



MANAGEMENT OF CIVIC EDUCATION CURRICULUM AND GOAL ATTAINMENT IN CROSS RIVER STATE, NIGERIA.

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Abstract

The purpose of the research was to examine the management of curriculum innovation and goal attainment, in private secondary schools in cross river state Nigeria as a basis for drawing conclusion from the study, six null hypotheses derived from research questions were formulation to guide the investigation Literature relating to the variables being stitched was examined appropriately. Survey research design was chosen for the research. The research design was deemed most suitable, due to fact that event under study is presently taking place and are non-manipulated variables. The sample for this study comprised two hundred and principal randomly selected from four hundred and rudely one private secondary schools and teachers and students. The survey questionnaire was made to undergo face validation by the supervisors and professionals in measurement, evaluation research and statistics who confirmed the items developed. The reliability estimate of the instrument was ascertained via Cronbach's alpha reliability estimate was the statistical analysis pattern chosen to test the hypotheses directing the research. All the hypotheses were tested at 0.5 alpha level of significances. Based on the result of the study, the following were the summary of the study. Management of Civic Education curriculum significantly influences goal attainment in private secondary school.

Key words: Civic Education, Goal Attainment, Curriculum, Private School

1.0 Introduction

The increasing violence in the social, political and economic spheres of Nigerian nation has made life unbearable. Youth incivility has become the order of the day, while civic virtues in all spheres of life have totally declined. The incessant cult activities in the country, kidnapping and the recent menace of boko haram, attest to these attested facts. Falade, (2008) summarizes this in the following lines: Civic virtues and political qualities that make a good and responsible citizen are fast declining.

It is as a result of these enormous problems that the Federal Government in the past introduced civic education as a curricular subject in our educational system. Later it became an integral part of Social Studies. Though social studies curriculum was designed to promote national unity, and solve certain socio-political and economic problems, the society is still bedevilled by enormous social ills. The reason for not achieving the objectives of Social Studies could be linked to certain administrative, infrastructural and pedagogical problems. Although, the Federal Government of Nigeria in collaboration with the National Council on Education (NCE) and Nigerian Educational Research and Development Council (NERDC) made conscientious efforts to establish Civic Education Curriculum for the Upper Basic Education Arm (JSS1-3) and recently for senior secondary (SS1-3), the efficacy of its effective implementation is still in doubt.

This is because; the issue is not necessarily on the new educational policy, but on the provision and management of facilities needed for its functionality. Describing the socio-political condition of Nigeria in recent

times, Ismail (2011 p. 68-72) succinctly stated that “the national civic, political and economic landscape has remained beset by the same age-long problems that have always, hindered national development in Nigeria”. In fact, Ismail specifically state that: The decision to solve some of these civic problems was the outcome of the concern for the development and transformation of Nigerian youths into effective and responsible citizens who will be able to productively contribute to the attainment of the millennium Development Goals (MDGS) What the above view was pointing at is the efficacy of Civic Education Curricular in solving societal problems. Considering the weight of the above statement, one may be apt to ask such questions as: What is Civic Education? Civic Education has been widely conceived as a type of education that aids effective democratic process (Mehlinger 2007, Ganuju, 2011 and Wahab 2011). Collaborating with this view, Oyesiku, (2010) described Civic Education as a school subject that prepares people, especially the youths, to carry out their roles as citizens. In the same vein the National Orientation Agency (NOA 2006) was of the view that, the main philosophy behind the teaching and learning of Civic Education Curriculum in Nigerian schools is the production of effective citizens and of forging a cohesive society that will support nation building by a way of classroom mediation of curriculum programmes.

Generally, Civic Education has been viewed by many academics as a course of study that is geared towards producing responsible and law abiding citizens (Ukegbu, Mezieobi, Ajileye, Abdulrahaman & Anyaoha, 2009, Ogundare, 2011), For instance, Ukegbu et al (2009) outlined objectives of Civic Education to include:

- i. Developing and transforming the Nigeria youths into effective and responsible citizens by making them law-abiding.
- ii. Creating awareness of one's rights, duties and obligations as citizens of this great nation and also to appreciate the rights of other citizens, and
- iii. Helping the young people to acquire a sense of loyalty, honesty, discipline, courage, dedication, respect, patriotism, hard work.... It inculcates in students, the spirit of nationalism and desirable habits, values and attitudes.

A teaching technique according to Mezieobi, Fubara and Mezieobi (2008 p. 128-130), “is a specific way or aspect of a given method of teaching...which is chosen, organized and applied in a method by a teacher in his teaching interaction”. The pertinent question one may ask is; to what extent does civic education teachers utilize instructional methods/techniques? Ganiyu (2011) was of the opinion that old method of teaching (traditional methods) were still in vogue among teachers in our school system. The issue of non-human facilities are of crucial importance for effective teaching. Non-human facilities are those infrastructural and instructional facilities needed for effective implementation of educational programmes.

The aim of teaching civic education is considered to be the preparation of active, accountable, and knowledgeable citizens, “committed to the fundamental values and principles of democracy” (Center for Civic Education, 1994). The new individual, who is “aware of cultural heritage and contemporary institutions”, is “committed to maintaining democratic society” (Newmann, 2005 p. 112-114). Another definition of civics mission is given by Butts who expects schools “to deal

with all students in such a way as to motivate them and enable them to play their parts as informed, responsible, committed, and effective members of a modern democratic political system” (Butts, 2008 p. 80-83).

Civic education is to produce and enrich “a political knowledgeable citizenry”, and educates and inspires individuals to be responsible and devoted “to the production of good government and the legitimacy of the democratic regime” (Niemi & Junn, 2008 p. 162-164). Dynneson and Gross believe that “citizenship training” had long been hankered for and devoted to building a human environment where the new members value and believe in “the democratic way of life, which is based on specific and identifiable moral and ethical behaviors” (Dynneson & Gross, 2001 p. 341-344). Or, civic education creates a meaningful position for the individual within society and provides equal opportunity for him/her to realize his/her knowledge, skills and abilities through different specialization and professional channels.

A USAID study in 2002 discovered that civic education programs have an enormous and positive impact on learners in comprehending and practicing key aspects of democratic behaviors’ and attitudes. The report claims that civic education helps students to know and identify public policy and increases their political participation through exploring and studying local problems. “It also leads to more moderate, but still significant, differences in participants’ knowledge about their political system and about democratic structures and institutions in general, and it also tends to contribute to a greater sense of political efficacy” (UASID, 2002, P. 220). Moreover, the report recommends to the policymakers

and curriculum developers and professional development specialists to:

- a. be aware of, and try to design around, obstacles to frequent participation,
- b. use as many participatory methods as possible,
- c. build opportunities for participation directly into the program,
- d. focus on themes that are immediately relevant to people's daily lives,
- e. invest in the training of trainers and target voluntary associations,
- f. pay attention to gender issues and avoid inflating expectations,
- g. Bring parents, teachers, and school administrators into school-based programs (UASID, 2002, P. 221).

The Civic Mission of Schools identifies some promising practices that support the implementation of effective civic education programs. Those ideas are:

- a. Schools should provide sound formal instruction in government, history, law, and democracy.
- b. Schools should include discussion of current events at local, national, and international levels and particularly those events that students see as important to their lives.
- c. Schools should provide students with opportunities to apply what they learn through performing community service that is linked to the formal curriculum and classroom instruction.
- d. Schools should provide student's opportunities to participate in extracurricular activities focused on civic life.

e. Schools should provide students opportunities to participate in student government that gives them a meaningful voice in the management of their own classrooms and schools.

f. Schools should provide students opportunities to take part in simulations of democratic processes and procedures such as simulations of legislative, administrative, and judicial hearings; lobbying; coalition building; negotiation; and seeking consensus or compromise (The Civic Mission of Schools, 200 p. 50).

Both reports signify the role of enabling students to learn in real life situations within and out of school boundaries. At the same time the students should not set high expectations in terms of the context the more important priority is student engagement rather than the outcome of their actions. In many European countries the central part of education reforms and policies is considered Education for Democratic Citizenship (EDC). The reformers' concern is also "to prepare people and adults for active participation in democratic society, thus strengthening democratic culture". Democratic education is a subset of civic education. For philosophers, it is the most important subset (Gutmann, 2007 p. 130-132). Informed and knowledgeable citizens should contribute to "social cohesion, social justice and the common good", respect diversity, pluralism and rule of law (EDC, 2005). EDC is based on four core dimensions that involve cognitive, social and affective learning strategies:

- a. The political and legal dimension that covers citizens rights, respect to each other, the political systems, and the law,
- b. The social dimension that refers to individuals' behavior towards each other

within the society by using the established social institutions,

c. The economic dimension that deals with economic relations and organization, production and distribution of goods, services and information,

d. The cultural dimension that connects the shared values, traditions and customs of nations, peoples and groups (Audigier, 2000).

The basic principles of EDC is to involve students in learning “about” democracy and human rights, learning “through” democracy and human rights, and learning “for” democracy and human rights (Golob & Krapf, 2008). The Latvian policy makers believe that besides contributing to economic development, the education reforms should promote “genuine democracy”, transparent society, and citizens’ active participation (Latvia, 2004). Their Serbian colleagues see Civic Education in the secondary schools as a vehicle for enabling school students to acquire awareness, develop abilities and skills and embrace values and dispositions that will shape competent individuals committed to building “involved and responsible life in civil society with respect for human rights and freedom, peace, tolerance and gender equity, understanding and friendship among peoples. Ethnic, national and religious groups” (Smith, Fountain & McLean, 2002 p. 42).

In England, the aim of Citizenship Education is to promote and shape citizens with social and moral responsibilities, enhance community involvement and political literacy (Kerr, 2009). The civic education standards require that the students shall gather information on the political and organizational culture as well as on the operation of organizations shaping local democracy. The student shall be able to recognize the elements

of public affairs that influence the local community and the motives behind local decisions. Students shall utilize their knowledge acquired by studying public policies and the operation and values of democracy. Furthermore, graduates shall list alternative decisions after analyzing a certain public affair.

Students shall be able to elaborate on elements of public interest and civic solidarity in connection with a matter of local significance (Civitas Hungary, 2016 p. 460-471). All experts identify the ultimate goal of civic education as the preparation of citizens for democratic society, and that the knowledge transferred through various educational processes should contribute, enhance, and strengthen democratic values. Civic education should develop learner’s intellectual skills such as analysis, evaluation, synthesis, multiple perspectives, critical thinking, and in-depth understanding of political, social, and economic issues.

“Recent political events and the attention to world-wide issues have opened the door to increased focus on citizenship, rights and responsibilities, comparative governments, the role of religion, foreign and domestic policy, global responsibility, and the need for understanding from multiple cultural and economic perspectives. Service learning, with a civic mission focus, has become a mainstay in many school programs” (Kidwell, 2005 p.65-68

Beside the intellectual and participatory standards, there are standards for teachers, schools, and state and local education agencies. These standards set benchmarks to find out whether teachers ensure that students are achieving content and performance standards, schools are providing equal access

to resources and opportunities, and educational agencies are doing well, respectively (Centre for Civic Education, 1994 p. 152-153). Alternatively, these extra standards guarantee the environment for better internalization of content standards.

As the extra standards relate to teacher effectiveness, students' performance evaluation, the role of parents and the community, the way of curriculum organization, and policy issues in teaching civics (CCE, 1994, there is a strong correlation between conditions for effective learning and these standards. The mentioned environment is also the best place for educators, policy makers, and teachers to exercise the principles of democracy in practice and link them into students' everyday life. Tyler identifies six conditions for effective learning, which are consistent with civic learning and teaching: motivation; confidence; a clear idea of what is to be learned; a plan for sequential learning; appraisal and feedback; and transfer. He believes that schools should develop student motivation towards achieving their personal goals, avoiding segregation and isolation, and facilitating integration into the group or society they belong to through learning channels. Moreover, students should be aware of what the learning possibilities are, and be confident of and believe in their learning abilities to meet schooling system requirements. It is the teachers' task to illustrate the learning process and its ends, as well as to encourage student participation in "developing understanding". Learning should be organized according to student growth and progress, and balancing the middle rate of learning within the classroom is recommended for effective development, as well as every new lesson should add

cumulatively to the knowledge, abilities and skills of learners.

The success for desirable learning depends on the teacher- student mutual relationship. Appraisal and feedback are key tools for avoiding anxiety, letting students know about their success in covering and owning different topics and behaviors. Honest feedback will provide more confidence to students; enable them to seek out lacking places and overcome difficulties. Finally, the last condition to transfer effective learning is spreading out "school learning" in different situations out of school (Tyler, 2004). Sinclair and Glory believe that:

- a. "The mission of public schools in a democracy is to strive for high achievements by all learners.
- b. All students have the capacity to learn at high (not the same) levels of accomplishments.
- c. The quality of a school is not determined by the accomplishments of a few students but by the success of all.
- d. Learning is the result of interaction between the environment and the individual – it is not solely an individual's responsibility conditions in schools can either foster or hinder the effectiveness of teaching and learning.
- e. Learning takes place in school and non-school settings: the local school and its immediate community are a powerful context for improving student learning families need to be involved.
- f. Careful evaluation of the gains achieved by students as a result of interventions developed by study terms is a necessary step for increasing learning".

A Russian scholar Voskresenskaya talks about intermental and intramental knowledge: “On the intermental plane, learning is carried out in relation to and in cooperation with others; on the intramental plane, learning occurs as we internalize and re-conceptualize” (2003 p. 45-46). Richard Niemi and Jane Junn make reference from their nationwide research-study of Civics Assessments administrated by the National Assessment of Educational Progress, that “Schools and curriculum” are two important indicators for improving student civic knowledge, which include teaching hours in schools, the time of teaching civic education, covered issues, teacher preparation and willingness to introduce contemporary issues into the classroom. They also emphasize students’ personal role in obtaining higher accomplishment through individual involvement, course and career selection, and personal preferences (Niemi & Junn, 2008).

The authors find the “home environment”, which embraces parent assistance and attitude to education, “two parent household”, home library, spoken language, means of electronic and published mass media and so on, to be very influential and supporting on students’ advancement of gaining political knowledge, public awareness, and civic participation (Niemi & Junn, 2008 p. 146-148). Moreover, “when teachers acknowledge that parents have important information about students and can make lasting contribution to the development of academic competence, a basis for working together can be created” (Sinclair & Ghory, 2007, p. 126-127).

By the way, Niemi and Junn consider television watching as a counterargument for inspiration to learning; particularly to civic learning, as their research concluded that students usually avoid political information

(Niemi & Junn, 2008). Finally, race has also been identified as an indicator of difference in learning in the American society. “Minority students more frequently come from homes with less highly educated parents than do whites, and many grow up in a home environment in which a language other than English is spoken” (Niemi & Junn, 2008 p. 146-148).

The other explanation of lower interest of African-American, Hispanic, and Native American population to political knowledge is that social studies curriculum in the US does not reflect properly on the issues related to minorities and their history. Experts in the field identify “the knowledge, skills and veracity” of society members and administrators owning democratic values and beliefs as a foundation for society’s well-being. Moreover, individual and society are interrelated, and their progress mutually depends on each other: “Being an effective and responsible citizen requires knowledge of the democratic principles and the ability and willingness to be an informed participant in the process. It is also requires the development of certain qualities of character that increases the individual’s capacity to participate in the political process and contribute to the effective functioning of the political system and improvement of society” (Pepper, Burroughs, & Groce, 2003).

Another group of experts finds out that only knowledge and skills are not enough for effective learning. “Quality instruction” is the manner to adopt, which is to connect school with community’s authentic needs and problems, strive for alternatives, and enhance expertise. Therefore, “if we expect students to perform as effective citizens, we must educate them through a curriculum that changes their mindset and values”. The curriculum should

originate from students' environment, and be sound to the society's needs and located within the framework of democratic citizenry (Clark E. J. & Katz D. V. 1997 p. 120-122).

Pepper, Burroughs, and Groce (2003 p. 156-157) also think that student learning depends on teacher preparation and will be more productive if the teacher can connect the classroom environment with home and apply theoretical knowledge about the principles of democracy in practice, within home setting. They add "If education is the key to ensuring that our people are responsible effective citizens, then we must look to the teachers to assist in carrying out this feat", as well as they should guarantee the flow of smooth discussions and facilitate debates. Additionally, parents are rich resources for helping and shaping citizens.

These authors do not forget the role of teacher training for effective teacher preparation; teaching materials as a means for effective organization of learning; and support from professional organizations in meeting different problems of teachers and students. They end up with the following conclusion: "We must train our young people in the principles and practices of democracy; by training them to live at peace within the schools and community and by allowing students to participate in the democratic process". Moreover, the desirable results do not happen immediately. The process of democratization should be consistent and persistent, every single effort should be dedicated to enhancing students understanding of being responsible and participating actively (Pepper, Burroughs, & Groce, 2003).

An important consideration that should be noted while teaching civic education in order

to accomplish expected results is profoundly embedded in cultural values and ideas. The Hungarian civic expert Setenyl claims that, "the fact that living in a democracy has become an everyday experience does not necessary mean that these values have become automatically deeply rooted" (Setenyl, 2006). Besides, he believes that the school environment should be inviting, open, and critical. Many experts in the field highlight the role of organizational "obstacles" along with the educational knowledge that decision makers should consider, which embrace the issues of class size, teaching load, standardized tests, teacher collaboration, technical support, and so on.

Many European educators believe that schools should be governed democratically that will lead to making better discipline in schools, increasing students learning, diminishing conflicts between different schools' parties, making the school more competitive, and protects the sustainability of democracy (Bachan & Trafford, 2007).

The study by Bandele, and Fermi (2012) was to determine the effects of implementation of management of curriculum in South West, Nigeria. The purpose was to determine the influence of management of curriculum on the goal achievement descriptive survey was used for the research, the sample include 20 basic science teachers and technical instructor in two states (Ondon and Ekiti) using multistage sampling technique. The study reveals that stage sampling technique. The study reveals that 66.92 percent of the administrations were professionally qualified to teach in the schools. The study highlighted lack of in-service training and poor condition of service among educators, non-implementation of educational policy and lack of effective supervision have jeopardize the school

system. Recommendations were made, one of which was that state and local governments should unanimously supervise and ensure that educational goal are met/ accomplished.

A study was also carried out by Stephan (2013) to assess the influence of instructional materials on the minds of the learner, in kine zone in Kenya. A research question was raised and one hypothesis was formulated and tested at 0.05 level of significance descriptive survey research design was adopted in the study. A sample of 209 (two hundred and nine) educator was used for the study. Three experts, validated the instrument was used to compute the reliability of the instrument and yield 0.96.

A Questionnaire title instructional material (IM) was administered on the respondent by the research with two research assistants.

The data collected revealed that instructional materials were not effectively used in the study areas due to large number of learners per class, it was recommended that teaching aids to be provided to enable learners attain the educational goals. Another study was carried out by Owenrbi-Eyigle and Iyamy (2014) to examine the influence of value re- orientation on goal attainment of educational administrative in delta state. The research made use of secondary schools in Edo state made use of 500 respondents with 75% statistics. The research showed that values should be re-orientated among students.

2.0 Methodology

The instruments used in this study were two sets of survey questionnaires designed with the co-operation of the study supervisors. The items of the questionnaire were developed based on the researcher's experience and observation as a seasoned teacher. The first questionnaire was on management of

curriculum innovations in private secondary schools. It was designed for teachers to assess their principals' on the effectiveness of the management of curriculum innovations. The second set of questionnaire was on goals attainment in private secondary schools questionnaire (GAIFSSQ). This is to be completed by students who were meant to assess attainment educational goals in private secondary schools. The principals' management of curriculum innovation questionnaire (PMOCNQ) is made up of one section while the goal attainment in private secondary school (GAIPSSO) is made up of another section. Each of the instruments comprise sections A and B. Section A dealt with demographic variables which sought for information on gender, age and teaching experience. Although these variables were not used in the study, their inclusion was meant to gather relevant information about the subject used in the study.

The principals' management of curriculum innovations questionnaire (PMOCIQ) contained fifty (42) 4-point modified likert-type items in which teachers were expected to assess the level of management of curriculum innovations. This was measured in terms of management of Civic Education Curriculum 1- 7.

The researcher and her assistants visited the private secondary schools studied and with the permission of their Principals, two sets of instruments were administered respectively to teachers and students. Management of Curriculum Innovations Questionnaire (MOCIQ) meant to assess the effectiveness of management of curriculum innovations by school principals had teachers as respondents, while Goals Attainment Questionnaire (GAQ) were to elicit responses from students in measuring goals attainment by private

schools. Thirty copies (30) of MOCIQ were designed for administration to 30 teachers in each school - five (5) copies for teachers in each of six different subject areas (curriculum innovations), bringing the total copies meant for completion by teachers in the sampled three hundred (300) schools to nine thousand (9,000). Since the students offered all the subjects involved, six (6) of them in each school were to evaluate goals attainment. Thus, one thousand eight hundred (1,800) copies of GAQ were to be completed by students in the 300 schools.

A total of eight hundred and ten (810) copies of the Management of Curriculum Innovations Questionnaire were actually completed by teachers, while one thousand seven hundred and eighty two (1782) copies of Goals Attainment Questionnaire (GAQ) were validly completed by students. The scores obtained from teachers with respect to management of curriculum innovations were averaged and tied to each school (principal).

This was done for each of the six subjects (curriculum innovations). The same process was applied to students' scores regarding goals attainment. They were equally averaged and tied to each school (principal). The researcher was able to successfully administer and retrieve some copies of both questionnaires in 247 out of the 300 private secondary schools sampled for the study. Thus, the rate of success of administration/retrieval as per the sample was 82%.

There is no significant relationship between management of Civic Education Curriculum and goals attainment by private secondary schools in Cross River State.

Independent variable: Management of civic education

Dependent variable: Goals attainment by private secondary schools

Test statistic: One-Way Analysis of Variance (ANOVA)

TABLE 1: Distribution of the Population

Education Zone	LGA	No. of Principal
Calabar	Biase	12
	Akamkpa	16
	Akpabuyo	7
	Bakassi	2
	Calabar South	39
	Calabar Municipality	55
	Odukpani	4
Ikom	Yakurr	42
	Obubra	38
	Ikom	50
	Etung	7
	Boki	27
	Abi	11
Ogoja	Yala	63
	Ogoja	45
	Obudu	34
	Obanliku	11
	Bekwara	<u>28</u>
	Total	491
		300

Sources: Planning research and statistics secondary education board

Table 2: Distribution of the sample of the study

Education Zone	L.G.A	No of Principles	Sample
Calabar	7	135	85
Ikom	6	175	109
Ogoja	5	181	106
3	18	491	300

Goals attainment variables	Effectiveness Mgt. of Civic Education	N	X	SD
National Consciousness	High	35	22.254	4.254
	Average	182	22.824	3.642
	Low	30	21.867	3.115
	Total	247	22.632	3.677
Civic Responsibility	High	35	22.429	3.559
	Average	182	22.467	4.121
	Low	30	20.400	3.635
	Total	247	22.360	4.043
Skills Acquisition	High	35	20.429	4.372
	Average	182	21.110	4.312
	Low	30	19.400	4.223
	Total	247	20.806	4.331
Cultural Value Orientation	High	35	21.571	4.217
	Average	182	22.231	4.140
	Low	30	20.700	3.602
	Total	247	21.951	4.107

Dependent Variable	Source Variation	Sum squares	df	Mean square	F-value	p-value
National Consciousness	Between groups	28.491	2	14.245	1.054	.35
	Within groups	3296.983	244	13.512		
	Total	3325.474	246			
Civic Responsibility	Between groups	182.940	2	06.470	4.171*	.017
	Within groups	3887.991	244	15.934		
	Total	4020.931	246			
Skills Acquisition	Between groups	81.098	2	40.549	2.182	.115
	Within groups	4533.574	244	18.580		
	Total	4614.672	246			
Cultural Value Orientation	Between groups	66.238	2	33.119	1	.140
	Within groups	4083.179	244	16.734	.9	
	Total	4149.417	246		.7	
					.9	

TABLE 3: One-way ANOVA of goals attainment variables by management of civic education curriculum

From the results in table 3, only the p-value (.017) associated with the computed F-value (4.171) for civic responsibility is less than .05, thus the null hypothesis was rejected only for civic responsibility. This means that management civic of education only has significant influence on the attainment of civic responsibility.

TABLE 4: Fisher's least Significant Difference pair-wise Comparison of Civic Responsibility by Management of Civic Education Curriculum

Dependent variable	Effectiveness of mgt. of Civic Education	Effectiveness of mgt. of Civic Education		
		High	Average	Low
Civic Responsibility	High	22.429	-0.038	2.029*
	Average	.743	22.467	2.067*
	Low	.042	.042	20.400

*Significant at .05 level P<.05

Values along the main diagonal are group means, above it are mean differences and below it are corresponding p-values

The first null hypothesis states that, management of civic education curriculum does not significantly influence goal attainment, but the data analysis result revealed a significant influence of management of curriculum as an innovation on goal attainment management of curriculum on civic education was categorized into three levels, high, average and low while goal attainment was measure by four sub-variable of natural consciousness, civic responsibility skills acquisition and cultural value reorientation. The study result showed that management of civic education curriculum with highest mean, followed by those with average performance and lastly by those with low goal attainment of management of civic education curriculum. The result equally showed goal attainment extent in terms of natural consciousness. The findings of this current study affirms the earlier result by Bandele and Fermi, Stephen (2013) and Sashi

(2014) who in their respective studies, found a significant influence of school-based management on principal's management skills as well as teachers' effective teaching. Therefore, the researcher concluded that management of curriculum innovation as a significant influence on goal attainment.

Based on the result of the study, the following were the summary of the study.

(1) Management of Civic Education curriculum significantly influences goal attainment in private secondary school.

3.0 Discussion, Conclusion, Recommendation

Civic Education teaches people about government, laws, and their rights. It helps develop critical thinking, debates, and communication skills.

Centered on the outcome of the study, it was agreed that the management of curriculum innovations by principals relevantly affect the goal attainment with regards to Civic Education curriculum.

Effective Civic Education should be introduced early and continuously, incorporating active learning, critical thinking, and community involvement to make lessons relevant and engaging. Additionally, it should emphasize media literacy, Cultural and historical contexts, and the rights and responsibilities of citizens, supported by ongoing professional development for educators.

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