

EVALUATION OF EFFECTIVE IMPLEMENTATION OF CIVIC EDUCATION CURRICULUM IN SENIOR SECONDARY SCHOOLS IN KANO STATE, NIGERIA

Dr. AIBANGBE, Mary Oyere

Yusuf Maitama Sule Federal University of Education Kano,
Kano State Nigeria.

Faculty of Education, Department of General Studies Education.

aibangbemary@gmail.com. +2348135964784

Abstract

The study adopts a descriptive survey research design to evaluate the effectiveness of Civic Education curriculum implementation in senior secondary schools in Kano State. The study was guided with four research objectives with the corresponding research questions. The population of the study comprises all Civic Education teachers in public senior secondary schools in Kano State. Samples of 250 civic education teachers' were selected from five educational zones in Kano State. Stratified random sampling techniques were used to select senior secondary schools across the educational zones in Kano State. Purposeful sampling was employed to select teachers for the study. The instrument for collection was researcher made structured questionnaires with the title "Civic Education Curriculum Implementation Teachers' Questionnaire" (CECITQ). The instrument was validated by four experts and the reliability of the instrument was determined using the Cronbach's alpha method. The instrument yielded the reliability co-efficient of 0.81. Data collected was analyzed using descriptive statistics, frequency, percentage, mean, and standard deviation. The results revealed that majority (60%) of the teachers in the study are NCE holder in Social Studies.

Also facilities for effective implementation of civic education curriculum are adequately available. The study further discovered that assignment method, lecture method and role playing method are used which are not adequate. Based on the findings recommendations were made that appropriate teachers should be employed for effective implementation of civic education and Government should provide adequate instructional materials, modern teaching aids, and adequate funding to enhance curriculum implementation

Introduction

Civic Education is a core subject in the Nigerian Senior Secondary School curriculum designed to inculcate civic knowledge, democratic values, national consciousness, and responsible citizenship among learners. In a pluralistic society such as Nigeria, Civic Education serves as a critical instrument for promoting unity, tolerance, respect for the rule of law, and participatory governance. The Federal Government of Nigeria, through the Nigerian Educational Research and Development Council (NERDC) has made Civic Education a compulsory subject at the senior secondary school level to prepare young citizens for effective participation in national development.

Civic Education focuses on cultivation of the right type of values and attitude in the citizens for the growth of the society. The acquisition of these right types of values and attitudes enable individuals to operate as a functional member of the society. This definition revealed that education can be taught, learned through formal and informal education, it is formal when it is taught and learned in the four walls of education, while it is informal when it is through socialization process. Civic Education is widely regarded as a deliberate educational process aimed at developing informed, responsible, and participatory citizens. In the Nigerian context, Civic

Education focuses on the inculcation of democratic values, national consciousness, respect for human rights, and rule of law, tolerance, accountability, and social responsibility. Yahaya and Sadiq (2022) explain that Civic Education is not only knowledge-based but also value-oriented, emphasizing attitudes and behaviours that promote peaceful coexistence and national development. Balogun, Yusuf and Obafemi (2023) views civic education as a body of knowledge imparted through selfless efforts of efficient and effective teachers and received by conscious learners to showcase the right type of value and attitudes for the growth and building of the society.

Civic Education is widely regarded as a deliberate educational process aimed at developing informed, responsible, and participatory citizens. In the Nigerian context, Civic Education focuses on the inculcation of democratic values, national consciousness, respect for human rights, and rule of law, tolerance, accountability, and social responsibility. Yahaya and Sadiq (2022) explain that Civic Education is not only knowledge-based but also value-oriented, emphasizing attitudes and behaviours that promote peaceful coexistence and national development. The Civic Education curriculum in Nigeria is developed by the Nigerian Educational Research and Development Council (NERDC). The curriculum emphasizes democracy, citizenship, leadership, national values, social justice, anti-corruption, and civic participation. Folorunso and Muhammad (2025) note that the curriculum content reflects Nigeria's socio-political realities and is designed to address issues of national integration and good governance.

At the senior secondary school level, Civic Education is designed to prepare students for adulthood by equipping them with skills for civic participation, critical thinking, decision-making, and leadership. Nigerian scholars argue that Civic Education serves as a foundation for political literacy and ethical citizenship, especially in a developing democracy such as Nigeria. Thus, the effectiveness of

Civic Education depends largely on how well its curriculum is implemented within schools.

In Kano State, one of the most populous states in Nigeria, the effective implementation of the Civic Education curriculum is particularly significant due to the state's socio-cultural diversity, political relevance, and large youth population. Schools are expected to translate curriculum objectives into meaningful classroom practices through appropriate teaching methods, instructional materials, and assessment strategies. However, concerns have been raised regarding whether the intended Civic Education curriculum is effectively implemented in senior secondary schools, especially with respect to teacher preparedness, availability of resources, and students' civic engagement outcomes.

Curriculum implementation refers to the process of translating curriculum objectives, content, and strategies into actual teaching and learning activities. In Nigerian secondary schools, implementation involves lesson planning, selection of teaching methods, use of instructional materials, assessment practices, and classroom management. Research suggests that poor implementation is a major reason why many well-designed curricula fail to achieve their intended outcomes. Based on this background the researcher examined Evaluation of the Effective Implementation of Civic Education Curriculum in Senior Secondary Schools in Kano State, Nigeria.

Statement of the Problem

Civic Education is being a compulsory subject in senior secondary schools across Nigeria, including Kano State. Observations from recent studies indicate gaps between policy prescriptions and classroom practices. These implementation gaps may be manifested through inadequate teacher preparation, lack of instructional materials, poor alignment between curriculum content and learners'

civic realities, and low levels of students' engagement in civic activities. Consequently, the expected outcomes such as improved national consciousness, political participation, and civic responsibility remain underachieved. In Kano State specifically, there is limited empirical research that focuses on how these implementation challenges affect students' civic knowledge, values, and participatory behaviors, necessitating this study.

Despite the compulsory status of Civic Education in Nigerian senior secondary schools, many students continue to exhibit low levels of civic awareness, weak democratic values, and limited participation in civic and community activities. In Kano State, observations and empirical reports indicate persistent challenges such as inadequate instructional materials, insufficient teacher training, overcrowded classrooms, and overreliance on teacher-centered instructional methods.

The apparent gap between curriculum intentions and actual classroom practices raises serious concerns about the effectiveness of Civic Education in achieving its stated objectives. If these challenges persist, Civic Education may fail to equip students with the necessary skills, values, and dispositions required for responsible citizenship. There is therefore a need for a systematic evaluation of how the Civic Education curriculum is implemented in senior secondary schools in Kano State and how such implementation affects students' civic outcomes.

Research Objectives

- To find out teachers qualifications for effective implementation of Civic Education in senior secondary schools in the study area.
- To find out facilities available for effective implementation of Civic Education curriculum in senior secondary schools in the study area.

- To find out method of teaching used for effective implementation of Civic Education curriculum in senior secondary schools in the study area.
- Identify factors influencing the effective implementation of the Civic Education curriculum.

Research Questions

- What are the teachers' qualifications for effective implementation of Civic Education curriculum in the study area?
- What are the available facilities of effective implementation of Civic Education curriculum in the study area?
- What are the teaching methods used for effective implementation of Civic Education curriculum in the study area?
- What factors influence the effective implementation of the Civic Education curriculum in Kano State?

Review of Related Literature

Conceptual Framework

Concept of Civic Education

Civic Education focuses on cultivation of the right type of values and attitude in the citizens for the growth of the society. The acquisition of these right types of values and attitudes enable individuals to operate as a functional member of the society. This definition revealed that education can be taught, learned through formal and informal education, it is formal when it is taught and learned in the school curriculum, while it is informal when it is through socialization process.

Adetayo (2011) defined civic education as a school subject which prepares people of a country especially the young to carry out their roles as citizens. The concept of “civic” is a Greek word which means citizens of a city or an area. This then means that civic education is a result of careful decision of the government to lead its citizens in different geographical and political communities to acquire some kinds of knowledge, facts, skills, abilities, values, virtues, attitudes and behaviours that are acceptable in society and useful in building a balanced and great nation (Ukegbu, Faskari, Adebayo, Obasi and Anyaoho, 2011). Civic education by way of definition is that form of education which is primarily designed and organized in content and function so as to produce good and useful people who know what events happen within the country and globally.

Ajibade (2011) revealed that Civic Education is concerned with the democratic skills and values that citizens need to function effectively in participatory democracy towards civilization. Civic Education is capable of inducing those values, attitudes and skills that will enable the learner to live patriotic and democratic lives and contribute meaningfully to the progress of the nation. Alexander (2012) defined civic education as an important component of education that cultivates citizens to participate in the public life of a government and democracy, to use their rights and to discharge their responsibilities with the necessary knowledge and skills.

Okam, and Lawal (2015) said that Civic Education is a discipline that makes the learner to be well informed with values, attitude and desirable skills that make them valuable, functional and meaningful in the society and also equipped an individual to become competent, productive, self-employed, self reliance so that he can add value to the society rather than become liability.

Solomon (2015) views Civic Education as a discipline that investigates human activities at home, at school, at worship, at play,

in villages, in politics, in short everywhere that man engages in his daily activities of living, as such it studies man in totality.

Sakina, Rashida and Zulyadaini (2015) see Civic Education as the study of society and also a subject that deals with man and his environment and how all the happenings in the society in turn affect man. Ruth and Shuaibu (2011) perceive Civic Education as systematic and deliberate planned curriculum in its own that differs in method and techniques. It borders on issues and problems of man's activities both physical and social problems towards effective development of intellectual social habit, values, attitude and competence both physical and mental in nature that will bring the reality of everyday's societal living to the learner with the desire to making them acquire attitude, values and skills required not only to be responsible, but also self reliant and discipline members in the society as tools for unity in the society. As a matter of fact, Civic Educationa consequences is seen as an instrument of positive change in the society.

Concept of Curriculum Implementation

Implementation is the process through which a proposed concept, model, topic, theory etc is taken up by some practices. To implement means to make something that has been officially decided to happen or be used. It means to carry into effect. Implementation means putting a plan, scheme, decision, proposal, intention, an agreement, policy or ideas into effect. It is the bedrock of any plan, the determination of a plan's success or failure. It is the moving force of any plan without which a plan is only good intension.

Curriculum implementation is the disseminating of information on a wide basis, after pilot-test, on a newly designed curriculum or on a changed or revised curriculum. It ascertains the feasibility, adequacy or relevance of curriculum plans towards the accomplishment of

intended learning outcomes. It also serves as linkage role between conceived curriculum theory and practice, which breathe life into curriculum document and without which a well-conceived document is mere non-functional paper work.

Curriculum implementation is the stage of presentation of a combination of the combination of the curriculum content and topics, methodology and instructional materials by the teachers to the learners, most of the time in a classroom setting, a subject or combinations that will enable them take up such learning that the teacher wants to pass across to them. In the light of a given topic, the teacher adopts the appropriate teaching methods and materials to guide student's learning. The students on their own, are actively involved in the process of interaction with learning activities (Pwajok 2000). It is not restricted to sheer translation of curriculum proposal or decision into practice. It involves a complex of activities, materials, personnel and other factors which when approximately harnessed; constitute integral parts of curriculum implementation. These include the schools which are the major implementation theatre, the teachers, curriculum materials, students, teacher training institutions, administrative and political factors, examination bodies, the public, place of implementation in the curriculum planning process before curriculum evaluation or community members,.

Civic Education curriculum implementation, therefore refers to a process in civic education curriculum engineering concerned with instilling life into a dormant or inert civic education curriculum plans or document, in the sense of operational objectives. Ekpo and Okam (2009) view curriculum implementation as the various steps involved in achieving the desired curriculum objectives of educational programmes. To achieve these objectives, emphasis must be placed on the quality of educational programmes undertaken as well as the quality of teachers who implement them. Teachers are the major

implementers of the curriculum at the classroom level. The ability to put the curriculum into practice in the classroom is called curriculum implementation. After the curriculum has been planned with regard to identified objectives, selecting the contents, learning experiences and materials based on their assumed effectiveness in making it possible for the objectives to be achieved, then the design is put into action.

Curriculum implementation as used in this study, is the transmission of planned social studies curriculum into operational curriculum in the classroom. It is at this stage that all the relevant curriculum inputs are brought into direct contact with the target audience in such a way that through a variety of activities, and learning experiences, mastery of social studies subject matter can be maximally achieved at minimal cost. Curriculum implementation occupies a strategic position in teaching and learning civic education curriculum as it link the design with evaluation stages, that is the materials and methods are put together to produce the desirable learning outcome.

The concept of curriculum implementation has been viewed in different ways by experts in the field of curriculum. Okam (2014) submits that civic education curriculum implementation demands the translation of the objectives, concepts and topics in the curriculum into activities that are meaningful to the learner. This development requires that the teachers should demonstrate expertise in reducing different topics of the curriculum to specific lesson plans. The ability to do this on the part of the teacher requires not only a knowledge of the curriculum but also understanding of values and skills that are involves in civic education. The teacher has to see himself as both a facilitator of knowledge and an encourager of learning.

Doggoh (2007) defines curriculum implementation as the process of putting into actual practice what has been planned in the curriculum.

It is at this stage that the educational aims and objectives, the curriculum content, learning experiences and principles are practically pursued to actualization by passing them through the learners and enhancing changes in the behavior of these learners.

Garba (2004) viewed curriculum implementation as putting the curriculum into work for the achievement of the goals for which the curriculum is designed. In his view Okebukola (2004) described curriculum implementation as the translation of the objectives of the curriculum from paper to practice. Ivowi (2004) defines curriculum implementation as the translation of theory into practice, or proposal into action. Also Onyeachu (2008) viewed curriculum implementation as the process of putting all that have been planned as a curriculum document into practice in the classroom through the combined effort of the teachers, learners, school administrators, parents as well as interaction with physical facilities instructional materials, psychological and social environment. From the above views of experts, it is clearly observed that curriculum implementation entails putting into practice the officially prescribed courses of study, syllabuses and subjects. The process involves helping the learner acquire knowledge or experience. It is important to note that curriculum implementation cannot take place without the learner who is the central figure in the implementation process.

Theoretical Framework

This study is anchored on Curriculum Implementation Theory and Constructivist Learning Theory. Curriculum Implementation Theory emphasizes the distinction between the intended curricula (what policymakers design) the implemented curriculum (what teachers actually teach) and the attained curriculum (what learners eventually learn). The theory posits that successful curriculum implementation depends on factors such as teacher competence, availability of

instructional resources, school leadership, and classroom practices. In Civic Education, ineffective implementation may lead to a mismatch between curriculum goals and students' civic outcomes.

Constructivist Learning Theory, rooted in the works of Piaget and Vygotsky, holds that learners actively construct knowledge through interaction, experience, and reflection. Applied to Civic Education, this theory underscores the importance of participatory teaching strategies such as debates, role play, simulations, community projects, and group discussions. Ismaila, Muhammad, and Gaya (2025) affirm that Civic Education becomes meaningful when students are actively involved in civic-related learning experiences rather than passive recipients of information.

Together, these theories provide a strong foundation for examining how curriculum, teachers, instructional strategies, and learning environments interact to influence Civic Education outcomes.

Method

The study adopts a descriptive survey research design to evaluate the effectiveness of Civic Education curriculum implementation in senior secondary schools in Kano State. The study was guided by four research objectives with the corresponding research questions. The population of the study comprises all Civic Education teachers in public senior secondary schools in Kano State. Samples of 250 civic education teachers' were selected from five educational zones in Kano State. Stratified random sampling techniques were used to select senior secondary schools across the educational zones in Kano State. Purposeful sampling was employed to select teachers for the study.

Data were collected using researcher made structured questionnaires with the title "Civic Education Curriculum Implementation Teachers' Questionnaire" (CECITQ). The instrument was validated

by four experts in curriculum studies and measurement and evaluation. A pilot study was carried out to determine the reliability of the instrument. The reliability of the instrument was determined using the Cronbach’s alpha method. The instrument yielded the reliability co-efficient of 0.81.

Data collected was analyzed using descriptive statistics. The research questions were answered using frequency, percentage, mean, and standard deviation. Critical mean of 3.0 was used to accept issue on the questionnaire to answer the research questions.

Results

Answering Research Questions

Research Question One: What are the teachers’ qualifications for effective implementation of Civic Education curriculum in the study area?

Table 1: Teachers Qualifications for Effective Implementation of Civic Education Curriculum.

SN	Teachers Qualifications	Frequency	Percentage
1	PhD	-	-
2	M.Ed. Civic Education	-	-
3	M.Ed. Social Studies	16	6.4%
4	M.Sc. Sociology	1	0.4%
5	M.Sc. Political Science	5	2%
6	B.Sc. Sociology	3	1.2%

7	B.Sc. Political Science	8	3.2%
8	B.Sc. (Ed) Social Studies	61	24.2%
9	B.Sc. (Ed) Civic Education	-	-
10	B.Sc. History	1	0.4%
11	NCE Civic Education	-	
12	NCE Social Studies	150	60%
13	NCE History	-	-
14	PGDE	5	2%
15	OND	-	-
		250	100 %

Table 1 above shows the frequency and percentage score of teachers qualification for effective implementation of Civic Education Curriculum. The analyses shows that 16(6.4%) are M.Ed. Holder in Social Studies, 1(0.4%) are M.Sc. holder in Sociology, 5(2%) are M.Sc. holder in Political Science, 3(1.2%) are B.Sc. holder in Sociology, 8(3.2%) are B.Sc. holder in Political, 61(24.2%) are B.Sc. holder in Social studies and 150(60%) are NCE holder in Social studies. The study shows that majority of the teachers in the study for Civic Education curriculum implementation are NCE holder in Social Studies.

Research Question Two: What are the available facilities for effective implementation of Civic Education curriculum in the study area?

Table 2: Available facilities for effective implementation of Civic Education curriculum

Table 4: Facilities available for effective implementation of Civic Education curriculum

S N	Facility	AVAIL ABLE	NOT- AVAILA BLE	Frequency	Percentage (%)
		Frequen cy	Percenta ge (%)		
1	Classroom	250	100%	-	-
2	Library	40	16%	210	84%
3	Technology Workshop	-		250	100%
4	Computer Lab	20	8%	230	92%
5	Civic Education Curriculum	250	100%	-	-
6	Art & Craft Workshop	2	0.8%	248	99.2%
7	Debate club Auditorium	-	-	250	100%
8	Instructional materials	57	22.8%	103	77.2%
9	Textbooks	246	98.4%	4	1.6%
10	Assessment tools	100	40%	150	60%

Source: Field-work

Table 2 above shows the frequency and percentage of facilities available for effective implementation of Civic Education curriculum in the study area. The analyses show the facilities available for implementation of Civic Education Curriculum which include: classroom with 250(100%) available, Civic education curriculum 250(100%) Textbooks 246(98.4%) assessment tools 100(40%) and instructional materials 57(22.8%) while others items in the table are not available for civic education curriculum implementation. This means that the available facilities for effective implementation of Civic Education curriculum are classroom, civic education curriculum, textbook and assessment tools

Research Question Three: What are the teaching methods used for effective implementation of Civic Education curriculum in the study area?

Table 3: Teaching methods used for effective implementation of Civic Education curriculum

SN	Teaching Methods	Mean	SD	Decision
1	Apprenticeship	1.99	.254	Disagreed
2	Assignment method	3.81	.646	Agreed
3	Brain storming	2.14	.350	Disagreed
4	Conference method	1.24	.432	Disagreed
5	Debate method	1.62	.490	Disagreed
6	Demonstration	1.36	.483	Disagreed

7	Discovery method	1.38	.490	Disagreed
8	Discussion	1.54	.596	Disagreed
9	Excursion method	1.38	.490	Disagreed
10	Experimental	1.45	.658	Disagreed
11	Guest speaker	1.54	.551	Disagreed
12	Interview method	1.76	.514	Disagreed
13	Lecture method	3.42	.730	Agreed
14	Practical method	1.56	.499	Disagreed
15	Project method	2.00	.000	Disagreed
16	Question Answer	2.06	.843	Disagreed
17	Role playing	3.86	.552	Agreed
18	Self-questioning method	2.06	.843	Disagreed
19	Seminar	1.18	.448	Disagreed
20	Stimulation method	1.24	.432	Disagreed
21	Story telling method	1.14	.350	Disagreed
22	Team teaching	1.26	.439	Disagreed

Source:Fieldwork

The table 3 above shows the teaching methods used for effective implementation of Civic Education curriculum, from the analyses items 2, 13 and 17 are the only methods used in the study area, while

others methods are not used in the study area. This means that only assignment method, lecture method and role playing method are used in the study area.

Research Question Four: What factors influence the effective implementation of the Civic Education curriculum in Kano State?

Table 4: Teachers Perceived Factors influence the effective implementation of the Civic Education curriculum

SN	Perceived factors	Mean	SD	Remarks
1	Adequate funding of education	4.38	.63	Agreed
2	Availability of ideal learning environment	4.25	.68	Agreed
3	Adequate science materials or resource materials for teaching and learning	4.29	.58	Agreed
4	Proper encouragement of teachers	4.36	.68	Agreed
5	Government policies and stability of government	4.29	.68	Agreed
6	Security of educational setting	4.36	.63	Agreed
7	Good leadership and corrupt free in education sector	4.31	.63	Agreed
8	Avoid examination malpractice in education	4.31	.61	Agreed

9	There should be links between education and employment opportunities	4.21	.73	Agreed
10	Sizable class-size for teacher control.	4.40	.55	Agreed

Source: Field work

Table 4 above shows the factors influence the effective implementation of the Civic Education curriculum, from the analyses all the items are agreed to be factor influence the effective implementation of the Civic Education in the study area because the means scores of the items are above 3.00. it means that adequate funding of the educational system, Government policies and stability of government, availability of ideal learning environment, adequate materials or resource materials for teaching and learning and many others as in the table 1 above are factors influence the effective implementation of the Civic Education in Nigeria.

Discussion of the Finding

The study examines Evaluation of the effective implementation of Civic Education curriculum in senior secondary schools in Kano State, Nigeria. It was discovered that majority (60%) of the teachers in the study are NCE holders in Social Studies. This is not in line with National Policy of Education (2013) which stated that the minimum qualification of secondary school teacher should be B.SC/B.Ed. In view of this, teachers teaching in the study areas are not qualified to teach secondary schools, it means that study areas lack qualified teachers for effective implementation of Civic Education curriculum.

It was also discovered that the available facilities for effective implementation of Civic Education curriculum are classroom, civic education curriculum, and textbook and assessment tools. This shows that the facilities for effective implementation of civic education curriculum are adequately available. This is in agreement with

Folorunso and Muhammad (2025) who state that most of the public secondary schools in Nigeria lack adequate facilities for the implementation of curriculum

The study further discovered that assignment method, lecture method and role playing method are used in the study area. This is not in line with the study of Lawal, Abdullahi, and Adoke, (2024) who noted that teaching and learning should be participating, experimental, and experiential methods in which students are actively engaged in learning by doing.

It was discovered that factors that influence the effective implementation of the Civic Education curriculum includes: adequate funding of the educational system, availability of ideal learning environment, adequate science materials or resource materials for teaching and learning, good leadership and corrupt free in education sector, links between education and employment opportunities, and sizable class-size for teacher control. This is in line with Ugwu (2023) who discovered that instructional materials and learning environment are designed to promote and encourage effective curriculum implementation which brings quality education and improvement in the educational sector. The finding also agreed with Balogun, Yusuf, and Obafemi, (2023) who stated that due to lack of political will and determination in providing quality education for citizens, budgetary allocations to education over the years show that Nigerian government had not met the required 26% of education budget recommended by UNESCO. They further stated that if the budgetary allocation to education is adequate it will improve quality education in Nigeria.

It was also found that inadequate funding of the educational system, poor learning conditions, lack of adequate time to cover the curriculum and Increased workload due to classroom over population are challenges facing curriculum implementation for quality

education. This is in agreement with Lawal, Abdullahi, Adoke, and Amadikwa, (2025) who noted that inadequate funding curriculum implementation programme and overcrowded classes constitute a challenge to the implementation of teacher education curriculum in Nigeria.

Conclusion

In conclusion Civic Education in Nigerian Senior Secondary Schools is designed to strengthen students' knowledge of democratic ideals, civic responsibilities, national unity, and ethical conduct. Its effective implementation is crucial for nurturing informed and responsible citizens who can engage positively in Nigeria's democratic processes and social development. From the study it was found that majority of teachers who taught civic education are NCE holder in social studies, also available facilities for effective implementation of Civic Education curriculum are classroom, civic education curriculum, textbook and assessment tools and method used are assignment method, lecture method and role playing method. The study further revealed that inadequate funding of the educational system and poor learning conditions effect implementation of civic education curriculum.

Recommendations

The following recommendations were made base on the findings

- Appropriate teachers should be employed for effective implementation of civic education.
- Teachers should use appropriate methods that influence effective civic education curriculum
- The Federal Government, State Government, NGOs, Educational stakeholder, Parents and Guidance should provide the enabling environment/infrastructural and facilities for effective implementation of civic education.

- Government should provide adequate instructional materials, modern teaching aids, and adequate funding to enhance curriculum implementation.

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