

**An Investigation of Factors Contributing to Pupils’
Poor Performance in Civic Education in Selected
Secondary Schools in Chililabombwe District.**

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Abstract

The study investigated major factors that affect academic performance of pupils in civic education in secondary schools of Chililabombwe district. A case study design was used. A sample of 45 participants comprised of teacher’s pupils, educational standard participated in the study. questionnaires and interviews were used in data collection. The study revealed that most schools have inadequate text books for pupils hence pupils become too over dependant on the officer’s teachers for information. Teachers cannot plan activities that would fully involve pupils in the lessons. The critical shortage of textbooks and other teaching and learning materials has affected academic performance in Civic education. The current pupil to textbook ratio stands at one to 10 but in rural areas, it is worse with as much as 20 percent of primary schools in those areas without any textbooks at all. In recent years textbook shortages have hit public schools at both primary and secondary level because of the revised curriculum that has been road out. The shortage of textbooks has made it difficult for teachers to complete syllabi as they are often forced to move at a slower pace. Over enrolment as contributed to poor performance in civic education. For example, the number of pupils enrolled does not match the infrastructure and the number of teachers. It was found that in an area that has one school that is supposed to enrol 40 pupils enrolls 150 pupils. The study revealed that most schools, particularly those that are rural-based, hardly have any teaching aids anywhere in the class during lessons, except some form of a blackboard, chalk and

duster. In the absence of doors and windows in some of these schools, no visual aids (maps, wall charts, specimens, equipment etc.) are left in the classrooms. These remain locked in the principal's office, if there is one, or in a teacher's house. With this inconvenience in accessibility, these aids are seldom used. Teachers lack creativity, initiative and/or imagination which blinds them to the myriad of materials in the school's surroundings that can be used as visual aids in SMT. In the production of textbooks or teachers' notes examples to be used for demonstration in class should provide instances of the use of everyday readily available materials. Therefore, more teaching and learning materials in schools have to be produced and that more colleges and universities should give authority to offer civic education programs so that there can be enough Civic education teachers in secondary schools.

Key words: *Factors, Contributing, Pupils, Poor Performance and Civic Education*

1. BACKGROUND OF THE STUDY

Education is an essential part of life which children cannot do without and goals for education are shaped and dictated by society Owens and Mills, (2010). There is no doubt that there is a general agreement that every child should study Civic Education as it is regarded by most people as one of the essential subjects. Hence, the Senior Secondary school Civic Education curriculum addresses a cross – section of political, economic, social and cultural issues that are key to Zambia's democratic system of governance. The topics include among others constitution, Governance, citizenship; Human rights, corruption Legal Education, Family law and Global issues. These topics are based on the set of the National Policy on Education (Educating Our Future, 1996:6). The ultimate aim of Civic Education is to enable school leavers gain civic knowledge and acquire skills that are necessary for them to understand and practice their Civic rights and obligations with responsibility within and outside Zambia.

The Civic Education Component is currently integrated in the Social and Development Curriculum covered at Grades 1-7 and the Junior Secondary School Social Studies syllabus (Grade 8-9). The introduction of Civic Education at High School level was to fill the gap that existed between Junior Secondary School and College or University level of education. This gap has had an impact on Senior Secondary school leavers who in most cases graduated with little or no experience of Civic Education with regards to their roles, rights and obligation. Hence, this major development in the curriculum was identified as an important contribution to Zambia's education system that is based on democratic principles and values. Undoubtedly, the teaching and learning of Civic Education will help society recognize the role that this subject play in our constantly changing world. It is therefore, hoped that through civic education learners will be equipped with knowledge; skills and values to enable them practice their civic rights and perform duties as responsible Zambian citizens at local, national and international levels.

In recent years, Grade 12 Civic Education examination results in Zambia have been getting poor and poorer. Statistics by the Examinations Council of Zambia, (E.C.Z, 2015) indicate that Civic Education examinations results drop each year by a significant percentage in terms of pupils' performance. This being a serious concern to the Ministry of General Education however, there has been no attempt to find out which factors contribute to this deteriorating performance. Worse still, no effort was made to find out which specific aspects are more problematic to pupils who sit for Grade 12 Civic Education examinations. Hence, an investigation will be conducted with a view to find out factors affecting

pupils' poor performance in Grade 12 Civic Education examinations, their contents, and specific components which are very challenging to pupils.

1.2. Statement of the problem

The Ministry of General Education expresses concerns over the poor performance in Civic Education as seen in Grade Twelve examination results at the end of every year. For instance, one-third of boys and two-thirds of girls registered total failure in Civic Education in 2014 (Nkata, 2015). Little research exists in the Zambian context to show factors that adversely affect the academic performance of pupils in Civic Education in Secondary Schools. Hence it is imperative to conduct a study of this nature to ascertain the factors contributing to pupil's poor performance in Civic Education at school certificate level in Secondary Schools.

1.3. Purpose of Study

The purpose of the study was to establish the factors contributing to pupil's poor performance in Civic Education at school certificate level in Secondary Schools of Chililabombwe district

1.4. Objectives of the study

1. To determine factors affecting the academic performance of pupils in Civic Education in selected Secondary Schools in Chililabombwe district.
2. To determine the availability of teaching and learning resources in Civic education in selected Secondary Schools in Chililabombwe district.
3. To identify the challenges faced by teachers in the provision of Civic Education in selected Secondary Schools in Chililabombwe district.
4. To describe the measures to address challenges being faced in teaching and learning of Civic education in secondary schools in Chililabombwe district

1.5. Research Questions

1. What factors are affecting the academic performance of pupils in Civic Education in selected Secondary Schools in Chililabombwe district?
2. Are there availability of teaching and learning resources Civic education in selected Secondary Schools in Chililabombwe district?
3. What challenges are being faced by teachers in the provision of Civic Education in selected Secondary Schools in Chililabombwe district?
4. What are the measures to address challenges being faced in teaching and learning of Civic education in secondary schools in Chililabombwe district?

1.6. Significance of the Study

it was hoped that the study would generate information regarding the views of teachers and pupils on factor that are contributing to poor performance in civic education in secondary schools. satisfaction but also confidence in the teaching and learning process respectively. Further, it was also hoped that the information that would be obtained from the study would be helpful in designing policies to address pupil's poor performance in civic education in secondary schools. The findings derived from this study might also be of use to the stakeholders in Teacher Education Department (TED) and the Curriculum Development Centre (CDC), for assessment and evaluation purposes of the Civic Education topic. The results from the study might also be eye opener to the Teacher Training Colleges in order for them to evaluate the content provider at their institutions.

1.7. Delimitation of the study

The study was delimited to five secondary schools in Chililabombwe district. This is because Chililabombwe district is one of the districts where poor performance in civic education has been noted

1.8 Limitation of the Study

The findings of the study Should be generalized to other districts with caution as a researcher adopted case study design that limits generalisation

2.0 LITERATURE REVIEW

2.1 The Nature of Civic Education

Societies have long had an interest in the ways in which their young are prepared for citizenship and in how they learn to take part in civic life. Today that interest might better be described as a concern- in fact as a growing concern, particularly in democratic societies. There is evidence aplenty that no country, including Zambia, has achieved the level of understanding and acceptance of the rights and responsibilities among the totality of its citizens that is required for the maintenance and improvement of any constitutional democracy. Civic Education is open to many different approaches. Battista (2009) stated that Civic Education plays an important role in primary and secondary school Social Studies curricula in Malaysia and other countries. It provides a rich source of social, political and economic foundation of our country.

2.2 Factors affect Academic Performance of Learners in Continuing Education Schools

According to Knowles, Holston and Swanson (2015), the resulting principles of a self-directed, experiential, problem-centred approach to learning have been hugely influential and are still the basis

of the learning practices used today. Understanding these principles is the cornerstone of increasing motivation and enabling learners to achieve.

According to Jarvis, (2011), there are a variety of factors that affect learning in any particular situation and may cause learners to behave more or less closely to the core principles. They include individual learner and situational differences, goals and purposes for learning. Hence learning works best in practice when it is adapted to fit the uniqueness of learners and the learning situations, as long as they are considered in concert with factors that are present in the situation.

Poor performance in Civic Education may be as a result of the manner in which it was taught. This demands that care must be taken when teaching the subject. No doubt, teachers must create striking classroom displays and involve pupils in making models, to get them decide on definitions and then to let them explore the logical consequences. Further, it must be noted that while the introduction of Civic Education at senior level is a positive move by the Ministry of General Education in Zambia, the performance of learners in this subject is a source of concern. This is attributed to various factors notably among them is inadequate funding, resulting in lack of enough textbooks and other teaching and learning materials, poor infrastructure, over-enrolment, and teacher – related factors such as absenteeism, lack of enough supervision, non-giving of homework as well as the socio-economic status of the family the learner comes from.

2.2.1. Inadequate Funding

According to the Wikipedia (2010) funding for Education in Africa is inconsistent and inadequate and that many of the difficulties experienced could be solved by allocation of resources to meet the needs including purchasing of educational materials, appropriate training for staff and other school requisites. And this funding may come from public or private sector sources or even international and foreign aid to facilitate quality educational provision. However, the costs of much education seem to be kept low by the use of state facilities and by extremely low salaries paid to teachers. Due to inadequate funding to education institutions the resultant scenario is that of failure by the school authorities to purchase enough textbooks, teaching and learning aids, develop infrastructure or to motivate the teachers.

On the lack of enough textbooks, Mbozi (2008) in his study of quality of education in selected schools in Livingstone and Kazungula Districts in Zambia found that limited textbooks is a factor affecting academic performance of learners. According to his study, four classes of about sixty learners each shared only four textbooks amongst them, making it difficult for teachers to effectively use them

during class lessons. Apart from lack of enough text books, another factor related to low academic performance in learners has been said to be non-availability of proper school infrastructure.

According to IOB in Mulopo (2010), the study carried out in Ghana indicated that a good learning environment has a significant impact on school attendance and learning outcomes. According to him, the study further alluded that, the absence of adequate school facilities such as desks, blackboards, electricity and water sanitation has a negative effect on pupil attendance and learning outcomes. Kelly and Kanyika (2000), in their study discovered that better learning occurred when learners were seated comfortably on a chair and when they had sufficient room for writing either on a table or at a desk. They recommended that not more than two Learners should be seated at a desk if good results are to be achieved.

2.2.2. Over enrolment

According to Mulopo (2010), most Zambian schools are characterized by over enrolments and this has always been a negative impact on the quality of educational achievement of learners. This is so because of higher teacher to pupil ratios, pupil to classroom ratios, pupil to book ratios and pupil to desk ratios which. He adds that these factors make learning unpleasant due to over-crowdedness in the classroom and lack of enough sitting space; in turn this promotes absenteeism among the learners (Ndoye, 2007). Teachers are also unable to give individual attention to learners thereby disadvantaging the slow learners who would have benefitted from remedial and individual attention. And Mbozi (2008), adds that over enrolment in class made learners fail to concentrate while teachers failed to mark the books and avoided to use group work as a mode of teaching.

2.2 .3. Distance to school

According to Kelly and Kanyika (2000), they indicated in their study that the time learners take to get to school lowers their academic achievement because such learners are likely to arrive late at school, have less study time than their classmates who live near the school. They may also fail to do their homework when they arrive home due to tiredness. And Mbozi (2008) also revealed that learners, who covered many kilometres as they walked to school daily, arrived tired such that they failed to concentrate in class. As a result, their performance was poor (Muchimba, 2010). Birdsall and Francois (1996) in their study investigating the relationship between location (distance) and school attendance in Mali, about half the villages reported that the school was so far away that many children could not be taken for enrolment by their parents.

2.2.4. Teacher-related factors

Mbozi (2008) allude to teacher-pupil interaction as another factor that affects academic performance of learners. By this he referred to situations where the teacher would use abusive language, threatening learners or shouting at them for various reasons. This resulted in the learners feeling out of place and inattentive in class due to fear or resentment for the teacher. Eventually such learners tended to abscond from school and perform poorly in the end. According to Mulopo (2010), the proponents of the humanistic paradigm state that an individual has freedom and ability to attain self-development or self-learning and is capable of directing his or her own learning as long as the environment is enabling. He adds that teachers are the custodians of the teaching and learning. Hence, they should take time to learn how their learners learn best and take keen interest in them. Thereby achieving quality education delivery provided the teacher place the learner at the centre of their teaching plans on the learner. Socio-economic factor that is more likely to affect learner's academic performance is the parents' educational background. Studies have shown that the children of more educated parents are more likely to perform well and progress further through school (Brahman et al, 1999). They further argue that pupils from developing countries are unlikely to progress further in their in their education because of high illiteracy levels among the adult population. They add that illiterate parents are less likely encourages their children to work hard at school.

Despite the above studies pointing out the above factors, they did not investigate the specific factors that contribute to poor academic performance of pupils in Civic education in secondary Schools at grade twelve school certificate level. Hence, there was need for the study of this nature to document specific factors that affect pupils' performance in civic education at grade twelve level.

3.0 METHODOLOGY OF THE STUDY

3.1. Research Design

The researcher adopted the case study design. The researcher adopted the case study design because it enabled the researcher to have an in-depth understanding of factors that affect pupil's performance in Civic education at grade twelve school certificate examinations level.

The c study employed both qualitative and quantitative techniques methods. This was so because any method used on its own has limitations and biases which can be minimized greatly by the use of mixed methods (Creswell, 2003)

3.2. Target Population

The target population comprised of all former grade twelve pupil's of 2016 intake that studied and wrote Grade 12 Civic Education examinations and all the teachers of Civic Education and all education standards officers Chililabombwe district.

3.3. Sample Size

The sample comprised of twenty-five (25) former grade 12 learners enrolled at the Nkana Academy College of Education, segregated by gender as 15 females and 10 males who had done Civic Education and wrote Grade 12 Civic Education examinations in the year 2016, fifteen (15) teachers of Civic Education who had at least taught a grade 12 classes, segregated by gender 4 males and 11 females and two (2) Education standards officers from Chililabombwe DEBS and three (3) Head teachers giving a total of 45 participants. The pupils and teachers were drawn from Chililabombwe district of the Copperbelt Province.

3.4. Sampling Procedure

The study used probability sampling called Simple Random Sampling (SRS), so that the selection of elementary units depends purely on chance and no personal bias was involved, (Sharma,1983). White (2005) also stated that the probability random sampling technique ensures that every element in the sampling frame has an equal chance of being included in the sample. The sample of five classes at Chililabombwe, Fitobaula Muleya, Kamenza and Mitondo Secondary Schools was drawn from a total of six classes. The names of classes were numbered from one to six on the cards and these were mixed thoroughly, and then five cards were drawn one after the other which constituted the sample. Five learners were selected per class using the systematic sampling procedure where the names of pupils were arranged in alphabetical order, using registers. A sample of five was obtained by taking every fifth member of the population. This was repeated for the other classes until a total of five learners were selected per class. The selection of the informants such as teachers of Education standards officers and head teachers was purposive sampling as it was a specific group to assist in providing information.

3.5. Data Collection Techniques

The data was collected using the following instruments: questionnaires, interviews and document analysis.

3.5.1 Questionnaire

The data was collected by use of questionnaires for teachers of Civic Education and for former pupils who studied Civic Education and wrote Grade 12 examinations while the data to be obtained from the interview was transcribed and presented as raw data.

The questionnaires that were used composed of close ended questions which seek to capture opinions of the respondents on the possible association of variables under the study of effects of over enrolment on pupil's academic performances. The questionnaires were useful instrument for collection of data especially where there was need to protect the privacy of the respondents. This is necessary because confidentiality on the side of participant in the questionnaire is vital in a way of encouraging and maintaining the response to the questions in the questionnaire without getting embarrassed or intimidated when issuing the instrument. The closed type of questionnaires will be used because they are easy to fill by the respondent and take a short period of time. They also make construction of frequency table easy as Okurut (2006) observed that "a carefully structured question save time, simplify the task of categorizing, tabulating and summarizing the responses". Questionnaires also help to collect data from a large sample within a short period of time.

3.5.2 Interview Guide

An interview guide was designed by the researcher with open ended items according to the main theme of study. The interview guide is the best method since it allows deeper probing and gives clarification.

3.5.3 Observation Guide

The observation guide helped the researcher to remain focus on the variables to be studied.

The researcher visited the school and observed the conditions of various places like the classrooms, toilets, desks, and teaching materials. The researcher also observed the diet of students plus its timing and quality of food served.

3.6 Data Collection Procedure

a) Questionnaire

The questionnaires were self-administered to participants (learners and teachers). The researcher waited for the participants to complete the task of filling in and then submitted them to the researcher. The questionnaires consisted of both structured and open-ended questions. The respondents were also asked to tick one of the five provided options in the appropriate column, which gave the researcher information on how the participants rated the topic and how was taught. This will be useful because participants will indicate their choices freely.

b) Interviews

The researcher conducted face to face interviews with informants at ECZ and CDC. The interviews generally involved open-ended questions that intended to elicit views and opinions from the informants. The researcher took notes during the process.

c) Documents

The researcher analysed public documents, such as ECZ Examiners' reports, journals and newspapers. The advantages of analysing documents added information on the researched topic and the researcher saved time and the expense of transcribing.

3.7. Data Analysis Procedure

The qualitative information that was obtained from the questionnaires, interviews and documents was analysed and put into themes. On the other hand, quantitative data was analysed through the use of statistical tools such as frequency tables, pie charts and bar charts (Huberman, 2004). The researcher made an interpretation of data analysis which included description, analysing data and drawing conclusions about its meaning personally and theoretically.

3.8 Ethical Considerations

The ethical issues of research were applied to all phases of the research process. The researcher defined the purpose of the study which and explain to participants so that they understand the need for them to be involved in the research. The researcher will respect the participants, informants and the research sites by obtaining permission before conducting the research from the school managers. The researcher also dissociated names (of places and individuals) from responses during the coding process and use aliases for individuals and places to protect their identities. The participants were assured of confidentiality by not writing their names or identity on the questionnaires. The researcher did not use the language or words that will be biased against persons because of gender, sexual orientation, racial or ethnic group, disability or age (Cresswell, 2003). The participants were assured of confidentiality as the information obtained will be used strictly for academic purposes only.

4.0 PRESENTATIONS AND FINDINGS

4.1 Factors affecting the academic performance of pupils in Civic Education in Secondary schools of Chililabombwe District

The study focused on finding out the factors that affect academic performance of learners in schools. To start with Civic education teachers were asked to outline factors that affect the performance of learners in civic education.

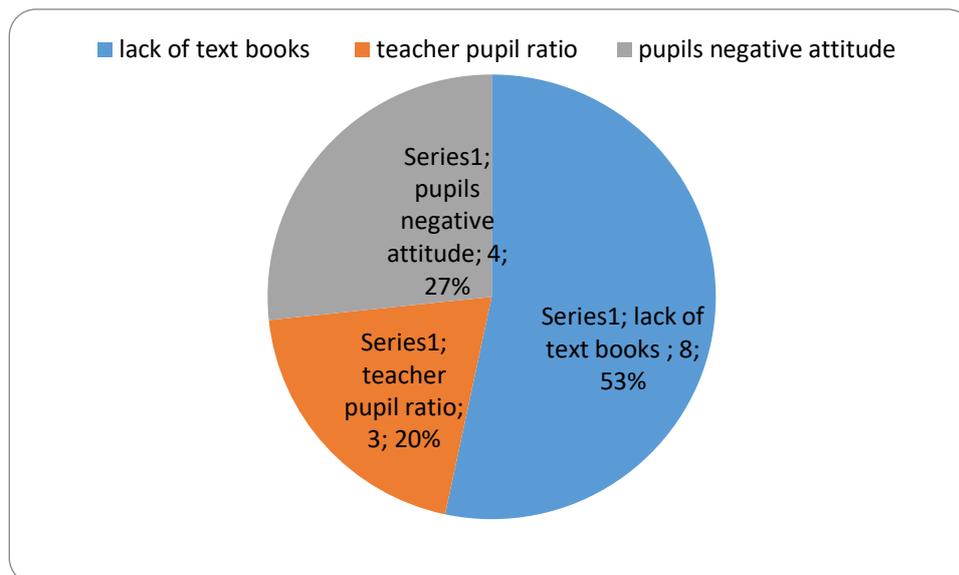


Fig:1

From the figure above we can see that the major effect on performance in Civic education is lack of Civics text books. One of the teachers said that:

The government has introduced civic education in the revised curriculum however, the rate of supplying text books has affected the teaching and learning of Civic Education. Sometimes we use old books that do not much with the revised curriculum.

The other factor was negative attitude by pupils towards the subject. Some teachers said that pupils say that the subject has a lot of note and it is most done by learners who have interest in politics. Most learners do not have interest in the issues of the state as a result it is more like learners are forced to take this subject since it is compulsory.

Further teachers said that teacher pupil ratio was another factor that affects the performance in Civic education. Teachers have a lot of learners in class which makes it very difficult for them to teach effectively this subject. One of the teachers said that:

When groups are formed in class, they are just too big which makes it difficult to effectively implement teaching methodologies in Civic Education. This resulted in the learners feeling out of place and inattentive in class due to fear or resentment for the teacher. Eventually such learners tended to abscond from school and perform poorly in the end

In addition, the former pupils from the schools under the study were asked to state factors that affect academic performance in Civic education. The following were the factors that were identified.

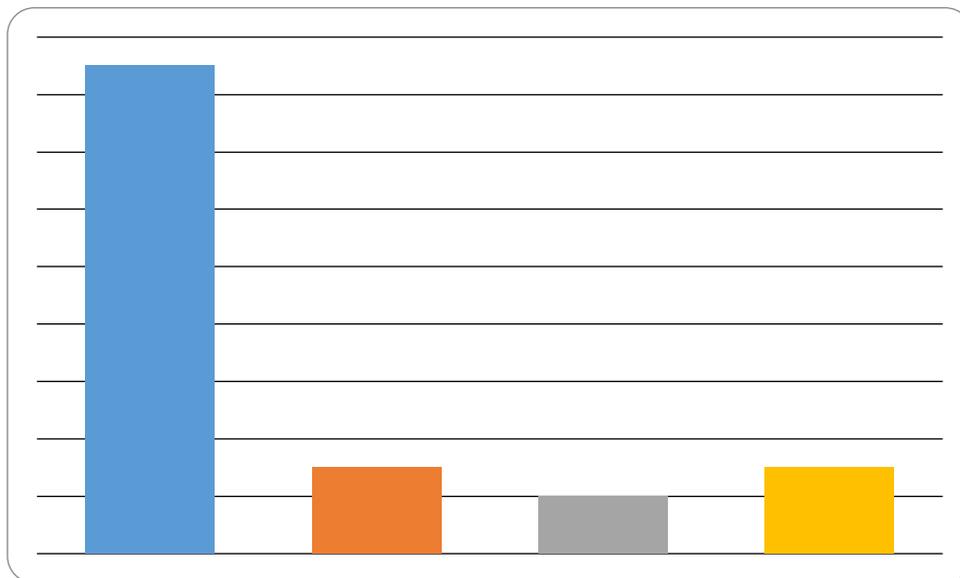


Fig:2

From the former pupils who had sat for Civic education from the schools under this study also said that the major factor that affect performance in Civic education was lack of Civic education text books. they said that most of the topics were found junior civics text books. one of the pupils said : Libraries in the district have no civic education materials that every pupil can have access to. schools also have few books for so many pupils. sometimes our teacher was coming with 7 text books to be shared among us.

According to his study, four classes of about sixty learners each shared only four textbooks amongst them, making it difficult for teachers to effectively use them during class lessons.

During the study head teachers were also asked to state factors that affect academic performance in civic education. The three head teachers who were involved in the study said that the major factor was lack of enough Civic education materials for both the learners and teachers, the head teachers said

that the subject has just been fully introduced in the Zambian curriculum, however teaching and learning materials are not yet in schools..They further said that some pupils have negative attitude towards the subject. They say that the subject is for the politicians and those who have no interest in politics tend to avoid it at all cost.

One of the heads teaches said

Some pupils have negative attitude on this subject because their churches do not allow them even to sing the national anthem so taking this subject seems to be a challenge to their religious beliefs.

Lastly, but not the last they said that the performance was affected by lack of qualified teachers. The program has just been introduced in some teacher training college and there are very few teachers who have graduated in Civic education, this has also affected the delivery of effective lessons in Civic education in most of the schools. Some of the teachers who have been given to teach civic education are those that have done other social sciences.

When asked during the study, all the education standards officers also said that the major factors that affect the performance of the learners is lack of civic education materials for revision and for studies. They said that the government is still distributing the materials in school. Therefore, learners are still facing a challenge of lack of learning materials in Civic education. In addition, they are few supplementary materials that have been written for the subject. For example, there are very few pamphlets that have been prepared in this subject to help learners

4.2 Availability of teaching and learning resources in schools that provides Civic Education in Secondary schools of Chililabombwe District

One of the objectives of the study was so assess the availability of teaching and learning materials in schools. During the study the teachers were asked to state if schools had teaching and learning materials for Civic education. From the 15 Civic education teachers 98% said that the schools had no sufficient teaching and learning materials in Civic education. Most of the classes share very few share the books that were not enough for the learners.

The table below shows the number of books per school against the grades.

SECONDARY SCHOOL	GRADE	ENROLMENT	NO. OF BOOKS
Chililabombwe	10	54	12
	11	53	23
	12	67	12
Fitobaula	10	55	15
	11	62	34
	12	58	23
Muleya	10	60	11
	11	47	57
	12	78	34
Kamenza	10	45	14
	11	48	14
	12	43	25
Milondo	10	49	12
	11	64	43
	12	56	12

Table :1

The figure clearly shows the shortages of Civic Education text books in the schools that were under the study. Going by such results, as shown in the table, it is clear, though contestable, that issues of teaching and learning materials in Civic Education are far from being resolved in the schools. While it was a 50-50 situation on this matter that does not mean that the situation was good as responses from the interviews reflected a totally different position. The interviews revealed that teaching and learning materials were not adequate and, in some cases, not available. One of the teachers said: Teaching and learning materials, I think we only have the greatest challenge on the textbooks, pupils' books they are not there. The only time we received textbooks were a copy of grade 10 and 11, but up to now we do not have a copy of a grade 12, revised or reprinted. If we request and make departmental request we will be told [that] funding is very limited and we can only allow one department to buy at a time... but we have not said since we do not have books, we are using other means, for example we produce summary notes, like recently, I produced this[pointing at the document on the table]; I collected some past examination papers and also from textbooks so I produced this just to help our learners to understand a lot of... get to know what is really involved in the subject.

The head teachers were asked to state if their Civic education materials in their schools were adequate. The 3 head teachers strongly said that schools had a critical shortage of Civic education materials which had even contributed to poor performance by the learners in last year's examinations. They said that the critical shortage was due to the slow pace at which the ministry was distributing text books for the revised curriculum. This same response was given by the education standards officers in the district. One of the education officers said that the ministry of general education was still sending the materials in districts for further distribution in schools.

4.3 Measures of addressing the challenges being faced in the teaching and learning of Civic Education in Secondary schools of Chililabombwe District

When the teachers were asked on how to enhance the provision of civic education the following were the strategies:

Teachers said that the teaching students to analyze public issues and to participate democratically in making public policy decisions in response to the issues. This kind of learning experience in civics and government courses is likely to develop among students the cognitive and participatory skills and dispositions necessary for citizenship in a democracy

Further one of the teachers said that:

Create and maintain a classroom climate that is conducive to free and open exchange of opinions about public issues and other controversial topics. This kind of classroom practice is related to the development of such civic dispositions as tolerance, civility, propensity to participate, and political interest

During the study head teachers were asked also to state how the Provision of Civic Education can be enhanced they said that pupils should be encouraged to participate in extracurricular activities involving civic engagement and political participation. There is a strong, positive relationship between democratic participatory experiences in school-based organizations and the development of the skills and dispositions of democratic citizenship one head teachers further said that:

We should foster a democratic ethos in the school. There is a positive relationship between a democratic school climate and development of democratic civic disposition and behavior among students; fewer authoritarian climates are linked to more democratic political attitudes and behavior.

The finding on the education standards offices showed extraordinary commitment. Nearly all of them said that it was important to teach pupils about the responsibilities of citizenship (98 percent) and reported using controversies in the news to foster classroom debate (94 percent).

Further 1 standards officer said that:

Civic educators should not feel that they are putting their job on the line by encouraging the kind of respectful, constructive debate that is necessary to a vibrant democrat. Discussions of controversial, current issues are particularly rare in schools that serve students from diverse backgrounds, perhaps because broaching controversial topics in diverse settings seems difficult. However, discussions of current events are especially valuable in just those schools.

The standards offices said also that the government should produce teaching and learning materials that should be distributed into schools. This should be supported with monitoring of the implementation of what is included in the text books.

5.0 DISCUSSION OF FINDINGS

5.1 Factors affecting the academic performance of learners in Civic Education in Secondary schools of Chililabombwe District

The study has reviewed the major factors that affect academic performance of learners in civic education. It is clear that most schools have inadequate text books for pupils hence pupils become too over dependant on the teachers for information. Teachers cannot plan activities that would fully involve pupils in the lessons. The findings were consistence with Mbozi (2008) in his study of quality of education in selected schools in Livingstone and Kazungula Districts in Zambia found that limited textbooks is a factor affecting academic performance of learners. According to his study, four classes of about sixty learners each shared only four textbooks amongst them, making it difficult for teachers to effectively use them during class lessons. When observing from a distance, one would think that they are playing because of the noise they are making as they scramble for a textbook when the teacher is distributing to the class. This is the fashion for most of the schools in Zambia.

This scenario, captured in the in Chililabomwe district where the study was conducted recently, is typical of what happens at many schools nationwide, where eight or more pupils share a single textbook. In some cases, it is even worse because the teacher is the only one with a

textbook and has to read relevant sections out to his class and write notes on the board. When cannot expect learners to perform wonders in Civic education in this scenario. The critical shortage of textbooks and other teaching and learning materials has affected academic performance in Civic education.

The current pupil to textbook ratio stands at one to 10 but in rural areas, it is worse with as much as 20 percent of primary schools in those areas without any textbooks at all. In recent years textbook shortages have hit public schools at both primary and secondary level because of the revised curriculum that has been road out in schools Finkel (2005) also said that the shortage of textbooks is affecting the performance of pupils in .Secondary schools end up producing semi-literate students The lack of books has brought immense challenges upon pupils and teachers on the teachers side ,the shortage of textbooks has made it difficult for teachers to complete syllabi as they are often forced to move at a slower pace. We can also talk about teacher-pupil ration which is called by over enrolment, the study reviewed that over enrolment as contributed to poor performance in civic education. For example, the number of pupils enrolled does not match the infrastructure and the number of teachers. It was found that in an area that has one school that is supposed to enrol 40 pupils enrolls 150 pupils. ‘How does a teacher work like that? How does the teacher mark all the books? his is affecting the standards of education in our Zambian schools especially the performance because the pupils do not get the individual care that is required, the number of pupils is increasing but the infrastructure remains the same. Most of the methods that are used in Civic Education require every pupil to be actively involved in the lesson but because of over enrolment this does not happen.

5.2 Availability of teaching and learning resources in schools that provides Civic Education in Secondary schools of Chililabombwe District

The study reviewed that schools did not have enough learning resource that can promote good performance in Civic education

The study revealed that there is a serious shortage of teaching materials and t textbooks in most schools in Chililabombwe District, with pupil/textbook ratio as low as 1:20 using the table above, we can say only 29% of the secondary school students have at least a textbook in Civic education. One textbook is shared by more than six students. Information provided by the heads of schools regarding percentages of their students who had books in Civic education is very low, the small supply of books that some schools have are considered so precious, that no student is allowed to take books home.

Unfortunately, they are not always kept in good condition. Some schools were found with books in disarray on dirty shelves, picking dust and mold yet students were not allowed to use them even during lessons. Furthermore, in some schools, students have to provide their own books. Most parents cannot afford them. In any case, some areas have no outlets for the sale of textbooks, which forces parents to spend some of the much-needed money on transport to book shops to buy books. The study revealed that most schools, particularly those that are rural-based, hardly have any teaching aids anywhere in the class during lessons, except some form of a blackboard, chalk and duster.

In the absence of doors and windows in some of these schools, no visual aids (maps, wall charts, specimens, equipment etc.) are left in the classrooms. These remain locked in the principal's office, if there is one, or in a teacher's house. With this inconvenience in accessibility, these aids are seldom used. Teachers lack creativity, initiative and/or imagination which blinds them to the myriad of materials in the school's surroundings that can be used as visual aids in SMT. In the spirit of the entrenched culture of dictating or writing notes on blackboards, teachers were observed struggling to draw sketches of plants or animals on the board as illustrations for the class, when they could quite easily obtain these things from the school surroundings. In the production of textbooks or teachers' notes examples to be used for demonstration in class should provide instances of the use of everyday readily available materials.

5.3 Enhancing the provision of Civic Education in schools in Secondary schools of Chililabombwe District

The provision of Civic education in Zambia is one of the urgent needs of the nation because of its growing democracy. The provision of civic education should therefore be promoted at all levels. As the study indicated, the government through the ministry of education has the responsibility to make sure that the production and distribution of teaching and learning materials are speed up.

In addition, students today can participate in school governance in a variety of contexts student council, youth advisory boards, and department committees, to name a few. Many students have good ideas on how to improve their schools, and they will take action when given the opportunity to make change that is important to them. Students should be allowed to practice civic skills within the relatively controlled environment of the classroom and within school walls. Here they can learn from challenges and triumphs, responses and failures all the varied realities of the democratic process.

The other strategy as identified during the study, more colleges and universities should give authority to offer civic education programs so that there can be enough Civic education teachers in secondary schools. It can also be said that since most extracurricular activities take place outside traditional classroom settings, students have opportunities to study in an environment where they can apply what they learn in class to real-life contexts. They are able to use their knowledge and skills in meaningful scenarios. For many young people, participation in extracurricular activities gives them a sense of self-efficacy and a feeling that they are part of something important. In this case, we are referring to extracurricular activities other than athletics. Students who have a strong sense of self and what they have to offer are more likely to find positive ways to contribute to their communities and society

Mock trials and elections are traditional, popular, and effective programs for many high school students, and they provide many benefits increased civic knowledge, teamwork, analytic thinking, public speaking, and more. Aside from these established simulations, technology can and does play a meaningful role in the classroom. Students can simulate a professional work environment by trading emails, planning meetings, and conducting research.

When students are exposed to these strategies, they will be able to effectively perform well even during the examinations. And when they graduate, they become better citizens in the communities where they live.

6.0 CONCLUSION AND RECOMMENDATIONS

6.1 CONCLUSION

From the findings above, it appears that the performance of civic education students in schools is affected by different factors which include but not limited to inadequate teaching and learning materials. If we aspire to cultivate generations of young people who desire to play vital roles in Zambia's democracy, providing them with quality civic education is nonnegotiable. The way we get there, unfortunately, is not so simple. Various stake holders have to be committed to making quality civic education an integral part of every child's educational experience, and others stand to glean valuable lessons from their renewed commitment to creating informed, impassioned citizens who can tackle real-life challenges. The Zambian leadership has shown great passion to promoting civic education at all levels, and much has been seen since it was introduced in the Zambian curriculum. although there are a lot of challenges the teachers are also doing their best to implement the provision of civic education in schools.

6.2 RECOMMENDATIONS

The following are recommendation based on the findings of the study the government of the republic of Zambia through the ministry of General education and stakeholders should:

1. Produce more Civic education materials for the learners so that the teachers and learners can have adequate resources to use.
2. More colleges and universities should be offering Civic education programs
3. Provide pre- and in-service teachers with quality professional development
4. Develop and implement policies that support the promotion of civic education in schools

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