



Quantity and Quality of Civic Education Teachers and Academic Achievement of JSS III Students in Katsina State

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Abstract

This study examines the relationship between the quantity and quality of Civic Education teachers and students' academic achievement of JSS III students in Katsina State. An ex-post-factor research design will be adopted using descriptive survey method. The questionnaire instrument adapted using quantity and quality of Civic Education teachers and students' academic achievement (QQSTAA) was used for the study. The questionnaire was designed based on the literature reviewed on the variables. The results of the Junior WAEC certificate from 2017 – 2021 was used to analyze students' academic achievement. The mean statistical technique was used to test the main hypothesis while spearman rank correlation coefficient was used for the operational hypotheses. Researcher questions and hypothesis was formulated and tested at 0.05 level of significance. The findings revealed that the majority of the teachers in the sampled schools at the time of study were NCE holders and there is a significant relationship between teachers' years of experience and students' academic achievement. Based on these findings it was recommended that government needs to motivate teachers for such improvement and should be provided with all the necessary incentives such as adequate salaries, good working conditions and other fringe benefits that compare favorably with what their counterparts in other professions receive. Such practices will assist greatly in the improvement of teaching and learning in the state Junior Secondary schools and will impact students' academic achievement.

Keyword: Quantity, Quality, Civic Education, Teacher, and Academic Achievement.

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Introduction

The 19th century has seen giant strides made by the developed world by virtue of education. We have seen or heard of great discoveries, technological innovations, the conquest of space, the computer revolution, the internet etc Nigeria has missed the 19th and 20th centuries no doubt, but must we flop in the 21st century? If the answer is 'No' which it must be then we must be thinking of radical surgery to save our education system from the present state of neglect, rot, stagnation and degeneration.

In its broadest definition, "civic education" means all the processes that affect people's beliefs, commitments, capabilities, and actions as members or prospective members of communities. Civic education need not be intentional or deliberate; institutions and communities transmit values and norms without meaning to. It may not be beneficial: sometimes people are civically educated in ways that this empower them or impart harmful values and goals. It is certainly not limited to schooling and the education of children and youth. Families, governments, religions, and mass media are just some of the institutions involved in civic education, understood as a lifelong process.(Richard, 2013). A rightly famous example is Tocqueville's often quoted observation that local political engagement is a form of civic education: "Town meetings are to liberty what junior secondary schools are taught in science; they bring it within the people's reach, they teach men how to use and how to enjoy it." Some years ago, Nigeria along with eight others most populous countries in the world signed a declaration to make education available for the citizenry by the year 2040 (FME 2040). In fact, the countries by this declaration, agreed to eradicate illiteracy within the shortest possible time.

Despite Nigeria's commitment to the eradication of illiteracy, statistics show that the country's illiteracy rate remains at 52 percent (Jimoh 2001). It is this alarming situation and the magic year 2020 promise that necessitated the Federal Government's launching of the new programme called Universal Basic Education (UBE) in September 1999 at Sokoto (Anikweze, 1999).

Schools have a civic mission, which is to produce an informed and engaged citizenry (Campaign for the Civic Mission of Schools, 2011). School-based civic education plays an important role in fulfilling this mission (Kahne and Popp 2013). It aims to equip students with the knowledge, democratic skills and attitudes necessary to effectively participate in political and civic life. It can be conceptualized as all opportunities provided by schools to engage their students in meaningful learning experiences to facilitate and enhance their development as responsible and active citizens (Lisman, Homana and James 2006). Alongside national-level and student-level aspects class-level variables like the quantity and quality of civic learning opportunities are particularly important for the success of civic education (Hess and McAvoy, 2015).

Teaching quality has a long tradition in educational research and has proven to be a relevant feature of schools' effectiveness (Hattie, 2012). In general, teachers play a crucial role in determining how civic education is taught. Not only are teachers able to adjust the content of civic education classes within the outlines of the official curriculum to students' needs, they can also adjust their classroom behavior.

Statement of Problems.

Many people believe that the standard of education has been falling rapidly over the years in this country. Some agree that the falling standard can be attributed to rapid expansion of schools especially in the late nineties and early twenties without much provision for both human and learning resources in schools. Recently, a lot of people have come out with different opinions, ideas and reasons for the declining standard of education in Nigeria. Among the factors given are those associated with quality and quantity of teachers in the Basic education system. It is against this background that the researchers have chosen to investigate the relationship between quality and quantity of Civic Education Teachers and students' academic achievement of JSS III students in Katsina State.

Objective of the study

The main objective of this study is to ascertain the impact of the quantity and quality of Civic Education Teachers on students' academic achievement of JSS III students in Katsina State.

1. Assess the adequacy of number of Civic Education teachers of JSS III students in Katsina State.
2. Assess the qualification of Civic Education teachers of JSS III students in Katsina State.
3. Establish whether there is a relationship between teachers' qualification and students' academic achievement in Civic Education.
4. To establish whether there is a relationship between teacher-student ratio and student academic achievement in Civic Education.

Research Questions

The following research questions were drawn to guide the study:

1. Do We Have Adequate Number of Civic Education Teachers and their Qualifications?
2. What is the Qualification of Civic Education Teachers in JSS III in Katsina State?
3. What is the relationship Between Teacher Qualification and Students Academic Achievement of Civic Education?
4. Is There Any Relationship Between Teachers- Student Ratio and Student Academic Achievement in Civic Education?

Conceptual Framework

Concept of Civic Education

Civic education (also known as citizen education or democracy education) can be broadly defined as the provision of information and learning experiences to equip and empower citizens to participate in democratic processes. The education can take very different forms, including classroom-based learning, informal training, experiential learning, and mass media campaigns. Civic education can be targeted at children or adults, in developed or developing countries, and at the local, national or international level. As such, civic education is an approach that employs a range of different methods, and is often used in combination with other participatory governance tools.

Civic education is concerned with three different elements: civic knowledge, civic skills and civic disposition. Civic knowledge refers to citizens' understanding of the workings of the political system and of their own political and civic rights and responsibilities (e.g. the rights to freedom of expression and to vote and run for public office, and the responsibilities to respect the rule of law and the rights and interests of others). Civic skills refer to citizens' ability to analyze, evaluate, take and defend positions on public issues, and to use their knowledge to participate in civic and political processes (e.g. to monitor government achievement, or mobilize other citizens around particular issues). Civic dispositions are defined as the citizen traits necessary for a democracy (e.g. tolerance, public spiritedness, civility, critical mindedness and willingness to listen, negotiate, and compromise).

Objective of Civic Education

1. To educate Nigerians about their duties and obligations.
2. To prepare student for leadership roles.
3. To promote national unity, integrity and consciousness.
4. To sustain Nigerian democracy and national building
5. To promote good followership among Nigerian youth.
6. To build a strong and progressive nation.

Agent of Civic Education

1. Family
2. Community Members
3. Religious Bodies
4. Schools
5. Mass Media/Press

Academic Achievement

Academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university. School systems mostly define cognitive goals that either apply across multiple subject areas (e.g., critical thinking) or include the acquisition of knowledge and understanding in a specific intellectual domain (e.g., numeracy, literacy, science, history). Therefore, academic achievement should be considered to be a multifaceted construct that comprises different domains of learning. Because the field of academic achievement is very wide-ranging and covers a broad variety of educational outcomes, the definition of academic achievement depends on the indicators used to measure it. Among the many criteria that indicate academic achievement, there are very general indicators such as procedural and declarative knowledge acquired in an educational system, more curricular-based criteria such as grades or performance on an educational achievement test, and cumulative indicators of academic achievement such as educational degrees and certificates. All criteria have in common that they represent intellectual endeavors and thus, more or less, mirror the intellectual capacity of a person. In developed societies, academic achievement plays an important role in every person's life.

Theoretical Framework

The four offered conceptions of civic education are rooted in the notion that education may be seen as an aspiration to influence the ways in which the individual behaves in society (Dewey, 1990). In addition, these conceptions are based on the widespread agreement (Parker, 2002) that the civic educational process may be seen as standing on three main pillars: (1) knowledge (2) values and (3) behavior

Methodology

The study was a descriptive survey which adopted an ex-post-facto design. The ex-post-facto design was considered appropriate because the events have already taken place and the researchers are not in a position to control or manipulate any of the variables. Population The population of this study is made up of nine hundred and ninety-one (991) teachers in 21 JSS III Students schools in Katsina state. Sampling Technique Stratified random sampling technique was used to sample out nine hundred and ninety-one (991) teachers from 21 schools in the three education zones in Katsina State. The teachers (n = 991) within these schools were the survey respondents. This study is to identify and analyze the quantity and quality of Civic Education teachers and students' academic achievement in JSS III WAEC examination certificate in Katsina State Schools as measured by the number of passes and failure from 2017 to 2021. A descriptive survey method was used whereby questionnaires were administered to the principals. Stratified random sampling technique was adopted in selecting 21 schools, 3 schools each from 7 educational zones in Katsina State i.e

- a. Daura Educational Zone
- b. Dutsin-ma Educational Zone
- c. Katsina Educational Zone
- d. Funtua Education Zone
- e. Kankia Educational Zone
- f. Malumfashi Educational Zone
- g. Mani Educational Zone

Katsina State Universal Basic Education office was used to collect certain data relevant to this study. The result of the Junior Secondary Schools WAEC certificate examinations from 2017 to 2021 were used to analyze students’ academic achievement. The ANOVA statistical techniques were used to test the main hypothesis while spearman rank correlation coefficient was used for the operational hypotheses. The findings of this study will be useful to government, teachers, school administrators and other stakeholders in education.

Data Analysis and Results.

Data were analyzed based on information obtained from the completed questionnaire. The researchers analyzed the data using descriptive and inferential statistics. Descriptive statistics used were mean, ranking, percentage and standard deviation. The inferential statistics used were ANOVA and Spearman Rank Correlation Coefficient Technique. The ANOVA technique was used to test the main hypotheses while Spearman rank correlation coefficient was used to test the operational hypotheses.

Research Question One

Do We Have Adequate Number of Civic Education Teachers and their Qualifications?

Table 1 Teachers’ Quality by Qualification in JSSIII Students of Katsina State.

S/N	University Graduates w/specialty in Education		University Graduates without specialty in Education		HND with PGDE		HND		NCE		Total	
	No	%	No	%	No	%	No	%	No	%	No	%
1	18	33	9	17	4	7	1	2	22	41	54	
2	9	24	3	8	-	0	1	3	24	65	37	
3	18	41	5	11	1	2	-	0	20	45	44	
4	27	42	11	17	2	3	-	0	24	38	64	
5	9	26	5	14	-	0	-	0	21	60	35	
6	24	42	12	21	1	2	2	4	18	32	57	
7	8	33	5	21	-	0	-	0	11	46	24*	
8	29	41'	15	21	3	4	2	3	23	32	72*	
9	21	36	16	28	4	7	-	0	17	29	58	
10	18	34	9	17	5	9	2	4	19	36	53	
11	27	46	11	17	3	5	1	1	17	28	59	
12	26	42	13	21	2	3	-	0	21	33	62	
13	20	47	10	23	1	2	-	0	12	28	43	
14	19	40	8	17	2	4	1	2	17	36	47	
15	10	20	7	14	1	2	2	3	31	61	51	
16	18	40	6	13	3	7	-	0	18	40	45	
17	15	43	-	0	5	14	1	3	14	49	35	
18	11	27	7	17	8	20	-	0	15	36	41	
19	9	30	2	7	4	13	-	0	15	50	30	
20	21	42	6	12	3	6	2	4	18	36	50	
21	12	40	-	0	1	3	2	7	15	50	30	
Total	369		160		53		17		392		991	

Table 1 shows that School Number 8 had the highest staff strength of 72 compared with all other sampled schools. The school with the lowest staff strength is School Number 7 with a staff of 24. Of the 991 teachers in the selected schools 369 (37%) are graduates with a specialty in education; while 160 (16%) are graduates without a specialty in education. The table reveals that 53 (5%) are HND holders without a postgraduate diploma in Education while 392 (40%) teachers hold NCE certificates. Although the majority of the teachers hold the NCE, this finding shows that Katsina State.

Research Question Two

Table 2 Teacher - Students Ratio in the Sampled JSS III Students Schools

Schools	Number of Teachers	Number of Students	Teachers-student ratio
	54	1,850	1:34
2	37	780	1:21
3	44	1,260	1:29
4	64	2,107	1:32
5	35	635	1:18
6	57	1,870	1:33
7	24	975	1:41
8	72	2,820	1:39
9	58	1,750	1:30
10	53	1,620	1:31
11	59	2,050	1:35
12	62	2,390	1:39
13	43	1,212	1:24
14	47	1,720	1:37
15	51	1,915	1:18
16	45	1,010	1:2
17	35	903	1:26
18	41	1,907	1:47
19	30	535	1:18
20	50	1,215	1:24
21	30	611	1:20

Table 2 illustrates the teacher-student ratio (TSR) in the sampled JSS III Students schools to determine the utilization of teachers in Katsina State JSS III Students. Findings from this table depict that teacher utilization based on TSR in the sampled schools is in accordance with UNESCO standard and National Policy on Education with the exception of a few cases where the teacher-students ratios are as high as 39, 41 and 47. Federal Republic of Nigeria and UNESCO specify a maximum of 1:30 and 40 students.

Research Question 3

What is the position of teachers’ years of experience in JSS III Students in Katsina State?

Table 3 Teachers’ Years of Experience in the Selected JSS III in Katsina State

School Years of Experience		6-8		9-10		10 & above		Total	
5	%		%		%		%		
1	9	16	15	28	15	28	15	28	54
2	9	24	11	30	10	27	7	19	37
3	4	9	18	41	12	27	10	22	44
4	20	31	9	14	21	33	14	22	64
5	7	20	13	37	11	31	4	12	35
6	12	21	18	32	16	28	11	19	57
7	6	25	7	29	7	29	4	17	24
8	15	21	18	25	21	29	18	25	72
9	8	14	15	26	20	34	15	26	58
10	17	32	12	23	13	25	8	15	53
11	9	15	14	24	19	32	17	29	59
12	16	26	14	23	18	29	14	22	62
13	9	21	14	33	11	26	9	20	43
14	10	21	13	28	17	36	7	15	47
15	10	20	21	41	9	18	11	21	51
16	8	18	10	22	18	40	9	20	45
17	7	20	9	26	13	37	6	17	35
18	8	20	13	33	11	27	8	20	41
19	5	17	9	30	10	33	6	20	30
20	9	18	15	30	13	26	11	22	50
21	2	7	7	23	12	40	9	30	30
Tota	200		275		297		213		991

What is the position of teachers’ years of experience in Katsina State? Table 3 Teachers’ Years of Experience in Katsina State, it shows that 200 teachers (20%) of the 991 teachers sampled fall in the category of 1-5 years of teaching experience. Another 275 teachers (28%) had between 6-8 years of teaching experience while 297 (30%) acquired between 9-10 years teaching experience. Two hundred and thirteen teachers (21%) reported having 10 years or more experience.

Research Question 4

What is the students’ academic achievement in the Junior Secondary Certificate Examination (JSCE) in Katsina State between 2017-2021?

Table 4 Academic Achievement of JSS III Students in Katsina State

Schools	Average Number of Candidates Presented	Average Number of Students with 5 credits and above in Civic.Edu	Percentage with Passing
1	168	47	28
2	98	29	30
3	420	115	27
4	83	38	48
5	204	63	31
6	105	25	24
7	418	154	37
8	181	72	40
9	115	44	38
10	470	126	27
11	507	189	37
12	457	125	27
13	139	48	35
14	268	91	34
15	210	63	30
16	261	72	28
17	175	88	50
18	261	81	31
19	97	33	34
20	281	75	27

Table 4 shows Students’ Academic Achievement on the JSS III student. Out of the 21 schools sampled, only three schools (School 4, 8 and 17) were able to produce 25 potential candidates for higher education admission, with the following percentages: 48%, 40% and 50% respectively.

Discussion

The purpose of this study was to establish the relationship between teachers’ quantity and quality of Civic Education Teachers and Students Academic Achievement in junior secondary schools in Katsina State. The findings revealed that the majority of the teachers in the sampled schools at the time of study were NCE holders. This shows that Katsina State JSS III Students Schools teaching personnel is in accordance with these teachers to prepare them adequately for teaching and learning in the secondary schools.

The finding for teacher utilization based on Teacher-Student- Ratio (TSR) in the sampled is in accordance with the UNESCO (2000) standard and Federal Republic of Nigeria(2004) except in a few cases where the teacher- students ratios ranged between 39 and 47. Federal Republic of Nigeria (2004:16) and UNESCO (2000) standard specify teacher pupil ratio of 1: 30 and 40 respectively.

On the issue of teachers’ years of experience in Table 3 shows that 200 teachers (20%) out of 991 teachers in the sampled schools fall in the category of 1-5 years of teaching experience. Two hundred and seventy five teachers (28%) had between 6-8 years of teaching experience while 297 (30%) acquired between 9-10 years teaching experience. There were 213 teachers (21%) in the category of 10 years and above of teaching experience. This finding indicates that teacher’s years of experience is a measure of quality and thus becomes imperative in the achievement of students’ academic achievement. This supports those who advocate that experienced teachers need to be retained in schools if higher productivity is to be obtained because learners achieved more from these teachers.

Table 4 shows students' academic achievement in the sampled junior secondary schools in Katsina State. Out of the 21 schools sampled, only three schools (Schools 4, 8, and 17) were able to produce potential candidates for higher education admission, with the following percentages: 48%, 40% and 50% respectively. This confirms the findings of Akinsolu, (2005) and Adeoye (1983) on the quality of students' achievement in West African Junior School Certificate Examinations (WAJSS III) where only half of the candidates presented for this examination have opportunity of gaining admission into institutions of higher education. This finding confirms Egungun (1992) and Iyamu (2005) assertion that qualitative education is a function of quality and quantity of teaching personnel within a system. The finding points out that "No Education System can rise above the quality of teachers in the system" as stated in the Federal Republic of Nigeria (2004). Likewise, Table 6 reveals a positive correlation ($r = 0.883$) between teachers' years of experience and students' academic achievement. There is a significant relationship between teachers' years of experience and students' academic achievement. The calculated value of 0.883 is greater than the table value of 0.44, hence the rejection of the null hypothesis. This corroborates the findings of Owolabi (2007), Abraham and Morrison (2006) and Darling-Hammond (2000) who agreed that teachers' years of experience as a measure of quality is very important in students' academic achievement. On teacher-students ratio and students' academic achievement, findings from Table 1 corroborate Ibitoye (2003) and Akpofure and N'dipu (2000) whose studies revealed that school size and class size were powerful predictors of students' academic achievement.

Conclusion

This study has shown a positive and significant relationship among quantity and quality of civic education teachers and students' academic achievement in junior secondary schools in Katsina State. This shows that teachers competency and adequacy is a panacea for attainment of educational goals and objectives. Based on the findings from this study, students' academic achievement in Katsina State JSS III Students schools is a concern. This requires prompt attention on the part of the state educational planners and policy makers to improve the academic situation of the state Junior Secondary School Students education from its present state, since most secondary schools in the state operate below specified standards in turning out graduates for higher level. There is need for each Junior Secondary Schools to map out its institutional values and goals within the framework of the National Policy on Education Policy thrusts, taking into account the expected trends development in their internal and external environment.

Recommendations

For qualitative planning of education in the state quality assurance mechanism needs to be implemented for continuous monitoring of each of the Junior Secondary schools inputs/output effectiveness and practices. The following quality planning stages should be adapted for monitoring of learning achievement in Junior Secondary School Students in Katsina State:

1. Breakdown of the Quality Assurance mechanism objectives into logical convenient sub objectives;
2. Assignment of responsibilities for doing these deeds;
3. Establishment of milestones and schedules;
4. Description of methods and procedures;
5. Provision of facilities, instruments, equipment and space;
6. Selection and training of human resources;
7. Provision for measurement and reporting of results for control; and
8. Provisions for auditing.

In addition, there is need to have School Review Practices in order to guarantee qualified teachers. It is important for each school to have a review team consisting of participants from: the general environment of the school, the students, the teachers, and officials from the ministry of education.

In addition, teachers need motivation for such improvement and should be provided with all the necessary incentives such as adequate salaries, good working conditions and other fringe benefits that compare favourably with what their counterparts in other professions receive. Such practices will assist greatly in the improvement of teaching and learning in the state Junior Secondary schools and will impact students' academic achievement.

Additionally, all teachers who are yet to undertake a post graduate diploma in Education should be encouraged to do so. This will enable them to register with the Teacher Registration Council of Nigeria (TRCN) and be identified as qualified teachers. Government should, therefore, intensify its efforts in monitoring learning achievement in schools and likewise provide schools with adequate facilities so as to encourage the effectiveness and efficiency of teachers in Junior Secondary Schools in Katsina State.

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