

QUALITY ASSURANCE PRACTICE AND INSTRUCTIONAL DELIVERY AMONG SECONDARY SCHOOL CIVIC EDUCATION TEACHERS IN KADUNA STATE, NIGERIA

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ABSTRACT: *This study assessed Quality Assurance Practice and Instructional Delivery among Secondary School Civic Education Teachers in Kaduna State, Nigeria. Four objectives, questions and null hypotheses each guided the study. The study population was all Civic Education teachers in junior secondary schools in Kaduna state. There are one thousand and eleven (1011) Civic Education Teachers in Kaduna State, out of which a sample of three hundred and twenty-five (325) was selected through purposive and proportionate sampling techniques. Self developed questionnaire titled “Quality Assurance Practices in Instructional Delivery among Civic Education Teachers” (QAPIDCET) was used as instrument for data collection. Mean and standard deviation were used to present the descriptive data, while the null hypotheses developed were tested using Chi-Square test of independent sample at 0.05 level of significance. The study found, significant positive relationship between the mean scores of male and female Civic Education teachers on adherence to Federal Inspectorate Services (FIS) guidelines on planning of instruction and delivery of instruction. Also, significant positive relationship between the mean scores of urban and rural Civic Education teachers on adherence to FIS guidelines on management of instruction (Classroom Management), while no significant relationship was found between the mean scores of urban and rural Civic Education teachers on adherence to FIS guidelines on evaluation of instruction in secondary schools in Kaduna State. Based on these findings, the study recommended that, the school principals should emphasize internal supervision of instruction in order to ensure that, learning activities specified in the curriculum are considered when writing the lesson plan for Civic Education; Civic Education teachers should endeavour to paid attention to learners’ needs in the course of instruction. This will help to solve learning problems of junior secondary school students in Kaduna state among others.*

KEYWORDS: Quality Assurance Practice, Instructional Delivery & Civic Education Teachers

INTRODUCTION

Secondary education helps to sustain economic development by preparing students for the world of work. The quality of education at this level is important because it affects the trainability of youths and has implications for the relevance of education. It is at this level of education that diversified curriculum is needed to cater for the differences of talents disposition, opportunities and future roles of students. Secondary schools in Nigeria are also expected to inculcate in students democratic values and encourage qualitative participation of

the average Nigerian in the governance process (Federal Ministry of Education, 2007, Adeniran, Laolu & Ayotola, 2016; Chidobi & Eze, 2016).

Teachers are very crucial to the success of this bold initiative. Theirs is to inculcate the right kind of values through effective teaching of Civic Education. However, its successful implementation has been limited or restrained by lack of effective instructional delivery and consequently affects students' learning experience, subject mastery and performance in the subject. One of the solutions to this problem could come in the form of quality assurance practice with regards to instructional delivery. This is why the Federal Ministry of Education produced a document named: Quality Assurance Instrument for Basic and Secondary Education in Nigeria in order to ensure and maintain quality in Civic Education at the secondary school level (Chidobi & Eze, 2016).

The Federal Inspectorate Service (FIS) of the Federal Ministry of Education (which is the inspectoral agency for secondary schools in Nigeria and Kaduna state in particular) has a manual which serves as a benchmark that guides secondary school teachers in Nigeria in carrying out assured quality instructional delivery. The successful implementation of quality assurance measures in secondary schools however, is a function of how well public secondary schools in Kaduna State are guided by this manual in their quality assurance practices. According to the Federal Inspectorate Service (2010), the quality assurance practices to be carried out in basic and secondary education levels in Nigeria and particularly Kaduna State include: effective teaching and learning; provision of relevant curriculum; adequate provision of infrastructural facilities; effective school management and leadership; provision of learners' welfare needs; and maintenance of effective school-community relationship. In order to get this done, the Kaduna State Government under His Excellency Mallam Nasir Ahmad El-Rufai has established Quality Assurance Board that is charged with the responsibility of providing "quality education at all levels for self-reliance and sustainable development" to citizens of the state (Kaduna State Ministry of Education Science and Technology, 2016 & Caleb, 2018). This is based on the fact that, providing education that meets the needs of the 21st century learners in terms of positive values, attitudes and skills development through Civic Education curriculum to a larger extent depends on the implementation of Federal Inspectorate Service (FIS) guidelines for quality planning, delivery, supervision, monitoring and evaluation instructions by teachers and Educational Administrators in the state.

Clarification of Terms

According to Odebumi in Ifedili and Ofa (2015) a teacher is one who is resourceful, has a good sense of humours, possesses sound knowledge of human psychology, communicates effectively and shows interest in the welfare of the students; he guides and motivates and is patient, tolerable, flexible in his ways, fair in his judgments and firm in his discipline. There are two schools of thought based on Watty's (2003) definition of quality assurance. The first attaches' quality to a context and as a consequence, quality becomes meaningful. For example, references to the quality of assessment, student intake, academic programmes, teaching and learning, the student experience and programme designs are not uncommon. A second way of thinking about quality assurance relates to a stakeholder-specific meaning. Here, quality assurance is being considered, having regard to a variety of stakeholders with an interest in education, each having the potential to think about quality in different ways. Also, Sofowora (2010) described quality assurance as a mechanism used to evaluate the efficiency and appropriateness of teaching and learning in schools so as to ensure the delivery

of high quality education. Quality assurance practice therefore, involves setting attainable standards for instructional delivery process, organizing teaching and learning activities so that education objectives are achieved.

On the other hand, 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. It is vital to state that a free society must ultimately depend on its citizens, and that the way to infuse the people with the necessary qualities is through civic education. This is why it is also seen as the study of how man could become effective quality citizens in the society as well as how government works and functions.

Moreover, instruction delivery refers to any specifiable means of controlling or manipulating a sequence of events to produce the required modification of behavior through learning (Anyagwu, 2012; Ebeniza & Ukegbu, 2015). Instructional delivery embraces all human interactive skills employed by the teacher to promote/facilitate learning in the classroom situation thereby leading to improved performance on the part of the learner. It is a process in which teachers apply repertoire of instructional strategies to communicate and interact with the learners around academic content, and to support student engagement for better learning outcome (Onwuagboke, Singh & Fook, 2015). The characteristics of effective instruction can be represented in four groups: planning instruction; managing instruction; delivering instruction and evaluating instruction (What Are the Components of Effective Instruction, 2006). This four components of instruction form the variables explored in this study.

LITERATURE REVIEW

The attainment of the objectives of civic education in Nigerian schools depends to a large extent on the effective implementation and teaching of civic concepts. Especially, the qualities, competence and knowledge of secondary school teachers on civic matters and concepts are of great significant to the attainment of national objectives (Adu & Olatundun, 2007; Ali 2009; Akinsolu 2010; Ali, Hayatu & Badau, 2015). Also, Alimi and Akinfolarin (2012) and Usman (2015) admitted that in Nigeria, Secondary Schools, irrespective of their location (urban or rural) and ownership (public or private) are expected to function in compliance with the achievement of the national education objectives, and consequently aspire to brilliant performance in the final examination. As -such, students' performance greatly depends on the quality of instruction and education they have gained in school.

Study conducted by Igbo (2002) found that the quality of student learning was directly related to the quality of classroom instruction. Also, Kinutai and Zachariah (2012) study found positive correlation was found between the instructional supervision and students' academic performance. The quality of classroom delivery will depend on the knowledge, preparation of the lesson and motivation of the teacher which can be influenced positively by the supervisory performance of the school administrator.

A study conducted by Ayeni (2011) found significant relationships between teachers' qualifications and instructional task performance, and between teachers' teaching experience and instructional task performance. The study concluded that teachers' instructional task performance can be enhanced with a good qualification and experience in teaching, while the

challenges that teachers face in the tasks of instructional inputs and curriculum delivery require effective capacity development during service, so as to improve the quality of teaching in secondary schools and the overall quality of the education system. Quek, Wong and Fraser (2002) found that, teachers' gender often has an influence on their classroom instructional delivery especially when using electronic media in teaching. Tatro in Opataye (2012) study revealed that gender of teachers predicted their readiness and involvement in information technology in assessing and changing pupils' behaviours. The perception and readiness of e-learning by these teachers therefore might likely be affected by their gender.

Martin and Yin in Igbinoba and Marvelous (2015) study which found that urban teachers were significantly more interventionist than rural teachers in terms of learners' management. Study by Onyekuru and Ibegbunam (2013), revealed no significant difference in the teaching effectiveness between male and female teachers. Also, Weller (2007), Egwu, (2009) and Onuma (2016) separate findings confirmed that instructional supervision is a fundamental component of instructional leadership of the principal and the principal's role is imperative to improving instruction. If schools are to achieve set educational objectives, the principals should not allow other daily activities to interfere with the classroom supervision functions, given that the operations of the school enterprise lies within the classroom environment and all other activities are supportive; school principals are considered first and foremost to be internal school supervisors of instruction. Akpan in Onyekuru and Ibegbunam (2013) study which found that age, sex, marital status, rurality or urbanity did not relate significantly with the effectiveness of the teachers.

Literature abounds on quality assurance and instructional delivery among teachers in different localities and in diverse fields. However, quality assurance practice as regards to instructional delivery in Civic Education in Junior Secondary School (JSS), Kaduna state has not been explored. In other words, the rationale for this study is to find out how instructional delivery in Civic Education meets the Federal Inspectorate Services (FIS) guidelines for achieving quality learning that can foster the inculcation of values of patriotism, discipline, religious tolerance, dignity of labour, integrity, hard work and dedication as elements of good citizenship amongst secondary school students for national transformation and integration in the State.

Statement of the Problem

The inclusion of Civic Education in the curriculum and elevation to the status of a compulsory subject to all students in Nigerian secondary schools with the aim of inculcating those values, attitudes and skills that will enable the learners to live patriotic and democratic lives and contribute meaningfully to the progress of the nation, indicate that, Civic Education is a subject that can stand test of time. Despite the teaching of Civic Education in secondary school in Kaduna State, some students still engage in antisocial behaviours, examination malpractice, indiscipline, bullying behaviours and violence among others which is a clear indication that the subject is yet to achieve its goals for introduction and this could be attributed to poor instructional delivery, poor supervision, inadequate teaching and learning materials among others. It is against this backdrop that, this study sought to assess the extent to which male and female Civic Education teachers adhere to quality assurance practices of the Federal Inspectorate Services (FIS) benchmark on instructional delivery in urban and rural secondary schools in Kaduna State.

Objectives of the Study

The study sought to;

- i. find out the extent to which Civic Education teachers by gender adhere to Federal Inspectorate Services (FIS) guidelines on planning of instruction in secondary schools in Kaduna State.
- ii. assess the extent to which Civic Education teachers by location adhere to Federal Inspectorate Services (FIS) guidelines on management of instruction (Classroom Management) in secondary schools in Kaduna State.
- iii. find out the extent to which Civic Education teachers by gender adhere to Federal Inspectorate Services (FIS) guidelines on delivery of instruction in secondary schools in Kaduna State.
- iv. assess the extent to which Civic Education teachers by location adhere to Federal Inspectorate Services (FIS) guidelines on evaluation of instruction in secondary schools in Kaduna State.

Research Questions

The following research questions were formulated to guide the study:

- i. To what extent do male and female Civic Education teachers adhere to Federal Inspectorate Services (FIS) guidelines on planning of instruction in secondary schools in Kaduna State?
- ii. To what extent do urban and rural Civic Education teachers adhere to Federal Inspectorate Services (FIS) guidelines on management of instruction (Classroom Management) in secondary schools in Kaduna State?
- iii. Do male and female Civic Education teachers adhere to Federal Inspectorate Services (FIS) guidelines on delivery of instruction in secondary schools in Kaduna State?
- iv. To extent do urban and rural Civic Education teachers adhere to Federal Inspectorate Services (FIS) guidelines on evaluation of instruction in secondary schools in Kaduna State?

Null Hypotheses

The study tested the following null hypotheses at $p \leq 0.05$:

- i. There is no significant relationship between the mean scores of male and female Civic Education teachers on adherence to Federal Inspectorate Services (FIS) guidelines on planning of instruction in secondary schools in Kaduna State.
- ii. There is no significant relationship between the mean scores of urban and rural Civic Education teachers on adherence to Federal Inspectorate Services (FIS) guidelines on management of instruction (Classroom Management) in secondary schools in Kaduna State.

- iii. There is no significant relationship between the mean scores of male and female Civic Education teachers on adherence to Federal Inspectorate Services (FIS) guidelines on delivering of instruction in secondary schools in Kaduna State.
- iv. There is no significant relationship between the mean scores of urban and rural Civic Education teachers on adherence to Federal Inspectorate Services (FIS) guidelines on evaluation of instruction in secondary schools in Kaduna State.

METHODOLOGY

Research Design

The study employed descriptive survey to assess the extent to which Civic Education Teachers adhere to Federal Inspectorate Services (FIS) guidelines on planning of instruction, managing instruction, delivery of instruction and evaluation of instruction secondary schools in Kaduna State, Nigeria.

Population of Study

The population of the study consists of all Civic Education teachers in junior secondary schools in Kaduna State. There are one thousand and eleven (1011) Civic Education Teachers in the State Annual School Census 2016/2017, Universal Basic Education Board, Kaduna State. Out of which five hundred and ninety-eight (598) were male, while hundred and thirteen (413) were female. Similarly, five hundred and eighty-six (586) were in urban schools, whereas four and twenty-six (426) were in rural secondary schools.

Sample and Sampling Technique

Out of the population of one thousand and eleven (1011) a sample of two hundred and ninety-one (291) based on the recommended sample distribution table of Research Advisory (Wassa.net, 2010) which were selected through the use of purposive and proportionate sampling techniques. For the purpose of increased representation 34(10.5 %) was added to the above minimum sample size given by Wassa Net to make it 325. This took care of other unavoidable errors such as incorrect filing and failure of some respondents to return the questionnaire.

Instrumentation

Self developed questionnaire titled “Quality Assurance Practices in Instructional Delivery among Civic Education Teachers” (QAPIDCET) was used as instrument for data collection. The instruments were developed based on modified 4-point scale; presented as Very High Extent (VHE), 4 points; High Extent (HE), 3 points; Low Extent (LE), 2 points; Very Low Extent (VLE), 1 point.. The instruments were validated by senior lecturers in department of Arts and Social Science Education and Educational Foundation and Curriculum in A.B.U, Zaria.

In order to establish the reliability of the instruments, 50 copies of the questionnaire was administered to Civic Education and Social Studies teachers in Kano state who were not part of the study, while test-retest method and Cronbach alpha were used and reliability coefficient of .83 was obtained which was considered satisfactory for the instrument. Mean

and standard deviation were used to present the data descriptively and a mean of 2.5 and above was analyzed as High Extent (HE), while below 2.5 as Low Extent (LE). More so, the null hypotheses developed were tested using Chi-Square test of independent sample at 0.05 level of significance.

RESULTS/ FINDINGS

A total of three hundred and twenty- five (325) questionnaires were distributed to participants, out of which three hundred and six (306) was retrieved and was used for the descriptive and inferential analyses.

Research Question One: To what extent do male and female Civic Education teachers adhere to Federal Inspectorate Services (FIS) guidelines on planning of instruction in secondary schools in Kaduna State? This research question was answered using descriptive statistics of mean and standard deviation. The summary of the analysis is presented in Table 1.

Table 1: Extent of which Male and Female Civic Education Teachers adhere to Federal Inspectorate Services (FIS) guidelines on planning of instruction in Secondary Schools

S/N	Item Statement	Male			Female		
		Mean	S.D	Dec.	Mean	S.D	Dec
1	Civic education teachers have broad knowledge and understanding of the subject matter and themes in the curriculum.	2.56	.47	HE	2.58	.41	HE
2	Learning outcomes are not spelt out clearly in the lesson plans.	1.98	.94	LE	2.13	.92	LE
3	Use, appropriateness and availability of textbooks for writing lesson plans in Civic Education.	3.12	.38	HE	3.08	.40	HE
4	Lessons are planned in such a way that learners acquire new knowledge and skills to develop ideas.	3.05	.31	HE	3.10	.36	HE
5	Learners' previous knowledge is not linked to new knowledge.	2.17	.88	LE	2.21	.79	LE
6	Scheme of work for Civic Education is not drawn from the National Curriculum.	1.78	.71	LE	1.71	.76	LE
7	Learning activities specified in the curriculum are considered when writing the lesson plan.	2.30	.67	LE	2.33	.53	LE
8	Civic Education curriculum is broad and caters for the interest, aptitudes and particular needs of learners.	3.19	.26	HE	3.23	.22	HE
	Cumulative Mean	2.52			2.55		

Table 1 presented the analysis of Civic Education teachers on extent to which they adhere to FIS guidelines on planning of instruction. The result showed that, both male and female Civic Education teachers to a high extent were found to adhere to item 1, 3, 4 and 8, while adhere

to a low extent to 2, 5, 6 and 7. In other words, male and female Civic education teachers to high extent have broad knowledge and understanding of the subject matter and themes in the curriculum, similar the Scheme of work for Civic Education is drawn from the National Curriculum; learning outcomes are spelt out clearly in the lesson plans; use, appropriateness and availability of textbooks for writing lesson plans; learners' previous knowledge is linked to new knowledge plan lessons in such a way that learners acquire new knowledge and skills to develop ideas which caters for the interest, aptitudes and particular needs of learners. However, to high extent, learning activities specified in the curriculum are not considered when writing the lesson plan. The cumulative mean of items in the table for male Civic Education teachers was 2.52, while that of female Civic Education teachers was 2.55 which was greater than 2.50. Also, the standard deviation of all the items was less than 1.00, which was a lower value, meaning that both male and female Civic Education teachers in junior secondary schools that participated in the study had alike views in most of the items presented in table 1.

Research Question Two: To what extent do urban and rural Civic Education teachers adhere to Federal Inspectorate Services (FIS) guidelines on management of instruction (Classroom Management) in secondary schools in Kaduna State? This research question was answered using descriptive statistics of mean and standard deviation. The summary of the analysis is presented in Table 2.

Table 2: Extent to which Civic Education teachers adhere to Federal Inspectorate Services (FIS) guidelines on management of instruction in secondary schools

S/N	Item Statement	Urban Teachers			Rural Teachers		
		Mean	S.D	Dec.	Mean	S.D	Dec.
9	Civic Education teachers use positive methods of classroom discipline.	2.68	.37	HE	2.59	.42	HE
10	Time is well managed by Civic Education teachers to help learners make progress.	3.12	.28	HE	3.19	.26	HE
11	Greater effort is expended in developing students' behaviours.	2.28	.79	LE	2.33	.81	LE
12	Most students are left behind in learning.	2.32	.88	LE	2.11	.92	LE
13	Frequency of supervision and monitoring of lesson activities by Principal / Supervisors.	2.27	.73	LE	2.19	.85	LE
14	Attention is not paid to individual learners' needs and as such have difficulty coping.	3.44	.22	HE	3.38	.31	HE
15	Chalk board/ marker board are used effectively.	3.38	.18	HE	3.29	.21	HE
16	A good pace is maintained throughout the lesson.	3.10	.23	HE	3.03	.26	HE
	Cumulative Mean	2.82			2.76		

Table 2 showed the mean and standard deviation of urban and rural Civic Education teachers on extent to which they adhere to FIS guidelines on management of instruction. The result showed that, both urban and rural Civic Education teachers to a high extent were found to adhere to item 9, 10, 14, 15 and 16, while items 11, 12 and 13 were low in practice. Put simple, urban and rural Civic education teachers to high extent use positive methods of classroom discipline. Also, time, chalkboard/ maker board is well managed in order to maintain good pace throughout the lesson so that learners are not left behind during instruction. Though, greater effort is not expended in developing students' behaviours such that, attention is not paid to individual learners' needs and this make the students to have

difficulty coping, which would have emanated from lack of frequent supervision and monitoring of lesson activities by principal and supervisors. The cumulative mean of items in the table for urban Civic Education teachers was 2.82, while that of rural Civic Education teachers was 2.76 which was greater than 2.50. Also, the standard deviation of all the items was less than 1.00, which was a lower value, meaning that both urban and rural Civic Education teachers in junior secondary schools that participated in the study had similar views in most of the items presented in table 2.

Research Question Three: Do male and female Civic Education teachers adhere to Federal Inspectorate Services (FIS) guidelines on delivery of instruction in secondary schools in Kaduna State? This research question was answered using descriptive statistics of mean and standard deviation. The summary of the analysis is presented in Table 3.

Table 3: Extent to which Civic Education teachers adhere to Federal Inspectorate Services (FIS) guidelines on delivery of instruction in secondary schools

S/N	Item Statement	Male Teachers			Female Teachers		
		Mean	S.D	Dec.	Mean	S.D	Dec.
17	The quantity of instructional materials in the school on Civic Education does not meet the needs of the curriculum.	3.45	.21	HE	3.36	.26	HE
18	Cooperative learning is encouraged.	2.27	.78	LE	2.21	.89	LE
19	In Civic Education classes, learners' proficiency in the language of instruction (oral and written) is taken into consideration.	2.96	.33	HE	2.91	.36	HE
20	Civic Education classes do not give learners opportunities to participate and take on extra responsibilities.	2.33	.73	LE	2.56	.47	HE
21	Use of ICT facility is encouraged.	1.76	.86	LE	1.58	.72	LE
22	Topics in Civic Education require students to make inquiry outside the school.	2.88	.36	HE	2.79	.32	HE
23	Civic Education Teachers use relevant teaching materials and different teaching methods for effective learning.	2.63	.31	HE	2.65	.29	HE
24	Teaching materials do not match the learners' level.	2.41	.88	LE	2.38	.81	LE
	Cumulative Mean	2.59			2.56		

Table 3 showed the mean and standard deviation of male and female Civic Education teachers on extent to which they adhere to FIS guidelines on delivery of instruction. The result showed that, both male and female Civic Education teachers to a high extent were found to adhere to item 17, 19, 22 and 23. However, the respondents' opinion differed on item 20, while items 18, 21 and 24 were low in practice. In other words, male and female Civic education teachers to high extent take into consideration, learners' proficiency in the language of instruction (oral and written) and as such gives the learners opportunities to participate and take on extra responsibilities. This could be attributed to the fact that, topics in Civic Education require students to make inquiry outside the school. Similarly it was established that, different teaching methods are used and the available instructional materials used are relevant as well as match the learners' ability level. However, there are inadequate

instructional materials and ICT facility for teaching in most secondary schools in Kaduna State. The cumulative mean of items in the table for male Civic Education teachers was 2.59, while that of female Civic Education teachers was 2.55 which was greater than 2.50. Also, the standard deviation of all the items was less than 1.00, which was a lower value, meaning that both male and female Civic Education teachers in junior secondary schools that participated in the study had similar views in most of the items presented in table 3.

Research Question Four: To extent do urban and rural Civic Education teachers adhere to Federal Inspectorate Services (FIS) guidelines on evaluation of instruction in secondary schools in Kaduna State? This research question was answered using descriptive statistics of mean and standard deviation. The summary of the analysis is presented in Table 4.

Table 4: Extent to which Urban and Rural Civic Education Teachers Adhere to Federal Inspectorate Services (FIS) Guidelines on Evaluation of Instruction in Secondary Schools

S/N	Item Statement	Urban Teachers			Rural Teachers		
		Mean	S.D	Dec.	Mean	S.D	Dec.
25	Homework/class work is used to extend students learning.	3.59	.18	HE	3.66	.21	HE
26	Thorough and constructive marking of learners' work.	2.71	.29	HE	2.53	.33	HE
27	Many learners are unwilling to work individually and group work is unproductive.	2.32	.78	LE	1.59	.82	LE
28	Learners' progress is not systematically evaluated throughout the lesson.	2.31	.88	LE	2.26	.89	LE
29	Areas of weakness are strengthened to enhance learners' progress.	2.89	.31	HE	2.55	.46	HE
30	Test/examination results and other assessment techniques are used to track students' progress.	3.69	.18	HE	3.13	.37	HE
31	Records are not well kept and utilized to improve learning.	2.11	.63	LE	2.21	.71	LE
32	Parents help the school in solving academic and social problems of learners	2.98	.37	HE	2.68	.41	HE
33	Learners' performances are well communicated to parents and guardian.	2.38	.80	LE	2.28	.83	LE
	Cumulative Mean	2.78			2.54		

Table 4 presented the mean and standard deviation of urban and rural Civic Education teachers on extent to which they adhere to FIS guidelines on evaluation of instruction. The result indicated that, both urban and rural Civic Education teachers to a high extent were found to adhere to item 25, 26, 29, 30 and 32, while items 27, 28, 31 and 33 were low in practice. In other words, urban and rural Civic education teachers to high extent thoroughly and constructively marked students' homework/ class work, test , examination results among others in order to track students progress as well as strengthen areas of weaknesses. Nonetheless, records were not well kept and utilized to improve learning. Added to this, learners' performances are well communicated to parents and guardian. The cumulative mean of items in the table for urban Civic Education teachers was 2.78, while that of rural Civic Education teachers was 2.54 which was greater than 2.50. Also, the standard deviation of all the items was less than 1.00, which was a lower value, meaning that both urban and rural

Civic Education teachers in junior secondary schools that participated in the study had similar views in most of the items presented in table 4.

Test of Hypotheses

Based on the research questions, the following null hypotheses were tested at $p \leq 0.05$.

Hypothesis One: There is no significant relationship between the mean scores of male and female Civic Education teachers on adherence to Federal Inspectorate Services (FIS) guidelines on planning of instruction in secondary schools in Kaduna State.

Table 5: Analysis of Independent chi-square of no significant relationship by gender

Gender	N	— χ	S.D	Df	A	P	X ² cal	X ² -crit	Decision
Male	164	2.52	0.6101	30	0.05	.001	2021.231	43.77	Rejected
Female	142	2.55	0.5213						

From table 5 showed that male teachers recorded lower mean score of 2.52 compare to 2.55 mean score of female Civic Education teachers, the difference in these mean scores was statistically significant at p-value of 0.001 ($P < 0.05$). This is because the X² cal 2021.231 was greater than X² critical value of 43.77 at 30 degree of freedom and at 0.05 level of significance. Also the standard deviation values of the two groups were less than 1.00 which was lower value. Therefore the null hypothesis of no significant relationship was rejected. This implied that, relationship exist between male and female Civic Education teachers on extent of adherence to Federal Inspectorate Services (FIS) guidelines on planning of instruction in secondary schools in Kaduna State .

Hypothesis Two: There is no significant relationship between the mean scores of urban and rural Civic Education teachers on adherence to Federal Inspectorate Services (FIS) guidelines on management of instruction (Classroom Management) in secondary schools in Kaduna State.

Table 6: Analysis of Independent Chi-Square of no Significant Relationship by Location

Location	N	— χ	S.D	Df	A	P	X ² cal	X ² -crit	Decision
Urban	174	2.82	0.6140	28	0.05	.001	1358.001	41.33	Rejected
Rural	132	2.76	0.6731						

Table 6 indicated that urban respondents recorded higher mean scores of 2.82 than mean scores of 2.76 of rural respondents in the study. The differences in these mean scores had statistically significant relationship at p-value of 0.001 ($P < 0.05$) in view of the fact that the X² cal 1358.001 was greater than X² critical value of 41.33 at 28 degree of freedom and at 0.05 level of significance. Also, the standard deviation values of the two groups were less than 1.00 which was lower value. Thus, the null hypothesis that stated no significant relationship was

rejected. Put simple, significant relationship was found to exist between the mean scores of urban and rural Civic Education teachers on adherence to Federal Inspectorate Services (FIS) guidelines on management of instruction (Classroom Management) in secondary schools in Kaduna State

Hypothesis Three: There is no significant relationship between the mean scores of male and female Civic Education teachers on adherence to Federal Inspectorate Services (FIS) guidelines on delivering of instruction in secondary schools in Kaduna State.

Table 7: Analysis of Independent chi-square of no significant relationship by Gender

Gender	N	— χ	S.D	Df	α	P	X ² cal	X ² -crit	Decision
Male	164	2.59	0.5410	28	0.05	.001	1401.236	41.33	Rejected
Female	142	2.56	0.6100						

The result in table 7 points out that male teachers higher lower mean score of 2.59 than the mean score of 2.56 of female Civic Education teachers in junior secondary schools. The difference in these mean scores has statistically significant relationship at p-value of 0.001 ($P < 0.05$), in view of the fact that the X² cal 1401.236 is greater than X² critical value of 41.33 at 28 degree of freedom and at 0.05 level of significance. Also, the standard deviation values of the two groups were less than 1.00 which is lower value. Thus, the null hypothesis was rejected. This inferred that, significant relationship existed between male and female Civic Education teachers on extent of adherence to Federal Inspectorate Services (FIS) guidelines on delivering of instruction in secondary schools in Kaduna State.

Hypothesis Four: There is no significant relationship between the mean scores of urban and rural Civic Education teachers on adherence to Federal Inspectorate Services (FIS) guidelines on evaluation of instruction in secondary schools in Kaduna State.

Table 8: Analysis of Independent Chi-Square of no Significant Relationship by Location

Variable	N	— χ	S.D	Df	α	P	X ² cal	X ² -crit	Decision
Urban	174	2.78	0.6441	30	0.05	.311	38.771	40.11	Retained
Rural	132	2.54	0.7330						

The result in table 8 indicated that urban teachers recorded higher mean score of 2.78 than the mean score of 2.54 of rural Civic Education teachers. The difference in these mean scores had no statistically significant relationship at p-value of 0.311 ($P > 0.05$), this is because the X² cal 38.771 was less than X² critical value of 40.11 at 30 degree of freedom and at 0.05 level of significance. Though, the standard deviations of the two groups were less than 1.00 which was a lower value. Therefore, the null of hypothesis that stated no significant

relationship was retained. This implied that, there was no significant relationship between the mean scores of urban and rural Civic Education teachers on adherence to Federal Inspectorate Services (FIS) guidelines on evaluation of instruction in secondary schools in Kaduna State.

Discussion of Findings

Hypothesis one showed significant relationship between male and female Civic Education teachers on extent of adherence to Federal Inspectorate Services (FIS) guidelines on planning of instruction in secondary schools in Kaduna State ($P=0.001<0.05$). This agreed with the finding of Quек, Wong and Fraser (2002) that, teachers' gender often has an influence on their classroom instructional delivery especially when using electronic media in teaching. Similarly, Hypothesis two revealed significant relationship between the mean scores of urban and rural Civic Education teachers on adherence to Federal Inspectorate Services (FIS) guidelines on management of instruction (Classroom Management) in secondary schools in Kaduna State ($P=0.001 <0.05$). The finding was not in agreement with that of Martin and Yin in Igbinoba and Marvelous (2015) study which found that urban teachers were significantly more interventionist than rural teachers in terms of people management.

Hypothesis three established significant relationship between male and female Civic Education teachers on extent of adherence to Federal Inspectorate Services (FIS) guidelines on delivering of instruction in secondary schools in Kaduna State ($P=0.001 <0.05$). This confirmed the findings of Onyekuru and Ibegbunam (2013), which revealed no significant difference in the teaching effectiveness between male and female teachers. Also, Weller (2007), Egwu, (2009) and Onuma (2016) separate findings confirmed that instructional supervision is a fundamental component of instructional leadership of the principal and the principal's role is imperative to improving instruction. If schools are to achieve set educational objectives, the principals should not allow other daily activities to interfere with the classroom supervision functions, given that the operations of the school enterprise lies within the classroom environment and all other activities are supportive; school principals are considered first and foremost to be internal school supervisors of instruction.

Hypothesis four revealed significant relationship between the mean scores of urban and rural Civic Education teachers on adherence to Federal Inspectorate Services (FIS) guidelines on evaluation of instruction in secondary schools in Kaduna State ($P= 0.311 >0.05$). This finding is also in line with Akpan in Onyekuru and Ibegbunam (2013) study which found that age, sex, marital status, rurality or urbanity did not relate significantly with the effectiveness of the teachers.

CONCLUSION

Based on the findings and discussion the following conclusions were drawn from the study that, positive relationship exist between gender and location of Civic Education teachers in the practice of adherence to Federal Inspectorate Services (FIS) guidelines on planning, management and delivering of instruction. Though, the practices of evaluation of instruction in Civic Education were found to differ among urban and rural secondary school teachers in Kaduna State. By implication, the study established that:

- i. most Civic Education teachers have broad knowledge and understanding of the subject matter, use relevant textbooks for planning instruction, manage the classroom

effectively, use variety of instructional strategy as well as evaluate students performance in accordance with the Federal Inspectorate Service (FIS) guidelines for secondary education in Kaduna state.

- ii. learning activities specified in Civic Education curriculum were not considered to high extent when writing the lesson plan and as such greater effort was not expended in developing those positive values, attitudes and skills for effective citizenship among secondary school students in Kaduna State.
- iii. students' records were not well kept and utilized to aid school administrators, teachers, parents and guardian in decision making. This could be attributed to lack of frequent supervision and monitoring of teaching and learning activities in Civic Education by principals and supervisors in junior secondary schools of Kaduna State.

Recommendations

From the results of the study, the following recommendations are made:

- i. The school principals should emphasize internal supervision of instruction in order to ensure that, learning activities specified in the curriculum are considered when writing the lesson plan for Civic Education in JSS, Kaduna State.
- ii. Civic Education teachers should endeavour to paid attention to learners' needs in the course of instruction. This will help to solve learning problems of junior secondary school students in Kaduna state.
- iii. The State Ministry of Education should provide Civic Education teachers with modern instructional materials such as overhead projectors, film strips, videos and other ICT facilities in order to promote quality teaching and learning of the subject in junior secondary schools in Kaduna State.
- iv. School Principals should always ensure that students' academic performance and other necessary information regarding learners' progress are communicated to their parents/ guidance among others in order to aid in decision making.

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