head teachers, 2020).

Learners expressed acknowledged the presence of platforms for engaging management although they felt that such platforms were only available to their representatives.

One learner expressed the following views:

“Yes learners do meet with school authorities as prefects or through the school council. I think learners make suggestions when they meet the administrators and this way some of their views are accepted and used to make decisions.” (Focus Group Discussion with learners, 2020)

4.2.2 School engagement prepares learners for citizenship roles.

One of the objectives of the study was to find out the perceptions of school managers on how Civic Education could promote learner-school management engagement in secondary schools. The findings revealed that engagement helped learners to participate in the school governance process. When asked what their perceptions were on how Civic Education could promote engagement in secondary schools.

One headteacher responded:

“In my view, school level engagement is very important to learners as it prepares them for future engagement with civic and national leaders. It also builds confidence in learners to engage authorities so much that in future they will build on this confidence and effectively engage government on any civil, economic or political issues that affect them. It also acts as a training ground for leadership

and it sharpens leadership skills in learners through exposure to high level civic engagement.”(Interview with Headteachers, 2020)

Another headteacher expressed this view:

“I believe that as we teach them Civic Education, they are encouraged to engage school administration as the subject boosts their confidence levels and self-esteem. Through this interaction, we are training them to be future leaders, future managers, we are training them to be decision makers; we are training them to be change agents. So in all these spheres, the school acts as a training ground.”

(Interview with Head teachers, 2020)

The study established that learners felt that engaging school managers was very important in their education as it created a foundation upon which future engagement would be based. Learners were of a strong view that Civic Education had motivated them and provided courage and assertiveness and a sense of responsibility to meet with school managers on behalf of other learners.

One learner responded:

“Sir, engaging school authorities has boosted my confidence to meet anyone even the President to present him with our challenges. So meeting school administrators has helped to prepares me for future leadership.”(Focus Group Discussion with learners, 2020)

4.3 Strategies that can be used to promote learner participation in civic activities

It came out from the study that teachers were using different strategies to promote learner participation in civic activities outside the classroom. It also came out from teachers that in order to promote participation, other innovative strategies needed to be implemented.

4.3.1 Examining practical activities in Civic Education

The teaching and learning of Civic Education in secondary schools was conducted using various teaching methods, techniques and strategies. This study found out that although the Civic Education curriculum

emphasized the use of learner centered methodologies with notable practical activities within lessons, there was need for more extensive practical work assessment.

One teacher expressed the following views:

“I think the problem is that our school system is examination oriented, teachers focus more on theory than practice. We as teachers focus more on the theoretical part of the syllabus since the examinations at the end of the year are all theoretical. What is not examined is the practical part. Currently, Civic Education is at cognitive level. Even examination setting of questions is biased towards memory rather than application. The practical part is not there.” (Interview with Civic Education Teachers, 2020)

Another teacher had this to say:

“I would like to see the practical part to being examined. I would like to see assessment from grade 10 to 12 in form of School Based Assessment (SBA) and marks added to the final theory paper as it is with Geography. This way participation would be encouraged within the school learning and teaching process.” (Interview with Civic Education Teachers, 2020)

4.3.2 Service and Experiential learning in Civic Education

The findings of the study were that there was need for learners to be exposed to real life civic learning through involvement in community service in order to provide a progressive learning experience by meeting community needs so learning becomes more meaningful. Participating teachers were of a view that teaching and learning of Civic Education must involve hands-on learning where learners were taken out of the comfort of the classroom desk to experience civic activities as they happened by being part of the various community activities.

One teacher was of a view that:

“Learners need to have some kind of attachment for say a week or a few days to be part of what happens during voting, voter education sensitization, or to be attached

to Victim Support Unit to mention but a few. I think we need to encourage learners to get involved in community work. Learners could also be encouraged to join community civic organizations that promote governance such as Anti Voter Apathy and many more.” (Interviews with Civic Education teachers, 2020)

Other participants envisioned a situation where pupils were taken out to experience first-hand, the operations of governance institutions such as courts, council chamber meetings and political campaign meetings.

One teacher had this to say:

“We need to expose learners to real life situations. For example if learners would be made to sit through a court session at the local court to learn how civil cases are tried and then asked to do a write up their experience or let learners attend a parliamentary session and observe how parliamentary debates are conducted and then come back to class to consolidate the lesson on the functions of parliament, This would be a better way of learning than simply explanations done by the teacher in front of learners.”(Interviews with Civic Education teachers, 2020)

4.4 Chapter summary

This chapter presented the findings of the study based on the generated themes from thematic analysis to answer the research questions on the role of Civic Education in promoting learner participation in civic activities in secondary schools. For democracy to thrive, schools needed to equip learners with necessary civic knowledge and skills and create platforms and opportunities for learners to apply acquired civic knowledge within the school and in the community so that learners practice what they learnt. Engagement between learners and school management provided learners with an opportunity to express themselves to authorities and in so doing learners became part of the decision making process in the school and this strengthened school governance as members stood and worked together to achieve set objectives and goals. Learner participation in civic activities could only be enhanced through the use of appropriate teaching strategies that promoted participation such as service learning. The next chapter discussed the presented findings in order to establish the role Civic Education played in promoting participation of learners in various civic activities in secondary schools.

CHAPTER FIVE: DISCUSSION OF FINDINGS

5.0 Overview

The previous chapter presented the results on the role of Civic Education in promoting learner participation in civic activities in secondary schools. The results were presented in line with the three objectives of the study. This chapter discusses the findings in chapter four by relating them to the literature reviewed in chapter two in the light of the three objectives of this study. This chapter discussed the findings of the study which sought to establish the role of Civic Education in the promotion of learner participation in civic activities in secondary schools in Ndola district of the Copperbelt province of Zambia. The research objectives of the study were, to:

- (i) Explore the views of teachers and learners on how the teaching and learning of Civic Education can promote learner participation in civic activities in secondary schools in Ndola district.
- (ii) Establish the perceptions held by school managers on how Civic Education can promote learner-school management engagement in secondary schools.
- (iii) Propose strategies that can be used to promote learner participation in civic activities in secondary schools.

5.1 Learner participation in civic activities

The first objective of the study, sought to explore the views of teachers and learners on how the teaching and learning of Civic Education could promote learner participation in civic activities in secondary schools in Ndola district. Findings from the participants of the study cited a number of ways in which Civic Education promoted learner participation in civic activities. The major contributions as revealed by the study were that Civic Education gave learners a voice, motivated learners to join clubs and societies in school and that appropriate teaching methods stimulated learner participation in activities outside the classroom.

5.1.1 Civic Education gives learners a voice.

Discovery made by this study revealed that one significant way in which learner participation in civic activities in secondary schools can be noticed is through learner's abilities to freely express themselves by voicing out their concerns through legitimate means. Vasquez and Taylor (2001) argued that citizen's participation was the situation in which all men and women had a voice in decision-making, either directly or through legitimate intermediate institutions that represented their intention. One of the key tenets of

democracy was freedom of expression. Governance entailed that citizens be given an opportunity and space for them to express themselves in a legitimate and legal way. Through Civic Education, learners acquired critical thinking skills, analytical skills, evaluative skills and reporting skills necessary for them to engage in an intelligent and productive civil discourse.

It was therefore imperative that secondary schools gave learners a platform and opportunity to express themselves on matters that affected their welfare in secondary schools. Speaking out had the potential to build up learners' engagement skills required in future to express themselves effectively as they contributed to national socio-economic and political development. This is in line with Dewey's social learning principle of continuity because young people who speak out now, will also speak out in future since experiences tend to influence all potential future experiences. It was therefore worth noting that Civic Education promoted active participation with a view to manage themselves in society through speaking out to help others. This was acknowledged by one headteacher who said:

“We have many platforms where learners freely air out their opinions on how the school is being managed especially issues to do with availability of learning materials and corporal punishment and I am convinced that Civic Education has greatly contributed to this motivation for learners to speak out more through available platforms such as the School Council where pupils' representatives bring out to management for consideration.”(Interview with Headteachers, 2020)

This was also acknowledged by Muleya (2016) who asserted that the focus on Civic Education across different curricula was based on the understanding that as a subject, it promoted active participation of citizens or learners with the view to manage themselves in society and ensure that everyone who needed help was supported. It can therefore be concluded that indeed Civic Education stimulates learners to speak out on matters that concern their welfare in school and in the community. The voicing out by learners results from awareness of their rights once they are exposed to human rights in class.

5.1.2 Civic Education motivates learners to participate in civic clubs and societies

It emerged from the study that Civic Education stimulated learners to subscribe to co-curricular activities that interested them. Learner participants in the study revealed that the civic knowledge and skills they acquired from learning Civic Education motivated them to join clubs of their choice that had civic oriented goals such as Voter education Club and Child Rights club. Although there were many clubs and societies in secondary

schools which were aligned to different subjects and departments, Civic Education as a subject area stimulated learners to join those clubs that had civic goals and objectives. Learners were of the view that clubs such as Child Rights Club and Voter Education Club added meaning to their lives as the issues that they discussed and projects they worked on related to real life situation which they observed occurring in their communities and the country at large.

Learners felt motivated to join such clubs so that they could bring their own practices and experiences to the table for discussion. It was a feeling of most learners that Civic Education had created more awareness for them to get motivated to join clubs within the school and in the communities where they lived. Most of the Community Based Organizations (CBOs) those learners were associated with in their localities, aimed at civic awareness, advocacy and community development and it became easy for them to join such community based organizations through the motivation provided by Civic Education in schools. This one learner had to say:

“I think Civic Education has taught me things I never knew, since I started learning Civic Education I now know where my rights begin and end. As a peer educator, Civic Education has helped me to teach others about our rights, and I understand more issues to do with Child abuse and Gender Based Violence, as a member of “Voice of the Youth”, I participate in sensitizing my friends, family as well as the community on these and many other issues.”(Focus Group Discussion with learners, 2020).

The above statement showed that learners did not only use the knowledge and skills acquired from classrooms to participate in school activities but also in the communities where they lived. The use of classroom experiences to solve problems outside was in line with the Dewey’s social learning concept of “primacy of experience”, which emphasized learning and reflection meaning that learners must reflect on how best they can apply knowledge in co-curricular activities in school and outside school (Pacho, 2015).

5.1.3 Appropriate teaching methods stimulate learner participation in civic activities.

It also came out from the findings of the study that appropriate pedagogical approaches used by Civic Education teachers in the delivery of lessons resulted in positive learning outcomes. The findings of the study are in line with the assertion in the Zambia Educational Curriculum framework which emphasizes Outcome Based Approaches (OBA) in teaching and learning contending that, “teachers should use methods that promote active learner participation and interaction,” (MoGE, 2013: 56).The current education policy of the

Ministry of General Education dubbed *Educating Our Future*, also emphasized Outcome Based Learning (OBL). It had therefore been established through this study that appropriate teaching methods when used in the teaching of Civic Education, stimulated learner participation in civic activities.

Eyler, et al, (2001) cited in Magasu et.al (2018) asserted that the best pedagogy in the teaching of Civic Education should include a combination of classroom instruction through which learners gained the necessary foundational and professional skills, and experienced and action on genuine community needs. Debate as a teaching strategy when appropriately used by teachers could stimulate learners to engage in further debate and intelligent discourse outside the classroom. The debate societies in schools developed civic motions for and against and this steered sustained critical discourse on a number of issues ranging from child sexual abuse to young people's participation in governance issues.

Group discussions in class promoted tolerance of divergent views and learners were equipped with necessary skills to gather and talk about common issues without steering into unnecessary and unhealthy arguments within and outside the school. The question and answer method allowed learners to ask intelligent and well researched questions as well as provided relevant responses to tough questions on civic issues. This was further practiced outside the classroom when learners engaged management on various issues.

5.1.4 Civic awareness results in civic participation

The goal of Civic Education was to provide learners with civic knowledge and civic skills as well as to develop their civic dispositions so that they could develop into active and responsible citizens capable of adding value to social, economic and political development of the country. The findings of the study showed that Civic Education created awareness among learners. It was this sense of awareness that prompted learners to actively participate in various civic activities within and outside school. This finding is supported by Levinson (2011:6) who argues that, “learners who receive effective civic learning are more likely to vote and discuss politics at home, four times more likely to volunteer and work on community issues and more confident in their ability to speak publicly and communicate with their elected representatives”. The Civic Education syllabus was content rich in a variety of topics that catered across cultural, economic and socio-political affairs. Analysis of the Civic Education syllabus revealed that learners were exposed to Governance, Corruption, Culture studies, Legal Systems, Human Rights and many other topics that created civic awareness in learners. It was this wealth of awareness that led to participation because when learners were well

informed, they began to apply this knowledge in their daily civic life and to novel situations within the school and beyond.

Vasquez and Taylor (2001), assert that citizen's participation is the situation in which all men and women had a voice in decision-making, either directly or through legitimate intermediate institutions that represented their intention. Learners and citizens in general, could not effectively participate in a civic activity in which they were unaware. It took substantial awareness in order for individuals to effectively participate in a given activity especially activities that were civic in nature. For learners to engage in informed debates and discussions on various civic issues, they needed absolute awareness on particular civic topics. Therefore, the more civic knowledge learners acquired, the greater the participation in civic activities.

There was no doubt therefore, that increased civic awareness among learners stimulated active participation in civic activities. For democracy to be sustained and good governance practices to be enhanced there was need for more civic awareness among learners in secondary schools as awareness makes people to make informed decisions.

5.2 Learner- school management engagement

The second objective sought to establish perceptions held by school managers on how Civic Education could promote learner-school management engagement in secondary schools. It came out from the findings that learner-school management engagement provided a platform and opportunity for learners to get involved in decision making process in school. It also came out from the findings that learner-school management engagement prepared learners for engaged citizenship roles in future.

5.2.1 Engagement provides learners with a platform for decision making

Providing a platform for learners to be part of the decision making process was an important component of good governance in schools. When schools created platforms for learner-school management engagement, they noticed increased harmony among key stakeholders. This finding was supported by Mbangweta (2017:5) who argued that, "Civic Education can contribute to solving student's unrest, teachers and other stakeholder's discontent in schools." Information began to flow freely and a community of peace was created devoid of unnecessary acrimony. Training learners to be decision makers prepared them for future roles as decision makers in national and community governance and also to be change makers for social transformation.

Learners indicated that they were involved in the process of decision-making in schools such as planning and control of various programmes in schools. Participants acknowledged that they took part in making decisions in their schools through Students Councils, Parents Teachers Associations, Board meetings and other meetings in the school. Such structures provided a basis for engagement with school management, facilitate communication between teachers and pupils, and also served as a resource for the provision of educational opportunities and community linkages (Keogh & Whyte, 2005). Learners acknowledged that through their representatives, they were given opportunity to engage school management and other stakeholders on various issues in school. It was clear that participation was one of the fundamental principles of democracy that promoted good governance. School managers also acknowledged that there was increased involvement of learners in decision making in schools since learners were key stakeholders.

There no doubt those pupils were the main reason why schools exist. Their participation in the governance of schools through involvement in decision making was the lifeline of schools and not involving them diminished democratic governance in schools. This was supported by Ball (2013) who asserted that, true democratic governance in schools could only be achieved through collaborated efforts from all stakeholders including pupils.

5.2.2 School engagement prepares learners for engaged citizenship roles

Civic Education was aimed at imparting knowledge, skills and attitudes in learners so that they developed into active and responsible citizens in future. This study found that when learners and school managers engaged, learners were likely to benefit more as future citizens since the interaction with school administrators would boost their confidence to further engage other civic and national leaders at whatever level. This was echoed by one headteacher:

“We are training them to be future leaders, future managers, we are training them to be decision makers, we are training them to be change agents for social transformation.” (Interview with Headteachers, 2020).

Since schools prepared young people for their roles as future leaders, civic activities such as learner-school management engagement played a critical role in imparting necessary knowledge and skills that were essential for engaged future citizenry. The study established that learners who were involved in such civic engagement at school develop into more engaged citizens capable of mobilizing communities to demand

greater transparency and accountability, and social inclusion and subsequently help to contribute to community and national development.

5.3 Strategies to improve learner participation in civic activities

The third objective sought to propose strategies that could promote learner participation in civic activities in secondary schools. It came out from the study that the best strategies to promote learner participation were to begin to examine practical activities in Civic Education and implementing service and experiential learning in secondary schools.

5.3.1 Examining practical activities in Civic Education.

It emerged from the study that since the introduction of Civic Education as a compulsory subject at senior secondary school, the subject was assessed at theory level only neglecting the practical activities which were essential in promoting participation. Teachers were therefore of the view that practical activities in Civic Education needed to be assessed as part of the promotion examination so that teaching and learning of these practical activities became more meaningful. It came out from the study that teachers continued to use traditional teacher centered methods in the teaching of Civic Education due to supervisory pressure on syllabus tracking at the expense of reflective teaching. This finding was supported by Magasu et.al,(2020:1483) who revealed that teachers of Civic Education in secondary schools in Zambia used non-reflective strategies during teaching, and that, Civic Education lessons were theoretically based and did not follow emancipatory approaches that were important in the development and consolidation of education for democratic citizenship

This finding is supported by Teachers overwhelmingly felt that the practical aspects of Civic Education needed to be streamlined and specific objectives defined so that they became an examinable content. That would not only encourage more participation in civic activities but also make learning to be more effective and responsive to needs of the society. Democracy must not only be preached but must be seen to be practiced and nurtured from a young age while young people are still in school. The practice of democracy could only be consolidated by ensuring that more practical governance practices are experienced by learner while in school before they are integrated into the larger society as engaged citizens.

5.3.2 Service and Experiential learning in Civic Education.

To promote learner participation in civic activities, participating teachers proposed the use of service learning as strategy. The study established that teachers were of a strong view that service learning and experiential learning would be the best strategies to promote learner participation in civic activities in secondary schools. Service learning was a method whereby learners develop through active participation in well-organized service that is carried out in and out of schools and meets the needs of communities (Xu, 2010 in Muleya, 2015). Through service learning, learners engaged in many forms of civic education activities as they learn outside the classroom through participating in civic duties in the community. The exposure of learners to real life learning situations would promote learner participation in those activities. Attaching a group of learners to a community programme to experience first-hand how the program works, would definitely inspire learners to get involved in similar activities in school as well as in the larger community.

It emerged from the study that Civic Education being a living subject must not be taught in the traditional classroom throughout of the year. This finding was supported by Chola (2016) who recommended that there was need to institutionalize service-learning so that it became the basis of teaching methodologies in schools as well as increasing policy and leadership in the field to achieve public goals and solve public problems. The teachers were of the view that learners needed to be given attachment programmes for some defined period of time within the school calendar; to be part of community based civic activities such as voter registration exercise, community sensitization programmes on topical issues like Gender Based Violence or Substance Abuse etc. Learning in such a manner resulted in producing learners who were active, practical and result oriented as they would strive to achieve desired goals for whatever programme they undertook. The adoption of Outcome-Based Education (OBE) approach to learning moving away from Behavioural Approach (CDC, 2013) encouraged approaches such as service-learning as the central pedagogical approach in achieving this educational goal (Chola, 2016).

5.4 Observations from document study

The Civic Education high school curriculum was examined in order to have a clear understanding of how the curriculum was designed to promote participation among learners. This was meant to assess the adequacy and relevance of the Civic Education syllabus content and its responsiveness towards promoting learner participation in civic activities. An examination of the content of the syllabus revealed that a good number of topics in Civic Education cover topics that promote participation by learners and course books for learners.

Topics that emphasized learner participation included; Constitution, Governance, Culture of peace, Family law and Gender equity and equality among others. The table below shows some of the topics that promote learners participation as identified from document study of the senior secondary school Civic Education syllabus.

Table. 1

GRADE	TOPIC	SKILL
10	<ul style="list-style-type: none"> ➤ Constitution ➤ Governance system in Zambia 	<ul style="list-style-type: none"> ➤ Participation in constitution making process and adoption ➤ Participation in constitution making process and adoption ➤ Participation in Electoral activities
11	<ul style="list-style-type: none"> ✓ Civil Society and Media in Governance. ✓ Gender Equity and Equality ✓ Conflict resolution in the family 	<ul style="list-style-type: none"> ➤ Lobbying and advocating for good governance ➤ Conflict resolution in the family
12	<ul style="list-style-type: none"> ✓ Culture of Peace 	<ul style="list-style-type: none"> ➤ Mediation and negotiation between conflicting parties

5.5 Theory and Findings

The theory that guided the study was the John Dewey theory of social learning. According to the John Dewey theory, people learn best through a hands-on approach (Janse, 2019). It came out from the study that using appropriate teaching methods in the teaching and learning of Civic Education stimulated learners to participate in civic activities and this was supported by the Dewey theory of social learning which asserted

that schools and classrooms should be representative of real life situations, allowing children to participate in learning activities interchangeably and flexibly in a variety of social settings (Gutek, 2014).

The hands-on approach emphasized by Dewey was established in the study when participants proposed the use of service learning and experiential learning strategies. This proposal confirms Dewey's assertion for learners to engage directly with their environment, in what came to be known as experiential learning, where knowledge comes from the impressions made upon us by natural objects (Janse, 2019). The study also established that practical activities in Civic Education needed to be summative examined at the end of the senior secondary school Civic Education course. This finding is in line with Dewey's theory of social learning which believed that although the written exam would continue to play an important role, there should be particular focus on use of presentations, projects and other evaluation techniques to keep track of the progress (Janse, 2019).

It emerged from the study that civic awareness leads to civic participation. This narrative is supported by the conceptual framework for this study as illustrated in figure 1.10.1., and also confirms Dewey's theory which recognizes that learners needed to use social activities to get meaning, practice, identify and participate in community informal activities (Edinyang, 2016). From the study, Dewey's social learning theory is confirmed as the findings resonate with the theory by concluding that learning is a process of social participation, therefore all experiences in one way or the other influenced all potential future experiences. According to the findings of the study, when appropriate Civic Education helps learners to be active participants

5.6 Chapter Summary

This chapter has discussed the findings of the study as presented in this chapter. The study brought out pertinent concepts in Civic Education that promoted learner participation in civic activities in secondary schools. According to the findings of the study, learning and teaching of Civic Education played a significant role in promoting participation. It emerged that when schools created platforms and opportunities for learners to engage school management, learners were highly likely to exit the school system with necessary civic knowledge and civic skills required for civic participation in society to promote good governance ideals. The study revealed that the civic knowledge and civic skills could only be sufficiently transmitted to learn if appropriate learning strategies that promote participation were used in school. The next chapter presented the overall conclusion of the study which further provided recommendations and suggestions for further research.

CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS

6.0 Overview

The preceding chapter discussed the findings of the study. This chapter presented the conclusions and recommendations of the study based on the findings. The main purpose of the study was to establish the role of Civic Education in promoting civic participation in secondary schools.

6.1 Conclusion

The purpose of the study was to establish the role of Civic Education in promoting learner participation in civic activities in secondary schools in Ndola district on the Copperbelt province of Zambia. Firstly, the study explored the views of learners and teachers on how Civic Education promoted learner participation in civic activities in secondary schools. The study then explored the perceptions of school managers on how Civic Education promotes learner-school management engagement in secondary schools. Further, the study sought proposals on the strategies that could be used to promote learner participation in civic activities in secondary schools.

In line with the first objective, participants in the study (learners and teachers of Civic Education) attributed increased learner participation in civic activities in their schools to civic awareness resulting from Civic Education. Both learners and teachers acknowledged that Civic Education had stimulated learners to be involved in available civic activities not only in secondary schools but the community as well. The study established that learning Civic Education boosted learner's confidence to speak out. It also motivated them to subscribe to civic clubs and societies within and outside the school.

Regarding the second objective it came out from the study that there had been increased learner-school management engagement resulting in improved good governance practices in schools since the introduction of Civic Education as a compulsory subject at senior secondary school level. The civic knowledge and skills acquired in class were being effectively applied by learners to improve school governance through collaborative engagement with school authorities and this had created a platform for training of leadership, engaged citizenship and decision making.

Responding to the third objective, the study revealed that although the Civic Education curriculum promoted learner centered methodologies in teaching and learning, there was need to make Civic Education more practical by examining practical activities in the final examinations so as to make the subject more meaningful

and responsive to democratic ideals. Further it came out that pedagogical approaches such as Service and experiential learning needed to be incorporated in the Civic Education curriculum at secondary school in order to promote real-life learning experiences among learners necessary for the promotion of engaged citizenship. The study also confirmed the John Dewey theory of social learning based on the findings as it came out from the study that experiences during hands-on learning approach influenced all potential future experiences. Experiencing Civic Education learning therefore, influences all potential future participation in civic activities.

6.2 Recommendations

Based on the findings of this study, the researcher made the following recommendations to both the Government of Zambia and the Ministry of General Education.

1. There was need to broaden practical content in the Civic Education curriculum at secondary school and to make the practical content examinable at the end of the senior secondary course.
2. Institutions that trained teachers of Civic Education to redesign their curriculum in order to equip student teachers with necessary pedagogical skills that promoted civic participation in secondary schools.
3. Service learning and experiential learning to be incorporated into the Civic Education curriculum to promote real life learning experiences among pupils.
4. Deliberate policies must be formulated to ensure increased participation of learners in the school governance process to increase transparency, accountability and to promote decision making among learners.

6.3 Suggestions for Further Research

The following studies could be conducted:

1. A comparative study of the role of Civic Education in promoting good governance practices in public, private and grant aided secondary schools in Zambia.
2. The Challenges faced by school leavers in applying civic knowledge and civic skills in the community.



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LIST OF APPENDICES

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- Appendix D** - Consent Form
- Appendix E** - Introductory Letter from P.E.O
- Appendix F** - Letter of Authority from DEBS



Appendix A: Headteachers' – Interview Guide

1. What are your opinion/views on the re-introduction and making Civic Education compulsory in senior secondary schools?
2. In your view, what is the significance of Civic Education to the learners?
3. What do you understand by the term “learner participation”?
4. Do you have programs or platforms where pupils can engage school management on issues concerning welfare of pupils in your school? If so, kindly elaborate.
5. How effective is the learner-school management engagement system in your school?
6. Do you feel that Civic Education can promote effective learner-school management engagement? If so how?
7. What is the significance of learner-school management engagement to both learners and school management?
8. Any other comment you wish to share with me.

THANK YOU FOR YOUR TIME

Appendix B: Civic Education Teachers' Interview Guide

1. In your own understanding, what is Civic Education?
2. How do learners in your school apply the knowledge and skills they acquire from learning Civic Education within the school environment?
3. What examples would you give of civic activities that learners take part in within and outside the school?
4. How significant is it for learners to be active participants in civic activities?
5. What do you think is the relationship between participation of learners in civic activities and Civic Education learning and teaching?
6. How would you relate participation by learners in civic activities in school and their roles as future citizens?
7. What pedagogical approaches do you commonly use in your teaching of Civic Education?
8. How can the strategies you mentioned above promote learner participation in civic activities?
9. What new strategies or methodologies would you propose must be used to ensure there is improved participation by learners in school programs?
11. Do you have anything else that you would like to share or add?

THANK SO MUCH FOR YOUR TIME

Appendix C: Focus Group Discussion Interview Guide

1. What do you understand by the term “participation”?
2. In your view, what do you benefit from learning Civic Education?
3. What are some of the ways in which you as learners apply the knowledge and skills you acquire from learning Civic Education?
4. What are some of the classroom activities that you are involved in during Civic Education lessons?
5. How do these activities mentioned in 4 above encourage you to participate in school activities outside the classroom?
6. In your view, are there school activities that are related to Civic Education that you as learners participate in outside the classroom in your free time? If so, give examples these activities
7. What exactly happens in these activities you have mentioned above?
8. How do you benefit from these activities?
9. Are there any platforms where learners engage school management to discuss issues concerning learners?
10. What is the significance of such learner- management engagement?

THANK YOU FOR YOUR TIME

Appendix D: Consent Form

RESEARCH TOPIC: THE ROLE OF CIVIC EDUCATION IN PROMOTING LEARNER PARTICIPATION IN CIVIC ACTIVITIES IN SELECTED SECONDARY SCHOOLS IN NDOLA DISTRICT ON THE COPPERBELT PROVINCE OF ZAMBIA.

This consent form serves to give you an understanding of the purpose of this research and subsequently the procedure to follow when undertaking it. Implications for your participation are explained. Make sure you read the information carefully, or that it has been explained to your satisfaction.

1. Description

This study is purely an education research. The researcher is a student at the Kwame Nkurumah University pursuing a Master of Education degree in Civic Education. This research is a major requirement for the researcher to complete this programme.

2. Purpose

The researcher wishes to investigate the role of Civic Education in promoting learner participation in civic activities in selected secondary schools on the Copperbelt Province.

3. Consent

Participation in this activity is voluntary, i.e. you are free to object to participation.

4. Confidentiality

All the data collected from this research will be treated with utmost confidentiality.

Participants are assured of anonymity in this research.

5. Rights of Respondents

The rights of the respondents will be protected and respected. Participants are assured that they shall not suffer any harm as a result of participating in this exercise. Participants are free to ask for clarification at any point of the exercise and to inform the researcher if they feel uncomfortable about any procedure in the research.

6. Declaration of Consent

I have read and fully understand this document. I therefore, agree to participate in this exercise.

Participant’s Name.....

Signature.....

Date.....



+ All communication should be address
To the Provincial Education Officer
Telephone: 0212 615416
0212 615625



REPUBLIC OF ZAMBIA

MINISTRY OF GENERAL EDUCATION

OFFICE OF THE PROVINCIAL EDUCATION OFFICER
P.O. BOX 71552
NDOLA

12th June, 2020

The District Education Board Secretary
NDOLA DISTRICT

S.M.M.C.
I.Y.A.
Press

**RE: INRODUCTION LETTER: GEORGE MULENGA (STUDENT NO.
120180060)**

I wish to introduce to you, **GEORGE MULENGA (Student Number 120180060)**, a Postgraduate Student in the School of Humanities and Social Sciences pursuing Master's Degree in Civic Education at Kwame Nkrumah University in Kabwe. He is undertaking research on the subject: **"The Role of Civic Education in Promoting Learner Participation in Civic Activities in Secondary Schools in Ndola District, Zambia"**. This office has granted permission for him to conduct his research in Ndola District.

Kindly attend to him accordingly.

Ngoma Felix Z.
Ngoma Felix Z.
Provincial Education Officer
COPPERBELT PROVINCE



KWAME NKURUMAH UNIVERSITY

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Website: www.nkrumah.edu.zm

PHONE: 0977897325/0967507131

TEL/FAX: 021 5-223223.

March 10, 2020

TO WHOM IT MAY CONCERN

Introduction Letter: George Mulenga (Student No. 120180060)

This serves to introduce the above named as bona fide student of Kwame Nkrumah University in Kabwe. He is a Postgraduate Student in the School of Humanities and Social Sciences, and pursuing **Master's Degree in Civic Education**. Mr. Mulenga is working on the topic "**The Role of Civic Education in Promoting Learner Participation in Civic Activities in Secondary Schools in Ndola District Zambia**" in his research, which is partial fulfillment of the Master of Arts in Civic Education Degree requirements for graduation. As part of his research, he will need to collect information regarding his subject of interest from **institutions such as yours**, as well as from the general members of the public. He has chosen to visit your institution for this purpose. The data he will gather will strictly and purely be used for academic purposes only, i.e. to enable him write a research paper that will culminate in a Master's dissertation which will be submitted to the University upon completion.

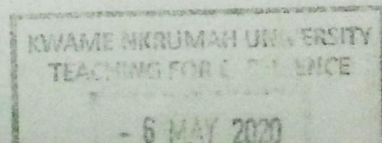
Any favourable assistance rendered to him will be highly appreciated.

Thank you in advance.

Yours sincerely,

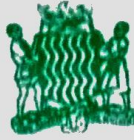
Dr. Hachintu Joseph (Phd)

Director: Research & Postgraduate Studies



Correspondence should be addressed to the
District Education Board Secretary

Telephone: +260 212 612277 / 622047



In reply please quote:

No.

REPUBLIC OF ZAMBIA
MINISTRY OF GENERAL EDUCATION
DISTRICT EDUCATION BOARD SECRETARY
P.O Box 71970
NDOLA.

23rd June 2020

The Headteachers
NDOLA DISTRICT

**RE: AUTHORITY GRANTED TO CONDUCT RESEARCH: GEORGE MULENGA-
120180060**

I refer to the above subject matter.

I write to inform you that authority has been granted for George Mulenga a student from Kwame Nkrumah University to visit your school to conduct a research on "The Role of Civic Education in Promoting Learner Participants in Civic Activities in Secondary Schools in Ndola District

Kindly welcome and attend to him.

A handwritten signature in black ink, appearing to be 'Crispin Chilufya'.

Crispin Chilufya
District Education Board Secretary
NDOLA DISTRICT
/rkc