

Implementation Of Citizenship Education In Secondary School Social Studies Curriculum: A Case Study Of Three Social Studies Teachers In Ijebu - Ode, Ogun State, Nigeria

by

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Abstract

This study examined the implementation of Citizenship Education in the secondary school Social Studies curriculum, using a case study of three Social Studies teachers in Ijebu-Ode, Ogun State, Nigeria. A qualitative case study design was used, with purposive sampling to select three teachers from two junior secondary schools. Data were collected using an observation schedule checklist, and thematic analysis was applied to identify patterns and themes. Findings showed that while Social Studies teachers had a moderate level of knowledge and understanding of Citizenship Education content, their classroom teaching was not consistently effective. Some teachers performed well, but others had difficulties delivering certain parts of the content. The use of teaching materials was generally poor, with a lack of enough resources affecting the quality of lessons. Assessment methods also varied, showing a mix of effective and weak practices, especially in giving feedback to students. Based on these findings, the study recommends the use of more creative and diverse teaching materials to meet different learning needs. It also suggests that schools and education authorities should organize regular training and workshops to help teachers improve their knowledge and teaching methods in Citizenship Education. Furthermore, more detailed and varied assessment methods should be developed to properly evaluate students' learning progress. These findings have important implications for curriculum improvement and education policy. They suggest that some of the challenges identified may not be limited to the selected schools alone but could reflect broader systemic issues within the education system.

Keywords: Citizenship Education, Social Studies, Curriculum, Teachers, Secondary School

Introduction

An educational curriculum is a structured policy document that reflects a society's hopes and goals, especially regarding how it wants to shape its citizens through education. It acts as a tool for turning social and political expectations into knowledge, attitudes, values, and skills that students gain in

school (Strazzeri, Oggenfuss & Wolter, 2022). In Nigeria, the curriculum has been used to address national problems by converting them into learning goals (Oden-Ewa, 2018). To address issues related to citizenship, Citizenship Education was introduced as an important part of the school curriculum. During the 1970s and 1980s, citizenship-related topics were included in the Nigerian Social Studies Programme (NSSP) to help students learn the skills and knowledge needed to become responsible and active citizens (Liambomba, 2023).

Jerome and Lalor (2018) explained that Citizenship Education is an essential part of the Social Studies curriculum. It helps students build civic responsibility, think critically, and understand key ideas such as democracy, human rights, and national identity. Citizenship Education allows students to understand how government works, how they can participate in politics, and why social justice matters. These lessons help students become more engaged in their communities. In Nigeria, teaching Citizenship Education properly at the secondary school level is very important because it shapes future citizens. Teachers are central to this process because they are responsible for using methods that encourage discussion, reflection, and real-life examples.

Social Studies is recognized as a key subject for delivering Citizenship Education in Nigeria. It matches well with the country's national education goals (Zuzovsky, Guberman & Amasha, 2022). The subject supports the development of civic knowledge and aligns with Nigeria's nation-building plans. The Nigerian Social Studies Project (NSSP) was created to support these national goals. Like other developing countries, Nigeria has built its curriculum around wider national priorities. The country's first major curriculum meeting in 1969 showed Nigeria's support for the African Social Studies Project (ASSP), which focused on using Social Studies to build national unity and development (Dukanwojo, 2023).

The updated Social Studies curriculum aims to help students understand different cultures, historical events, and human values. It also teaches them to recognize how complex human societies are while encouraging unity and a shared sense of identity (Asmau, 2023). Because of its central role in teaching Citizenship Education, it is important to study how well the Social Studies curriculum is being used in secondary schools across Nigeria. This study focuses on the implementation of Citizenship Education through Social Studies by examining how teachers deliver lessons, the challenges they face, and the availability of teaching resources.

Citizenship Education in Social Studies Curriculum

The government has invested heavily in the education sector with the aim of building a stronger and more united nation. Various topics, both practical and theoretical, have been introduced into school curricula to serve as tools for national development. One of the key efforts has been the inclusion of citizenship education in the school system through structured socialization and the teaching of civic responsibilities and rights. However, these efforts have not produced fully satisfactory results, as many students still struggle to understand the purpose and importance of citizenship education. Despite the numerous initiatives, many pupils are unable to grasp how the different components of citizenship come together to build a responsible citizen. These challenges, among others, eventually led to the inclusion of citizenship and values education in the Social Studies curriculum. Social Studies has since become one of the subjects in Nigerian schools that focuses on the education and development of young people (Baird & Reynolds, 2021).

Social Studies plays an important role in helping students uphold important values in their lives. These include self-awareness, stronger relationships with others, national and personal unity, as well as social and political progress. It also helps students develop communication skills and the ability to interact meaningfully with their peers in different settings (Doring & Knafo-Noam, 2019). A key aim of Social Studies is to develop the learner's capacity to manage conflicts and solve problems by using appropriate knowledge, skills, and attitudes. It addresses cultural, societal, and public issues, while responding to changes in society and encouraging critical thinking about how information is perceived. Furthermore, Social Studies uses innovative and well-integrated methods to address environmental and cultural problems (Neef, 2022).

Given the current state of society, there is a clear need for a renewed set of values that can help citizens understand the true meaning of loyalty, service, and community. This includes the understanding—based on Plato's philosophical view—that any law not made in the interest of the state is considered unjust. Good citizenship, therefore, is essential for both individual and societal progress. It encourages active political participation, enhances awareness of social issues, teaches civic responsibility and shared values, and promotes patriotism and national identity among students.

Based on this background, the present study examines how Citizenship Education is being implemented through the Social Studies curriculum in secondary schools, using the experience of three Social Studies teachers in Ijebu-Ode, Ogun State, Nigeria as a case study.

Statement of the Problem

The teaching of Social Studies is meant to help students grow into responsible, law-abiding, and productive citizens. However, the rising cases of social problems among Nigerian secondary school students—such as cultism, examination malpractice, drug abuse, cybercrime, and lack of respect for school rules—have raised concerns about the impact of this subject in shaping student behavior. Citizenship education, which is a core part of the Social Studies curriculum, aims to promote civic responsibility, moral values, and democratic principles. But the success of this goal largely depends on how well it is implemented in the classroom.

Even with the clear focus on citizenship education, the continued presence of persistent behavioral challenges among students points to possible weaknesses in how the content is being taught. This leads to important questions: Do Social Studies teachers have the right knowledge, teaching skills, and resources to deliver the curriculum in a way that produces real results? Many students still show limited understanding of their civic duties, moral obligations, and the consequences of engaging in anti-social acts. This gap may be due to challenges in teaching methods, teacher preparedness, or how the curriculum is put into practice.

To properly understand these concerns, this study focuses on how citizenship education is being carried out within the Social Studies curriculum in secondary schools. By studying three Social Studies teachers in Ijebu-Ode, Ogun State, Nigeria, the research looks into their teaching methods, availability of resources, and how they assess students' learning. This will help determine the success and challenges of delivering citizenship education in today's classroom environment.

Purpose of the Study

The main objective of the study is to examine the implementation of citizenship education in secondary school social studies curriculum: a case study of three social studies teachers in Ijebu-Ode, Ogun state, Nigeria. The specific objectives of this study are to:

1. assess the level of Social Studies Teachers' knowledge and understanding of the Citizenship Education content in Social Studies;
2. investigate the effectiveness of Social Studies Teachers' classroom teaching about Citizenship Education content in Social Studies;
3. examine the Social Studies Teachers' effectiveness of the use of instructional resources in teaching Citizenship Education content;

4. determine the adequacy of learning resources used for teaching Citizenship Education in secondary schools by the Social Studies Teachers;
5. assess the evaluation procedures used by Social Studies Teachers to assess the students' comprehension of Citizenship Education contents.

Research Questions

This following research questions were raised;

1. What is the level of Social Studies Teachers' knowledge and understanding of the Citizenship Education content?
2. How effective is the Social Studies Teachers' classroom teaching about Citizenship Education content?
3. How effective is the Social Studies Teachers in the usage of instructional resources in teaching Citizenship Education content?
4. How adequate are the learning resources used for teaching Citizenship Education by Social Studies Teachers?
5. What are the evaluation procedures employed by Social Studies teachers to assess the students' comprehension of Citizenship Education contents?

Literature Review

Teacher Competence and Attitudes

The study by Edinyang, Effiom, and Eni (2020) examined the implementation of the Social Studies curriculum in Cross River State, Nigeria. Using a survey research design and Pearson's Product Moment Correlation analysis, they explored the relationship between teachers' attitudes and curriculum effectiveness. Their findings showed that teachers' attitudes greatly influence how well the curriculum is implemented. Similarly, the availability of instructional materials had a major impact on curriculum delivery. The study emphasized that teachers should stay updated with modern trends in civics, social studies, and citizenship to ensure effective classroom delivery. This aligns with Kristina and Hasan (2020), who found that teachers play a key role in shaping students' views on global citizenship, showing that the attitude and awareness of the teacher directly affect learning outcomes.

Instructional Materials and Curriculum Challenges

Kingsley and Ruth (2023) studied the problems facing the implementation of the Social Studies Education curriculum in Nigerian tertiary institutions. Using a descriptive survey method, they collected data from academic staff and students across various institutions. Their findings showed that inadequate funding, a shortage of qualified staff, lack of teaching materials, poor facilities, brain drain, and frequent strikes hinder curriculum success. These findings support those of Edinyang, Effiom, and Eni (2020), who also stressed the importance of instructional materials. In contrast to these Nigerian-based studies, Kwenin (2020), who researched senior high schools in Ghana, focused more on how teaching strategies—like debates and discussions—could improve citizenship education, highlighting a difference in implementation challenges between the two countries.

Community-Based Approaches

Lestiyawati and Winarno (2024) focused on a community-based approach to citizenship education in Kalibening Village, Indonesia. Through a qualitative method involving interviews and observations, they showed that such community-based learning improved students' civic skills when the teaching methods were aligned with students' needs and interests. They also recommended training for community educators and better curriculum alignment. This approach contrasts with the more school-based and formal methods used in Nigerian and Ghanaian contexts, pointing to alternative pathways for effective citizenship education. Their findings suggest that integrating community learning may help fill some of the gaps identified in formal classroom environments in Nigeria.

Citizenship Education and Student Development

Kwenin (2020) conducted a cross-sectional survey involving 300 third-year students and 49 social studies teachers across six senior high schools in Kumasi Metropolis. The study found that citizenship education plays a vital role in students' political development and national progress. The study suggested that Civic Education be treated as a separate subject at the senior high level, similar to subjects like Geography and History. This recommendation highlights the need to treat citizenship education with equal importance, especially considering its role in developing responsible and politically aware citizens. Likewise, Kristina and Hasan (2020) emphasized the role of citizenship education in promoting global awareness, cultural sensitivity, and social justice among students.

Link Between Citizenship Training and National Development

Mustapha, Mamudu, Alagbe, and Adedini (2022) looked into the role of Social Studies in citizenship training and how it affects national development. They found that poor or inadequate citizenship training is one major cause of social problems slowing down Nigeria's growth. According to their findings, when Social Studies is properly taught, it helps citizens understand their rights, respect the rule of law, and live by democratic values, all of which support national development. The study recommended that only qualified teachers—those with NCE, degree, master's, or doctoral qualifications in Social Studies—should be allowed to teach the subject. They also advised the Federal Ministry of Education to make Social Studies a compulsory subject at the Senior Secondary level and at least an elective at the tertiary level. This recommendation shows how citizenship education, if properly implemented, can play a key role in improving the country.

Effective Teaching Practices in Citizenship Education

Similarly, Carmen, Priscila, Rosendo, and Laura (2020) focused on how teaching methods can support citizenship education, especially when used by teachers rated as outstanding in Chile. Using an interpretive approach and grounded theory, they analyzed recordings of 45 teachers' classes, totaling 30 chronological hours. Their study revealed that although teachers used different methods, some common features helped students learn about citizenship. These included the teachers' clear intention to educate students as good citizens, creating open and respectful classroom environments, and checking students' understanding through class interactions. Other parts of their teaching varied, such as how they brought in citizenship topics or used different activities to explain ideas.

In **comparison with Mustapha et al. (2022)**, who stressed the need for qualified teachers to improve citizenship learning in Nigeria, **Carmen et al. (2020)** provided real-life classroom examples of how good teaching helps build responsible citizens. Both studies agree on the importance of teaching practices, though from different angles—**Mustapha et al.** focused more on teacher qualifications and subject importance in Nigeria, while **Carmen et al.** focused on classroom practices and methods in Chile.

Identified Gaps and Justification for Current Study

While these studies offer valuable insights into various aspects of citizenship education—such as teacher competence, teaching strategies, curriculum delivery, and community engagement—few have focused specifically on actual classroom practices or student learning outcomes in Nigerian secondary schools. There is also limited research exploring the real-life experiences of Social Studies teachers who implement citizenship education in local Nigerian contexts, such as Ijebu-Ode,

Ogun State. Most of the studies reviewed are either broad in scope or focused on tertiary institutions or foreign communities. This lack of localized and classroom-specific data justifies the need for the present study, which aims to explore the implementation of citizenship education directly through the experiences of secondary school Social Studies teachers in a Nigerian setting. Furthermore, Mustapha et al. (2022) identified the lack of proper citizenship training as a national challenge, but they did not go into detail about how teachers in actual Nigerian classrooms implement Social Studies to tackle this. Similarly, Carmen et al. (2020) analyzed classroom methods, but in the Chilean context. There is still limited research showing the real teaching experiences, methods, and challenges of Nigerian Social Studies teachers, especially in local areas like Ijebu-Ode, Ogun State. This gap makes it necessary to explore how citizenship education is actually being taught in secondary school Social Studies classrooms in Nigeria, using real-life teacher experiences.

Methodology

This study adopted a qualitative case study approach to explore how Citizenship Education is being implemented in the junior secondary school Social Studies curriculum. The sample for the study included three (3) Social Studies teachers from two (2) selected secondary schools within the study area. These two schools were chosen based on their accessibility, willingness to participate, and because they had experienced Social Studies teachers actively teaching Citizenship Education content. The schools also reflected the general teaching environment in Ijebu-Ode, making them suitable for this kind of detailed, small-scale case study.

Through purposive sampling, the three teachers were selected due to their teaching experience and their active involvement with Citizenship Education topics within the Social Studies curriculum. This was important for gathering rich and relevant data from those most familiar with the subject matter.

To collect data, the researcher used an observational schedule checklist. This checklist was designed to guide classroom observations by covering key aspects such as teacher-student interactions, instructional strategies, use of teaching materials, and assessment methods. Specifically, the checklist was structured into four main categories: (1) knowledge delivery, (2) teaching effectiveness, (3) use of instructional resources, and (4) evaluation techniques. Each

category had specific indicators to guide the observer in what to look out for, ensuring the process was organized and consistent across all sessions.

Classroom observations were conducted in a structured manner over multiple sessions. Each of the three teachers was observed during three separate teaching sessions, making a total of nine observation sessions for the study. This repeated observation allowed the researcher to gather consistent information and detect patterns in teaching practices related to Citizenship Education.

During each session, the researcher carefully recorded how the teacher delivered the content, how students responded, what resources were used, and how lessons were evaluated. These observations helped to provide a complete picture of what actually happens during the teaching of Citizenship Education topics in Social Studies.

All participating teachers were informed about the purpose of the study before the observation started. Their full consent was obtained, and they were told clearly that they could withdraw from the study at any time without any negative consequences. The study followed ethical guidelines as required by educational institutions and research ethics committees, ensuring respect for the teachers' professional roles and personal dignity.

For data analysis, thematic analysis was used to organize and interpret the observation data. Patterns and themes were identified based on the recurring behaviors and strategies seen during the classroom observations. To support the accuracy and organization of this analysis, manual coding was used. While no qualitative data analysis software (like NVivo or ATLAS.ti) was applied, the coding was done systematically by hand to capture the key themes and maintain transparency in the analysis process.

Results

Research Question One: What is the level of Social Studies Teachers' knowledge and understanding of the Citizenship Education content?

Table 1: Thematic Analysis of the level of knowledge and understanding of the Citizenship Education content

Teacher	CK	DSMK	BSMK	CuK	PCK	KCEI	HCK	CEK	Total Score
Participant 001 (JSS 1) - Obs 1	4	4	4	3	-	4	2	4	25
Participant 002 (JSS 1) - Obs 2	4	3	3	3	4	3	2	3	25
Participant 002 (JSS 2A) - Obs 1	3	4	4	4	3	3	3	4	28

Participant 002 (JSS 2B) - Obs 2	3	3	4	3	4	3	3	4	27
Participant 003 (JSS 2B) - Obs 1	4	4	4	4	4	4	4	4	32
Participant 003 (JSS 2A) - Obs 2	4	4	4	4	4	4	4	4	32
Av. Score	3.67	3.67	3.83	3.5	3.8	3.5	3	3.83	28.17

Decision rule: 1.00-13.00 score (low), 14.00-26.00 score (moderate), 27.00-40.00 score (high)

NOTE: *CK* = Content Knowledge; *DSMK* = Depth of Subject Matter Knowledge; *BSMK* = Breadth of Subject Matter Knowledge; *CuK* = Curriculum Knowledge; *PCK* = Pedagogical Content Knowledge; *KCEI* = Knowledge of Current Events and Issues; *HCK* = Historical Context Knowledge; *CEK* = Civic Engagement Knowledge

The results indicate that Social Studies teachers generally possess a solid foundation in Citizenship Education, demonstrating both breadth and depth of content knowledge, as well as familiarity with curriculum design and pedagogical strategies. Many teachers effectively incorporate current events and promote civic engagement, which are critical for nurturing active citizenship in students. However, based on the adopted decision rule—where scores from 1.00 to 13.00 indicate low knowledge, 14.00 to 26.00 moderate, and 27.00 to 40.00 high—the overall average score places teachers in the moderate knowledge category. This suggests that, while some strengths are evident, there remains room for improvement in teachers’ mastery and delivery of Citizenship Education content.

Hence, there is moderate level of knowledge and understanding of the Citizenship Education content among Social Studies teachers.

Research Question Two: How effective is the Social Studies Teachers’ classroom teaching about Citizenship Education content?

Table 2: Thematic Analysis of effect of classroom teaching about citizenship education content

Teacher	IoC	MC	SIL	CD	LPP	CM	IC	AF	CKA	Total Score
Participant 001 (JSS 1) - Obs 1	4	4	4	4	4	5	4	3	3	35
Participant 002 (JSS 1) - Obs 2	2	3	4	3	4	3	3	3	3	28
Participant 002 (JSS 2A) - Obs 1	2	3	4	3	2	3	3	3	3	26
Participant 002 (JSS 2B) - Obs 2	2	3	4	3	2	3	3	3	3	26
Participant 003 (JSS 2B) - Obs 1	4	5	5	4	4	4	4	4	4	38
Participant 003 (JSS 2A) - Obs 2	4	5	5	4	4	4	4	4	4	38

NOTE: *IoC* = Introduction of Content; *MC* = Mastery of Content; *SIL* = Students’ Involvement in Lesson; *CD* = Content Delivery; *LPP* = Lesson Planning and Preparation; *CM* = Classroom Management; *IC* = Instructional Clarity; *AF* = Assessment and Feedback; *CKA* = Content Knowledge Application

Result shows that Participant 003 stands out as the most effective teacher, with consistently high scores across all dimensions, leading to the highest total scores (38). Participant 001 shows good overall effectiveness in the first observation but a significant drop in the second, with total scores of 35 and 28, respectively. Participant 002 consistently scores lower, indicating a need for improvement in several areas, particularly in content introduction and lesson planning, with total scores of 26 in both observations, which also implies that while Participant 003 excels in teaching Citizenship Education content, both Participants 001 and 002 have areas needing improvement, particularly in content introduction, clarity, and feedback. Enhancing these areas could lead to more effective teaching and better student engagement and understanding in Citizenship Education. Hence, the effectiveness of classroom teaching in Citizenship Education is mixed, with some teachers excelling while others struggle with certain aspects of instruction.

Research Question Three: How effective is the Social Studies Teachers in the usage of instructional resources in teaching Citizenship Education content?

Table 3: Thematic Analysis of effect of the use of instructional resources in teaching citizenship education content

Teacher	QA	AR	VR	EI	ALG	AF	IRU	SFR	EM	Total Score
Participant 001 (JSS 1) - Obs 1	1	1	1	1	1	1	1	1	1	9
Participant 002 (JSS 1) - Obs 2	1	1	1	1	1	1	1	1	1	9
Participant 002 (JSS 2A) - Obs 1	2	4	1	3	3	2	3	3	2	23
Participant 002 (JSS 2B) - Obs 2	2	4	1	3	3	2	3	3	2	23
Participant 003 (JSS 2B) - Obs 1	3	3	1	3	3	3	4	2	3	25
Participant 003 (JSS 2A) - Obs 2	3	3	1	3	3	3	4	2	3	25

NOTE: *QA* = Quality and Accessibility; *AR* = Appropriateness and Relevance; *VR* = Variety of Resources; *EI* = Effectiveness and Integration; *ALG* = Alignment with Learning Goals; *AF* = Adaptation and Flexibility; *IRU* = Innovation in Resource Use; *SFR* = Student Feedback on Resources; *EM* = Engagement and Motivation

Result shows that the use of instructional resources in teaching Citizenship Education content is generally ineffective among most observed participants. Participant 003 showed moderate effectiveness with some innovation and alignment with learning goals. However, there is a notable lack of variety and poor quality of resources across all participants. Significant improvements are needed, particularly in diversifying and effectively integrating instructional materials to enhance student engagement and motivation.

Hence, the use of instructional resources in teaching Citizenship Education content is generally ineffective across the board.

Research Question Four: How adequate are the learning resources used for teaching Citizenship Education by Social Studies Teachers?

Table 4: Thematic Analysis of adequacy of learning resources used

Teacher	Com	UC	RoC	U-F	CRS	SDI	IT	Total Score
Participant 001 (JSS 1) - Obs 1	1	2	1	1	1	1	1	8
Participant 002 (JSS 1) - Obs 2	1	1	1	1	1	1	1	7
Participant 002 (JSS 2A) - Obs 1	2	2	3	3	2	2	1	15
Participant 002 (JSS 2B) - Obs 2	2	2	3	3	2	2	1	15
Participant 003 (JSS 2B) - Obs 1	2	3	3	3	3	4	1	19
Participant 003 (JSS 2A) - Obs 2	2	3	3	3	3	4	1	19

NOTE: *Com* = Comprehensiveness; *UC* = Up-to-date Content; *RoC* = Relevance of Curriculum; *U-F* = User-Friendliness; *CRS* = Cultural Relevance and Sensitivity; *SDI* = Support for Differentiated Instruction; *IT* = Integration of Technology

Result shows that the adequacy of learning resources used in teaching Citizenship Education is generally poor. Participant 001 consistently scored the lowest across all dimensions, highlighting significant inadequacies. Participant 002 showed some improvements in relevance to the curriculum and user-friendliness but still lacked comprehensive and up-to-date content. Participant 003 performed better, particularly in differentiated instruction and up-to-date content, but there is a consistent lack of technological integration across all participants.

Hence, the adequacy of learning resources used in teaching Citizenship Education content is generally insufficient.

Research Question Five: What are the evaluation procedures employed by Social Studies teachers to assess the students' comprehension of Citizenship Education contents?

Table 5: Thematic Analysis of evaluation procedure

Teacher	ALO	VAM	AA	SIE	URCC	FQT	IF	SPM	Total Score
Participant 001 (JSS 1) - Obs 1	3	3	3	4	3	3	2	4	25
Participant 002 (JSS 1) - Obs 2	3	4	4	4	3	3	3	4	28
Participant 002 (JSS 2A) - Obs 1	3	2	4	4	3	2	3	4	25
Participant 002 (JSS 2B) - Obs 2	3	2	4	4	3	2	3	4	25
Participant 003 (JSS 2B) - Obs 1	5	4	4	3	4	3	2	2	27
Participant 003 (JSS 2A) - Obs 2	5	4	4	3	4	3	4	4	31

NOTE: *ALO* = Alignment with Learning Objectives; *VAM* = Variety of Assessment Methods; *AA* = Authenticity of Assessments; *SIE* = Student Involvement in Evaluation; *URCC* = Use of Rubrics and Clear Criteria; *FQT* = Feedback Quality and Timeliness; *IF* = Inclusivity and Fairness; *SPM* = Student Performance Monitoring

Table 5 shows that the evaluation procedures employed by Social Studies teachers to assess the students' comprehension of Citizenship Education contents exhibit moderate effectiveness. While alignment with learning objectives and authenticity of assessments are generally strong, the variety of assessment methods and the inclusivity and fairness of evaluations vary significantly among teachers. Student involvement in the evaluation process is high, but the use of clear rubrics and criteria, along with the quality and timeliness of feedback, needs improvement.

Discussion of Findings

The findings revealed a moderate level of knowledge and understanding of the Citizenship Education content among Social Studies teachers. The results further indicated that these teachers generally had a strong foundation in both the depth and breadth of civic education knowledge, along with a good understanding of the curriculum and teaching strategies. Most of them were able to bring in current events and focus on civic engagement, which are important for helping students become active citizens. Several authors support the finding that Social Studies teachers possess a moderate level of understanding of Citizenship Education. For example, Jerome and Lalor (2018) explained that a strong foundation in content knowledge and pedagogy is essential for effective teaching. In the same line, Bosio (2021) highlighted that teachers who bring current events and civic discussions into their lessons help improve students' civic understanding and participation. Bosio and Waghid (2022) also noted the importance of connecting curriculum content to real-world issues, which encourages students to become more active citizens. Additionally, Eliyahu-Levi and Ganz-Meishar (2020) pointed out that teachers with a solid grasp of Citizenship Education can help students better understand democratic values and civic duties. All these views show that even though teachers' knowledge is at a moderate level, their strong content base and effective teaching methods play a key role in building responsible and informed citizens.

The results also indicated that the classroom teaching of Citizenship Education varied in quality. While some teachers taught the subject effectively, others faced challenges with areas like presenting content clearly, organizing lessons, and giving useful feedback. To make overall teaching better, improvements are needed in how content is introduced, how clearly teachers explain things, and how they respond to students. Although a few classrooms showed strong teaching, there is still a need for professional training to ensure all teachers can teach Citizenship Education effectively. Many researchers also pointed out this mixed level of teaching effectiveness,

which matches the findings of this study. For example, Espino et al. (2020) discussed how differences in teachers' teaching knowledge can cause inconsistency in how well Citizenship Education is taught. Similarly, Etikan (2016) stated that professional development is important for improving teaching, especially in areas like giving feedback and making lessons clear. On the other hand, Gardner and Palmer (2018) explained that some teachers are very good at getting students involved, while others lack the needed skills to introduce topics well or give timely feedback. These differences show why targeted support and training are important for improving how Citizenship Education is taught in schools.

The findings also showed that the use of instructional resources for teaching Citizenship Education was generally poor among all observed teachers. The main problems included a lack of creativity in using materials, failure to adjust resources to suit student needs, and little or no feedback from students on how helpful the materials were. Although there were a few signs of good practices, in general, instructional resources were not being used effectively to support learning in this subject. Many authors back up this finding. For instance, Ezech, Nwobodo, and Ishiwu (2021) explained that teachers often don't use innovative ways to include technology and other teaching tools in their lessons. Ipole, Agba, and Okpa (2018) added that if teachers don't adjust instructional materials to fit their classroom needs, it can negatively affect student engagement and learning. Also, Ishola and Falobi (2018) pointed out that without student feedback, teachers won't know if the materials are working or not. Meanwhile, Jeronen, Palmberg, and Yli-Panula (2017) argued that teaching tools have the power to improve learning if used the right way. Despite this potential, many teachers are still not using available resources effectively, which means they are missing chances to make Citizenship Education more interesting and useful for students.

The study showed that the adequacy of learning resources used in teaching Citizenship Education content is generally insufficient. Across multiple dimensions such as comprehensiveness, up-to-date content, relevance to the curriculum, and user-friendliness, the resources consistently scored low. This indicates a significant need for improvement. Cultural relevance and sensitivity were moderately addressed, but there remains a notable lack of support for differentiated instruction and integration of technology, which are crucial for engaging diverse learners effectively. Although there were some instances of moderate performance, the overall effectiveness of the instructional resources is lacking. However, several researchers support the finding that the adequacy of learning resources for teaching Citizenship Education is often insufficient. For example, Suchita, Gupta,

Devi, Pal and Mahajan (2023) argue that educational resources frequently fail to meet modern curricular demands, resulting in outdated or irrelevant materials. Additionally, Voogt (2017) emphasizes that effective teaching relies heavily on the quality and relevance of resources, highlighting that inadequate resource limits instructional effectiveness. Similarly, Voogt (2018) point out that a lack of comprehensive and user-friendly materials hinders educators' ability to deliver engaging lessons. Although some resources address cultural relevance, as noted by Foulger, Graziano, Schmidt-Crawford and Slykhuis (2017), the absence of support for differentiated instruction and technology integration remains critical.

The study provided a comprehensive analysis of the evaluation procedures used by Social Studies teachers in teaching Citizenship Education in secondary schools, revealing a moderate level of effectiveness in these practices. Teachers generally align their assessments with learning objectives and incorporate authentic assessments, which are strengths in their approach. However, the variety of assessment methods is somewhat limited, restricting the breadth of student evaluation. While students are highly involved in the evaluation process, indicating an interactive approach, the use of rubrics and clear assessment criteria is only moderately implemented. Feedback to students is timely but lacks the depth and constructiveness necessary to guide further learning. Furthermore, inclusivity and fairness in evaluations vary across teachers, suggesting inconsistent application of these principles. Monitoring of student performance also shows variability, with some teachers demonstrating greater diligence than others. These observations align with existing research; for example, Cohen (2017) emphasizes the importance of aligning assessments with learning objectives to improve student outcomes, a practice that was evident in this study. However, Cohen also advocates for a broader range of assessment strategies to fully capture student understanding, which is a limitation highlighted in the current study. The findings are also supported by Gindi, Sagee, and Gilat (2021), who stress the importance of using clear rubrics to provide constructive feedback. The study's observation that rubrics are only moderately applied reflects this need. Moreover, the high level of student involvement in the evaluation process resonates with the interactive approach suggested by Carmen, Priscila, Rosendo, and Laura (2020). However, the observed variability in performance monitoring and adherence to inclusivity principles indicates areas in need of further improvement in teaching practices.

Conclusion

In conclusion, Social Studies teachers exhibit a moderate level of knowledge and understanding of Citizenship Education. While many demonstrate a solid grasp of the curriculum and apply effective teaching strategies—particularly in integrating current events and promoting civic engagement—there are notable inconsistencies in instructional practices. Variability in content delivery and instructional clarity underscores the need for targeted professional development aimed at enhancing teachers' capacity to present complex concepts in more engaging and accessible ways. Additionally, the study highlights significant shortcomings in the use of instructional resources. Many teachers face challenges in adapting materials to address students' diverse learning needs, with limited feedback mechanisms to assess the effectiveness of these resources. Instructional materials often lack comprehensiveness, relevance, and ease of use. Although some efforts are made to ensure cultural relevance, substantial gaps persist in the areas of differentiated instruction and the integration of digital technologies—indicating critical areas for pedagogical improvement. Finally, while evaluation practices were found to be moderately effective, they remain constrained by limited diversity in assessment methods and a lack of clearly defined criteria. Strengthening assessment strategies to ensure fairness, inclusivity, and accurate measurement of student learning outcomes is essential for advancing the quality of Citizenship Education.

Recommendations

Based on the findings of the study, the following recommendations were suggested:

1. Schools and educational authorities should provide ongoing training and workshops for teachers to enhance their understanding and instructional practices in Citizenship Education.
2. Teachers should be encouraged to adopt innovative and varied instructional resources that better engage students and meet diverse learning needs, promoting creativity in lesson planning.
3. Educational authorities should invest in developing and providing high-quality, up-to-date learning resources that are comprehensive, user-friendly, and culturally relevant for Citizenship Education.
4. Teachers should integrate technology into their lessons to make Citizenship Education more interactive and relevant, helping students connect with current events and civic issues.
5. Educators should develop and consistently use clear rubrics and assessment criteria to ensure transparency and fairness in evaluations of student performance.

6. Social Studies teachers should actively seek and incorporate student feedback regarding instructional resources and teaching methods to improve engagement and effectiveness. They should also employ a variety of assessment methods beyond traditional tests to provide a broader evaluation of student understanding and engagement in Citizenship Education.
7. Schools should provide resources and training to support teachers in implementing differentiated instruction strategies, ensuring all students' diverse learning needs are met.

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