EXTENT OF UTILIZATION OF INNOVATIVE STRATEGIES IN EFFECTIVE TEACHING OF CIVIC EDUCATION IN PUBLIC JUNIOR SECONDARY SCHOOLS IN ANAMBRA STATE

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ABSTRACT

This study investigated the extent of utilization on innovative strategies in effective teaching of civic education in public junior secondary schools in Anambra State. Two research questions and two null hypotheses tested at 0.05 level of significance guided the study. The study was carried out in the six Education zones of Anambra State. The study adopted descriptive survey research design. The population of the study comprised all the 289 civic education teachers in junior public secondary schools in Anambra State. Census survey method was employed to select a sample size of 289 respondents. The instruments used for data collection were researcher's structured questionnaires titled Innovative Strategies in Teaching of Civic Education Questionnaire (ISTCEQ) and Teaching of Civic Education Questionnaire (TCEQ). The instruments were face and construct validated by three experts. One in measurements and evaluation units and two in Arts and Social Sciences Education Department, Faculty of Education, Chukwuemeka Odumegwu Ojukwu University (COOU), Igbariam, Anambra State. The reliability of the instruments was determined using Cronbach Alpha and it yield overall coefficient of 0.82. The research questions were answered using mean and standard deviations while hypotheses were tested at 0.05 level of significance using independent sample t-test statistics. Results of the research revealed that activity-based teaching strategy was utilized by urban and rural civic education teachers in public junior secondary schools in Anambra State to a low extent. The study also found that E-learning teaching strategy was utilized by civic education teachers in public junior secondary schools in Anambra State to a low extent. This study has exposed civic education teachers to the effectiveness of innovative teaching strategies such as Activity-Based Teaching and E-learning Teaching strategies for effective classroom delivery. This study also serves as a reference point for state ministries of education towards understanding the need to incorporate these innovative strategies in her curriculum and put necessary resources and mechanisms in place for effective implementation at Junior and senior secondary school levels.

Key word: Utilization, innovative strategies, effective teaching, civic education

Introduction

Providing education for human development in order to enhance individual sustainability and national development is one of the major issues and concern of nations across the globe. The Nigerian National Policy on Education (FRN, 2013) stated the need for functional education to be relevant and practical base requires the acquisition of appropriate skills and development of competencies as equipment for the individual to live and contribute to the development of the society. This implies that the quality of instruction at all levels has to be practical oriented towards inculcating the values of acquisition of competencies necessary for self-reliance and being useful in the society. This could be adhered through the use of innovative teaching strategies in teaching civic education.

In the school curriculum, subjects are designed for the attainment of educational goals. One of such subjects is the civic education which is offered in Nigerian secondary schools at both senior and junior secondary school levels. Adeniran et al (2016) defined civic education as a school subject which prepares people of a country especially the young members to carry out their roles as citizens. They further stated that civic education is concerned with the knowledge, skills and values citizens need to function effectively as political participants in various settings. It aimed at building an informed, effective and responsible citizenry as well as cultivating in the citizens a sense of commitment to the fundamental values and principles essential for the improvement and preservation of the society (Owede, 2017). Civic education as viewed by the researchers is aimed at educating students to work toward, the achievement of their country's national goals and in sharpening of peoples values. Civic education prepares people especially the young members to carry out their roles as citizens (Ukata et al, 2017).For effective educational goal attainment, civic education needs to be effectively taught with effective strategies in order to attain required goals. Effective teaching strategies must not be taken for granted if a nation would boast of being economically, technologically and educationally developed (Ferdinand, 2017).

Civic education is an important component of education that enables citizens to participate fully in government and democratic processes. It is a kind of education that provides students with a rich knowledge and understanding of their responsibilities as citizens (Owede, 2017). It is a study of how man could become an affective quality citizen in the society as well as how government works and functions. Students' exposure and possession of civic knowledge will not merely inculcate behaviour and skills that will make a person demonstrate an acceptable behaviour in the society, but have a vital role to play in equipping people to act on and influence peaceful co-existence in the society. In the same vein, Federal Republic of Nigeria (2013), asserted that civic education was introduced to the Nigerian education system at basic and senior school levels to inculcate national consciousness, civic literacy and civic competence, and the right kind of values and attitude through effective teaching of civic education. Ajibola and Audu (2014) maintained that while the government provides the enabling opportunities for individuals and groups to make valid contributions to reviving a value-based nationalistic spirit, it is important to note that education through effective teaching of civic education holds the key to ensuring that citizens exhibit acceptable standards of socialization through the school. The teaching of civic education requires the usage of innovative teaching technologies and the application of different innovative strategies to make it interesting and meaningful.

Innovative teaching technologies enhance classroom delivery. Some innovative teaching technologies include: computer in the classroom, class web site, class blogs and wikis, wireless classroom microphone, mobile devices and interactive whiteboard. These innovative teaching technologies interact with the teacher in a friendly manner to motivate

students into learning achievement. Appropriate use of these technologies motivates students to learn and also improve their performance. At the same time, it helps teachers to take care of individual differences of the students. The ability to use these innovative technologies depends on the professional experience of civic education teachers (Chigbuson, 2019). Many innovative strategies have been developed by educators with a view to involving learners more in the teaching and learning process. This is considered very important and there is the need to get these strategies into the classrooms. For this to be done successfully, there is need for teachers not only to be aware of these strategies, but also to learn how to use these strategies appropriately in the classroom. A teacher who is not aware of a variety of such strategies can neither attempt to use them in the first place nor use them appropriately (Gorrell & Dharmadasa, 2014).

Strategy is a careful plan for achieving goals usually over a long period of time that is a plan of action designed to achieve a specific goal or series of goals (Merriam, 2016). Ashwani (2022) views strategies as the methods, techniques, procedures and processes that a teacher uses during instruction that is a generalized plan for a lesson which includes structure, instructional objectives and an outline of planned tactics necessary to implement the strategies . Prerna (2022) views strategies are a collection of different methods that are all in use by the teacher to teach the subject material, and these may vary from lesson to lesson. Anilkumar (2024) opines that strategies are methods and techniques that a teacher will use to support their students through the learning process; a teacher will choose the teaching strategy most suitable to the topic being studied, the level of expertise of the learner, and the stage in their learning journey. It is generally recognized that teaching strategies are multidimensional and their effectiveness depends on the context in which they are applied. The teaching strategy results in a didactic approach to teaching and learning, combining and optimal organizing of the methods, means and forms of grouping of the participants (Reiser & Dempsey, 2017). These elements, integrated into the operational structures, are based on a systemic vision and designed to ensure an active and creative learning of knowledge and to rationalize the training process. The concept of "strategy" is operated both at the macro level, the intermediate level and the micro level, the latter level being directly linked with learning pedagogy, training theory and practice. Adopting a strategy means adopting a guideline for action, and associating it a certain global way of organizational learning and learning conditions, the use of certain methods and means (Ayua, 2017).

Strategies in this study refer to the techniques used by the teachers in the classroom, the teacher's activities, behaviour and/or actions taken to improve students' interests, participation and performance in the subject. Strategies are unique to subject matter and vary from teacher to teacher. Molise and Hlalele (2014) opined that teaching strategies can be classified into traditional teaching strategies and innovative teaching strategies. Ayua (2017) noted that using traditional classroom teaching strategies or innovative teaching strategies alone cannot provide students with deep and meaningful learning experience hence, the importance of combining both strategies. Students who have grown up with innovative teaching strategies do not pay attention to old traditional classroom lectures. What educators need to do is provide students with relevant and engaging learning experiences. Traditional approaches become effective in enhancing education, only if they are combined with innovative teaching strategies. Any method using computers or modifying the existing conventional chalk-talk method are innovative if they ultimately serve the attainment of core objective of teaching (Owhonda, 2014). Innovative teaching strategies involve the use of digital, information and communication technology based tools in teaching. In the same vein, Gargory and Latibanna (2015), opined that innovative strategy as a science and practice has

the responsibility to prepare citizens of the knowledge society (civic education students inclusive) who are able to be creative, face changes, manage and analyze knowledge. Adopting the appropriate innovative teaching strategies is importance in effective civic education delivery.

Teachers are believed to be agents of change and social justice and more important than materials for curriculum implementation. Teachers could therefore adopt critical pedagogies in implementing doctrinal contents provocatively thereby raising students' critical consciousness and empowering them with patriotic, participatory and justice-oriented skills. Supportively, a number of studies have found teachers' characteristics and teaching pedagogies enacted to influence achievement of civic education goals (Hart & Wandeler, 2018). The kind of pedagogical methods employed by civic instructors register different students' gains in democratic knowledge, values and skills. They found that while students taught with a high degree of active, participatory instructional strategies showed significant gains on virtually all of the democratic orientations (knowledge, values, and skills) examined, students taught by instructors of highly perceived competence, likeability, interest and knowledge showed more significant gain in democratic values and skills.

The poor performance in civic education at junior secondary school certificate examinations has given rise to the issue of effective teaching strategies to be able to cope with some specific difficulties associated with teaching and learning by both teachers and students respectively (Yusuf et al, 2018). Nwosu (2014) submits that most teachers do not possess the prerequisite knowledge needed for activity based learning and as a result, the most prevalent method of teaching has been the 'talk and chalk' (lecture) method. Okwute and Agomuo (2019) identifies the 'method adopted for teaching and learning civic education as one of the factors contributing to low interest in the civic education and hence expressed the need for a search for innovative strategies that could stimulate students' interest and enhance their academic achievement. Ayo-Vaughan and Amosun (2016) identify the following innovative teaching strategies that are used in education delivery to include: technology-driven classroom, cross-curricular connections, smart interactive boards, computer-based assisted instruction, collaborative learning, activity-based learning and learning labs, collaborative teaching, digitalization in teaching, e-learning, flipped classroom, computer managed instruction (CMI), modeling and simulation and teleconferencing. However, two innovative teaching strategies namely activity-based teaching, and e-learning system teaching strategies will be covered in this study.

Activity-based teaching is a setup where students actively participate in learning rather than sit as passive listeners. Activity-based learning as the name suggests is a process where students actively engage in the learning process rather than just sitting and listening to the lesson (Panko et al, 2017). Activity-based learning is based on effective student teacher interaction. Active learning encourages students to inquire, explore, experiment, collaborate and experience the joy of learning. In this technique the role of teachers shifts from that of delivering knowledge to that of facilitating and motivating. Kathleen (2016) noted that the idea of active learning is based on the premise that students learn best when they are actively involved in the teaching-learning process. Activity-based teaching ensures effective participation of students in the learning process during civic education classes and this makes the learning process interesting to the students.

E-learning involves the use of information and communication technology such as internet, computer, mobile phone, learning management system (LMS), television, radio among others to enhance teaching and learning activities (Omoni & Ifeanyichukwu, 2015). E-learning is a unifying term used to describe the fields of online learning, web-based training

and technology delivered instructions (Fayomi et al, 2015). E-learning approach has become an increasing popular learning approach in educational institutions due to vast growth of internet technology. Nowadays, e-learning has gained competitive advantage and many institutions have implemented it and this has impacted on students' academic performance or grade point average (GPA) (Wedemeyer, 2015). Buttressing further, e-learning devices and media have been used to aid education. This according to Okereke in Omoni and Ifeanyichukwu (2015) included electronic mail, real time text conferencing, and online tutorials which seem to have been used in the teaching and learning process for several years. Some e-learning platforms used in developing countries such as Nigeria, as highlighted by Yousef and Basem (2020) includes websites, wikis, blogs, second life, e-mail, twitters, course management system, video/audio podcasts, Facebook, threaded discussion lists, video/audio text chat and video conferences software among others. This innovative teaching strategy encourages learning of Civic education without the physical presence of the students and this became possible due to advancements in internet technologies and increased use of personal computers and mobile phones.

School location might affect use of innovative teaching strategies. Some secondary schools particularly those in the rural areas are in need of facilities such as, computer hardware and software, satellite and internet technologies such as radio, cassette and television for effective instructional delivery of civic education. Inadequate power supply which is a common feature in the rural areas can hamper the use of innovative teaching strategies. In line with this, Jimob in Okoro and Agbolor (2014) contended that it is difficult to keep high technology equipment such as computer when electricity supply is not consistent and stable.

The inability of the teacher to adapt the use of ICT in teaching appear to affect effective teaching of civic education by the teachers. Gambari et al (2015) revealed that most school teachers lack the skills to fully utilize technology in curriculum implementation. It is against this background that the researchers tend to investigate the extent of utilization of innovative strategies in teaching of civic education in public junior secondary schools in Anambra State.

Effective teaching of civic education has become a source of concern to stakeholders because it appears that students are not performing well in civic education as a subject. The effective teaching of civic education tends to have a lot of challenges. It appears that lack of qualified civic education teachers with requisite innovative strategies for effective teaching seems to be a prominent challenge. Other challenges may be poor quality of teaching strategies, non availability of resources, and the socio-economic background of teachers. This seems to be responsible for poor performance of students in civic education as it appears that the teachers do not utilize innovative teaching strategies while impacting knowledge on the students.

This seems to indicate that the utilization of innovative strategies in effective teaching of civic education remains a very serious challenge. Observation has shown that there is poor utilization of innovative facilities like: computer hardware and software, satellite and internet technologies and innovative teaching strategies such as activity based teaching strategy, and e-learning teaching strategy for effective instructional delivery and this might have affected students performance in civic education negatively during their external examination (Basic Education Certificate Examination, BECE). The problem of this study, therefore, is to find out the extent these innovative strategies are utilized in effective teaching of civic education in public junior secondary schools in Anambra State.

Purpose of the Study

The main purpose of this study is to examine the extent of utilization of innovative strategies in effective teaching of civic education in public junior secondary schools in Anambra State. Specifically, the study sought to:

1. examine the extent to which activity-based teaching strategy is utilized by civic education teachers in teaching civic education in public urban and rural junior secondary schools in Anambra State.

2. find out the extent to which e-learning teaching strategy is utilized by civic education teachers in teaching civic education in urban and rural public junior secondary schools in Anambra State.

Research Questions

The study was guided by the following research questions;

1. To what extent is activity-based teaching strategy utilized by civic education teachers in teaching civic education in urban and rural public junior secondary schools in Anambra State?

2. To what extent is e-learning teaching strategy utilized by civic education teachers in teaching civic education in urban and rural public junior secondary schools in Anambra State?

Hypotheses

The following null hypotheses were formulated and were tested at 0.05 level of significance.

1. There is no significant difference in the mean scores of urban and rural teachers on the extent of utilization of activity-based teaching strategies in teaching civic education in public junior secondary schools in Anambra State.

2. There is no significant difference in the mean scores of urban and rural teachers on the extent of utilization of e-learning teaching strategies in teaching civic education in public junior secondary schools in Anambra State.

METHODOLOGY

This study was carried out in public junior secondary schools in the six Education zones of Anambra State. Two research questions guided the study while two null hypotheses were tested at 0.05 level of significance. The study adopted descriptive survey research design. The population of the study comprised all the 289 civic education teachers in junior public secondary schools in Anambra State. Census survey method was employed to select a sample size of 289 respondents. The instruments used for data collection were researchers structured questionnaires titled: 'Innovative Strategies in Teaching of Civic Education Questionnaire (ISTCEQ)' and 'Teaching of Civic Education Questionnaire (TCEQ)'. The instruments were subjected to face and content validation. Face and content validation was done by three experts, one in Measurement and Evaluation and two in the Art and Social Science Education Department, Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus, Anambra State. The reliability of the instrument was done using Cronbach Alpha technique and the average coefficients were established at 0.78 for ISTCEQ and 0.80 for

TCEQ. Direct method of data administration was utilized by the researchers together with three research assistants. All copies of the 289 administered questionnaires were dully completed and returned. Mean and standard deviations was used to answer the research questions while the null hypotheses were tested at 0.05 level of significance using independent sample t-test statistics.

Results

Research Question 1:To what extent is activity-based teaching strategy utilized by civic education teachers in teaching civic education in urban and rural public junior secondary schools in Anambra State?
Table 1:Mean of the extent to which activity-based teaching strategy is utilized by civic education teachers.

Variable	N.	(X).	REMARKS
Urban.	43	1.99	Low Extent
Rural.	246	1.97	Low Extent

Analysis in table 1 showed the extent to which activity-based teaching strategy was utilized by civic education teachers in teaching civic education in urban and rural public junior secondary schools in Anambra State. The table showed that items both in urban and rural civic education teachers utilized activity-based teaching strategy in teaching civic education to a low extent. Invariably, the mean of means of urban civic education teachers was 1.99 showed low extent while that of rural civic education teachers was 1.97 also indicating low extent. This implied that activity-based teaching strategy was utilized by civic education teachers in teaching civic education in urban and rural public junior secondary schools to a low extent.

Research Question 2
To what extent is e-learning teaching strategy utilized by civic education teachers in teaching civic education in urban and rural public junior secondary schools in Anambra State?

Table 2: Mean of the extent to which e-learning teaching strategy is utilized by civic education teachers.

Variable	N.	(X).	REMARKS
Urban.	43	1.85	Low Extent
Rural.	246	2.02	Low Extent

Analysis in Table 2 displayed the extent to which e-learning teaching strategy was utilized by civic education teachers in teaching civic education in urban and rural public junior secondary schools in Anambra State. The table displayed that e-learning teaching strategy items are utilized to a low extent in both urban and rural public secondary schools in

Anambra State. The mean of means of urban civic education teachers was 1.85 showed low extent while that of rural civic education teachers was 2.02 also showed low extent. At this juncture, the study implied that e-learning teaching strategy was utilized by civic education teachers in teaching civic education in urban and rural public junior secondary schools to a low extent.

Hypotheses One

H01: There is no significant difference in the mean scores of urban and rural civic teachers on the extent of utilization of activity-based teaching strategies in teaching civic education in Anambra State.

Independent t-test of mean scores of urban and rural civic teachers on the extent on utilization of activity-based teaching strategy in teaching civic education.

Group.	N.	X	(Std.)	df.	t-cal.	Sig. (2-tailed).	Remarks
Urban	43	28.39	8.91				
Activity Based Teaching				287	0.047	0.962	Accepted
Rural	246	30.34	6.91				

*Significant at p >.05

Analysis from table 3 depicted the independent t-test of urban and rural civic education teachers on the extent of utilization of activity-based teaching strategy in teaching civic education in public junior secondary schools in Anambra State. The table displayed t-calculated of 0.047 with degrees of freedom of 287 and associated p-value of 0.962. The associated p-value of 0.962 was greater than 0.05 level of significance, thus the null hypothesis was not rejected. However, there is no significant difference in the mean scores of urban and rural civic education teachers on the extent of utilization of activity-based teaching strategy in teaching civic education in public junior secondary schools in Anambra State.

Hypothesis Two
H02: There is no significant difference in the mean scores of urban and rural civic teachers on the extent of utilization of e-learning teaching strategies in teaching civic education in public junior secondary schools in Anambra State.

The results in table 4: Independent t-test of mean scores of urban and rural civic teachers on the extent of utilization of e-learning strategies in teaching civic education.

Group.	N.	X	(Std.)	df.	t-cal.	Sig. (2-tailed).	Remarks
Urban	43	30.25	6.64				
Activity Based Teaching				287	0.063	0.950	Accepted
Rural	246	30.34	6.91				

*Significant at p >.05

Table 4 revealed that independent t-test of urban and rural civic education teachers on the extent of utilization of e-learning teaching strategies in teaching civic education in public junior secondary schools. The finding revealed t-calculated of 0.063 with degrees of freedom of 287 and associated p-value of 0.950. The associated p-value of 0.950 was greater than 0.05 level of significance, hence the null hypothesis was not rejected. In spite of that, there is no significant difference in the mean scores of urban and rural civic teachers on the extent of utilization of e-learning teaching strategies in teaching civic education in public junior secondary schools in Anambra State.

Discussion of Findings

Findings on the extent of activity-based teaching strategy utilized by urban and rural civic education teachers in teaching civic education in public junior secondary schools in Anambra State revealed that the activity-based teaching strategy utilized by urban and rural civic education teachers in teaching civic education in public junior secondary schools in Anambra State is to a low extent. The study also indicated that there is a significant difference in the mean scores of urban and rural civic education teachers on the extent of utilization of activity-based teaching strategy in teaching civic education in public junior secondary schools in Anambra State.

This findings is in line with Reggie et al.,(2023) on the extent of activity-based strategyutilized by civic education teachers in teaching civic education in urban and rural Junior public secondary schools in Philippines. It was observed that civic education teachers depended on the extent of utilization of activity-based strategy because it helps students to learn self-direction and creative thinking skills for problem solving at all levels of education. Therefore, if the activity-based teaching strategy is not utilized by civic education teachers to a high extent in the schools, this will affect civic education teacher's commitment and methodology in teaching, which has negative consequences on the attainment of educational goals and objectives. This also agrees with that of Sarpong & Asor (2020) findings that there was a significant relationship between the activity-based teaching method and the internal efficiency in urban and rural junior public secondary schools in Ekiti State, Nigeria. This is as a result its effectiveness in classroom delivery.

Findings on the extent of e-learning teaching strategy utilized by urban and rural civic education teachers in teaching civic education in public junior secondary schools in Anambra State revealed that the e-learning teaching strategy utilized by urban and rural civic education teachers in teaching civic education in public junior secondary schools in Anambra State is to a low extent. The study also inferred that there is a significant difference in the mean ratings of urban and rural civic education teachers on the extent of utilization of e-learning teaching strategy in teaching civic education in public junior secondary schools in Anambra State.

This findings concurs with Oguguoi et al.,(2021) that e-learning are utilized by civic education teachers in the classroom to a low extent and this impoverish the civic education teachers in public secondary schools. The findings of Ahmed et al., (2020) is in agreement with the present study and revealed that e-learning teaching strategy were not utilized in teaching and learning in urban and rural public juniors secondary schools. This indicates that e-learning is not being utilized in secondary schools which might be because of poor funding, poor electricity or network problem.

Conclusion
The study concluded that innovative strategies in teaching civic education be it activity-based teaching strategy, or e-learning teaching strategyare very vital for effective in teaching civic education in urban and rural public secondary schools in Anambra State. From the study, activity-based teaching strategy, and e-learning teaching strategy were utilized by civic education teachers to a low extent in teaching civic education in urban and rural public secondary schools. The study however concludes that innovative strategies have not been highly utilized in both rural and urban public secondary schools in Anambra State.

Recommendations
The following recommendations are made based on the results of the study.
1. The school administrator in conjunction with the community should ensure that the activity-based teaching facilities are provided in secondary school for proper utilization by civic education teachers for proper teaching of civic education.
2. The Anambra State Post Primary School Service Commission (PPSSC) should work with the state government and other non-governmental agencies in order to provide schools with the required e-learning teaching strategy for proper utilization that will aid civic education teachers in teaching civic education.
3. Secondary school principals should solicit financial support from external sources like the PTA, alumni associations (old boys and girls), and financial institutions, among others, in order to support schools with the needed e-learning teaching facilities for proper utilization by civic education teachers in teaching civic education.

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