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Exploring the Values of Transformative Curriculum for Nation-Building: The Challenge of Curriculum Enactment in Citizenship Education

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Abstract: The challenges to nation-building are overwhelming in Nigeria due to large withdrawal and lack of commitment to public issues with trust and unity decreasing daily among the citizens. The lack of skills and opportunities on how to effectively engage in providing solutions also slows down the task of nation-building which results in breeding irresponsible citizens. Hope therefore lies in an educational program that enhances students' capacity for leadership, transforming students into agents of social change. This research employed a descriptive case study design through qualitative methods (observation, interview and content analysis). Multiple cases were used as the sample size (10 secondary school teachers and six student-interviewees from Case Study A & B). A purposive, non-probability sampling technique was used regarding the sample size. The content analysis findings revealed rich transformative qualities in citizenship education through Civics content. The Civics contents investigated are intellectually stimulating. However, the required transformational components of motivation and ideal influence that will stir students' actions through the teacher's enactment were poorly delivered. The gaps discovered showed students were hindered from practical and responsible contributions to their immediate community as a result of disparity and disregard for curriculum-recommended activities by the teachers. Therefore, thorough supervision of the curriculum enactment process in the classroom was recommended. Teachers should also switch to innovative, practical activities emphasizing roles expected of students in real life. These will transform students' mindsets as change agents in working solutions to observed challenges around them.

Keywords: *Values, Curriculum, Transformative curriculum, Nation-building, Curriculum Enactment, Citizenship Education.*

1. Introduction

The neglect of joint efforts towards public courses has protracted efforts towards nation-building in Nigeria. Citizens' apathy is partly due to the wrong perception of leadership, inadequate understanding of nation-building and the required efforts in the building processes. This poor understanding leads to irresponsible attitudes of many including adults and youths across Nigeria. Many youths are rarely worried about how to fix challenges in their communities but rather feel comfortable blaming the politicians for failing in the public systems and advancing the nation's course. Citizens distorted perceptions of true leadership and how to exert impact in changing society flow together. Worst of all is the pursuit of self-gains which ruins the trust required to achieve teamwork in Nigeria at all levels (Unya & Onyemauwa, 2020). The lack of capacity building in individual citizens towards contributing to nation-building in Nigeria is therefore considered a great challenge. Therefore, there is a need to transform the mindset of the citizens and equip the human capital of the state to join efforts with the government in achieving national integration in Nigeria.

According to Gambari (2008), nation-building is the process of developing common sense of purpose, belongingness and shared destiny to bind diverse people of a country as one. Osisioma (2019) and Igbini (2020) equally agreed with Gambari that nation-building involves processes taken towards achieving national integration that will lead to establishing a modern nation-state. Unya and Onyemauwa (2020) further stated that the national integration processes need consolidation among individuals and groups in a country. Nation-building, therefore, is an adhesive process promoting social unity, national identity, peace, stability and sustainable development across communities in a nation-state. Osisioma (2019) citing Gambari (2008) stated that nation-building task requires a demonstration of exemplary life by both men and women with a resolute vision of a great nation. The process of nation-building is long, unending and politically challenging (Gambari, 2008; Unya & Onyemauwa, 2020). This is due to the need for constant nurturing and dealing with new challenges that face the country. The outcome of nation-building includes attaining a common national identity for the citizens.

Establishing a homogeneous society, increasing loyalty by the citizens and achieving stability that positions the country to become economically viable. The overall goal of nation-building is to achieve stability or peace that aids development (Alozie, 2018; Igbini, 2020). This benefit made Osisioma (2019) concludes that it will be a very costly error not to pay the price of building a strong and viable nation where development can be sustained. Igbini (2020) described such a costly error as a compromise of development. Igbini (2020) citing Carolyn Stephenson argued that despite people having different views of nation-building, the concept is essentially about all the programs adopted by the government of any failing or dysfunctional state to promote the stability of the country. These include ensuring economic assistance to the citizens, infrastructural development, measures for conflict resolutions; and enhancement of civil society contributions towards the functioning of the country. These efforts were equally listed by Gambari and cited by Alozie (2018) but categorized as building political entities and building institutions of which education is a part. Alesina and Reich (2012) in Igbini (2020) clarified these strategies as either state-building or nation-building due to differences in the approach or process used. Nation-building involves the construction of national identity described as an internal cohesion or transformation of the mind (Igbini, 2020) while state-building is the construction of infrastructures and government institutions described as external efforts (Igbini, 2020). The purpose of both will enhance the functioning of the state by attainment of peace or stability (Alesina & Reich, 2012; Igbini, 2020).

Without equal nation-building efforts, state-building will be a little or total failure to attain stability (Igbini, 2020). The root of problems with nation-building in Africa and Nigeria specifically began with the creation of States and subsequent colonialism experienced by the continent which forced people who were formerly strangers to become fellow citizens in the same countries. In Nigeria, the continuous breakdown of democratic institutions, the civil war experienced and military takeovers interfering with the political rule in the country complicated a series of efforts towards building an integrated modern nation among the citizens. Therefore, Osisioma opined that African nations including Nigeria are fragile states (Osisioma, 2019). The process of building a nation thus demands the state employ the powers at its disposal including using various government institutions such as education among others (Osisioma, 2019; Igbini, 2020). However, Igbini (2020) opined that Nigeria is yet to make a genuine attempt at nation-building when compared with Israel and the United States where the government's efforts have been consistently built. Building any worthwhile project can be considered as a crucial exercise that requires time and a specified pattern because of the need to measure the project's effectiveness and processes. Nation-building consists of many co-builders who are professionals of diverse disciplines and critical among whom are the builders and managers of human resources (Igbini, 2020).

Gambari (2008) and Unya & Onyemauwa (2020) highlighted many of the critical challenges to nation-building in Nigeria which slow down the country's development. These include concern about leadership qualities (integrity, competencies, tolerance, corruption, and so on) with a lack of collective leadership vision for Nigeria. Igbini (2020) considered the presence of pure scientists occupying political leadership offices rather than real political scientists as the cause of leadership problems in Nigeria. The historical problem of colonial rule resulted in tribalism, discrimination and prejudice among Nigerians as evident in regional crises between the North and South parts of Nigeria. Socioeconomic inequalities limit the sense of common citizenship among the people. There is wide unequal access to health, education, housing, etc. among regions, gender and social classes. Constitutional issues about federal structure, unequal power sharing, and revenue allocation frequently lead to demand for state creation. Democratic practices are failing in Nigeria with principles of rule of law consistently violated, intolerance, human rights abuse, etc. (Gambari, 2008; Osisioma, 2019; Unya & Onyemauwa, 2020). Osisioma (2019) summarized the concerns into three basic areas which are issues of national integration, concerns of social and political development, and challenges of developing national consciousness amongst the individuals and diverse heterogeneous groups in the country. It is against this backdrop that this paper searches for transformational characteristics in Civic Education as a subject being used to promote Citizenship Education among Nigerian students and the impact of the enactment process in motivating students to contribute towards nation-building in Nigeria.

2. Transformational Leadership Theory (TLT)

The Transformational Leadership Theory (TLT) is an ideal approach to leadership, to effect changes in individuals and society (Bass, 1985; Towler, 2019). The theory started with Burns in 1978 and was later developed by Bass in 1985. Chan and Mak (2014) stated that if delivered (enacted) in its real form, Transformational Leadership (TL) values change followers' behavior and sense of identity. Followers with motivation will take responsibility like leaders to influence changes around them. The TLT redefines the opinions, values and expectations of followers into performing leaders at different levels. A transformational leader stimulates followers intellectually to catch visions, develop values for common good and propel followers to action. That is, encouraging followers to devise solutions to change society (Prachi, 2018; Khan, Rehmat, Butt, Farooqi, & Asim, 2020). Basic characteristics in transformational leadership involve promoting followers' integrity with fairness, setting clear goals, building expectations, supporting each other; and stirring strong emotions that inspire the followers to take actions that change society. The followers do not act for self-gain but are motivated to a higher level of performance for the good of all. TLT is portrayed by four elements or components generally which include individualized consideration, intellectual stimulation, inspirational motivation and ideal influence (Towler, 2019; Stanescu, Zbuchea, & Pinzaru, 2021).

Chan and Mak (2014) established that there is a relationship between transformational leadership and the followers' behavior. It is in hope of this statement the study looks into the nature of a curriculum that is transformational with the impacts it is likely to produce on the student's actions. A transformative curriculum, therefore, is an ideal curriculum that empowers the students' potential for leadership. This will be done by boosting students' morals (values) and motivation to create solutions that positively change their communities. That is, a curriculum reflecting the characteristics of transformational leadership, able to shift students' mindset from self-gains; provoke vision in students and work as a team (trust) in realizing the desired changes (Towler, 2019; Khan, et al., 2020). Mulenga (2018) opined that an unclear understanding of curriculum due to mere assumptions results in poor quality of implementation. Mulenga defines curriculum as *"all the selected, organized, integrative, innovative and evaluative educational experiences provided to learners consciously and unconsciously under the school authority to achieve the designated learning outcomes….to be best utilized for life in a changing society".* Curriculum enactment refers to how specific content of the curriculum is taught by a teacher and studied by the students during lesson delivery in the classroom (Prevost, Nathan, Stein & Phelps, 2010). That is, the actual content of the curriculum the students engaged with.

Learning occurs within the enacted curriculum making it an important indicator of curriculum features (Porter & Smithson, 2001). The process or approach to enacting the curriculum varies from one teacher to another. Documenting how lessons are delivered is considered vital because students will only learn "what they are taught and what they spend time doing" (Prevost, et al., 2010). Doyle and Rosemartin (2012) observed a common practice of teachers not enacting the curriculum as designed. Citizenship education is the teaching and socialization process for students to become enlightened citizens to effectively participate in public and private matters in making their nation better (Infoguide, 2022). This education includes community participation, morals (values) and social responsibility, and political literacy (Crick, Tew, Taylor, Ritchie, Samuel & Durant, 2005). Oluniyi (2011) and the Nigerian Educational Research and Development Council (NERDC, 2012) in tracking the evolutionary pattern of citizenship education in Nigeria established the unique roles played by Social Studies curriculum from the beginning (after independence, 1963) till present creation of Civics as a separate subject from it (Social Studies a mother-subject). Citizenship Education's goal is to promote a nationalistic spirit (unity, patriotism, tolerance, etc.) in students.

To promote responsive citizenry, Civic Education was reintroduction in 2007 as a separate subject in both primary and junior secondary schools and 2009 for senior secondary across Nigeria (NERDC, 2009). Olaniyi (2011) confirmed that citizenship education aspects were disarticulated from the Social Studies curriculum by NERDC. Balogun and Yusuf (2019) defined Civic Education (CE) "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 values and attitudes for the growth and building of the society". Crick, et al. (2005) emphasized that learning processes for citizenship education should include volitional activities along with cognitive and affective learning. Balogun and Yusuf (2019) expressed the mediating factors in the CE curriculum's

effectiveness as a function of the teacher's efficiency and learners' consciousness during the interactive process of lesson delivery. As a core subject at senior secondary school in Nigeria (NERDC, 2009), CE is saddled to develop students into responsible and disciplined members of society. The specific curriculum's objectives include among others promoting the understanding of the inter-relationship between man/woman, the government and the society; highlighting the structure of government, its functions and the responsibilities of government to the people and vice-versa; et cetera.

Research Questions

- What is the extent of transformational leadership qualities in CE curriculum content?
- How well do the teachers enact the curriculum to impact students' motivation for civic action?
- What gaps exist in the curriculum enactment of Citizenship Education for the students?

3. Research Method

A descriptive case study design was adopted to guide this study whereby data gathered from the subjects were compared later with a pre-existing theory (TLT). The design enables descriptors and explanations to be built from the context of cases that were studied. This study used a qualitative method comprising content analysis, participant observation and interviews to gather data from the subjects. The observation guide titled "Teachers' Pedagogical Model of Curriculum Enactment (TPMCE)". The guide contained 10 activity descriptors developed around exposition, laboratory, and pictorial and concrete models of curriculum presentations. The number of teachers engaging students in model activities was simply counted, along with the performance goals (5 levels adopted) that affect learning. The interview was structured with two questions for the students to describe their experiences of CE lessons within the first six weeks of resumption. The content analysis involved the identification and selection of topics including teacher and student activities from the Civics curriculum. It is for the understanding of the pattern of intersection between content coverage and performance demands dimensions of the curriculum.

The area of study involved two public senior secondary schools (full-boarding, mixed-gender of boys & girls) within Education I, Lagos State. However, attention was paid to only SS1 students while all Civics teachers in senior secondary classes were observed as subjects. The study sample size comprises multiple cases with 10 teachers as subjects observed (7 females and 3 males) and 6 student-interviewees (3 each from Case Study A & B). The purposive sampling procedure adopted involved census sampling of teachers and a convenience method for students' selection. The observation guide had content validity with an adaptation of the multi-dimensional, taxonomy-based curriculum analysis descriptors suggested by Porter and Smithson (2001). It involved the use of a common language in a systematic manner to examine curriculum enactment. The protocol for the observation, students' interviews as triangulation and coding processes improved the study's reliability. Researchers visited the schools twice a week (visits 2X4weeks = 8 times per case study). Data analysis included using descriptive statistics of frequency count and percentage and thematic analysis of the text. The findings outcome was richly presented through a narrative pattern comparing cases understudied.

4. Results and Discussion

Question 1: What is the extent of transformational leadership qualities in CE curriculum content?

Table 1: Civic Education Content with Teacher and Students' Intended Activities

TLT Characteristics	Content Categories	Students' Activities	Teacher Activities
*Integrity, Fairness, *Clear goals Setting, *Build Expectations, *Supporting/Sharing resources *Emotional connection *Inspires followers to Action	*Our Values: Justice, Selflessness (Community Services) *Emerging Issues: HIV/AIDS	Define, Explain, Observe & Ask Questions, Participate in Community Activities, Write Reports on the project involved, Discuss, Analyze, Demonstrate, Visit Hospital and Observe & Ask questions.	Lead Discussion, Explain, Invites Resource Person, Lead Students on Community Project, Identify, Analyze, Highlight Facts, Lead Students to Visit Hospital

Source: NERDC (2009) and Towler (2019).

Table 1 shows the expected characteristics outcome of Transformational Leadership in a column. Two (2) content areas selected from the CE curriculum for investigation are values (Selflessness and Community Services) and Emerging Issues (HIV/AIDS). The curriculum-recommended activities for teachers' and students' engagement were listed above also. Teachers were intended to provoke students' activities (from simple to complex) in solving specific problems in the students' community. Question 2: How well do the teachers enact the curriculum to impact students' motivation for civic action?

Table 2: Observation of Curriculum Enactment Models by Civic Education Teachers

	Model of Presentation	Performance Goal	Case Study A Female = 4 Male= 1	Case Study B Female = 3 Male =2	Remarks
A. Exposition Model					
1	*General class lecture	*Memorize Facts	5	5	*All teachers
2	*Teacher demonstration	*Concept Understanding	3	3	*Few did not empathize
	*Test/quizzes	*Communicate Empathy	4	3	*Low analysis of issues
3		*Analyze	3	2	*No specific problem was solved
		*Solve Novel Problems	0	0	
B. Laboratory Model					
4	Individual Student work	*Memorize Facts	2	2	Few employed it
5	Small Group work	*Concept Understanding	2	3	Very few give group task
6	Field trip/ Out-of-Class Investigation	*Communicate Empathy	1	0	1 teacher leads students on a community project
		*Analyze	1	1	
		*Solve Novel Problems	1	0	
C. Pictorial &Concrete Model					
7	Whole Class Discussion	*Memorize Facts	1	1	*Very poor
8	Students Demonstration	*Concept Understanding	1	1	*Low involvement
9	Multi-media Presentation (film, internet, etc.)	*Communicate Empathy	2	1	*low use of multi-media
		*Analyze	0	2	*Very low application to solve real problems
10	Class Simulation (role-play, games, etc.	*Solve Novel Problems	1	0	
A	**Exposition Model**		**15**	**13**	**Richly Used**
B	**Laboratory "**		**7**	**6**	**Poorly Use**
C	**Pictorial/Concrete "**		**5**	**5**	**Very Poor Use**

Source: Field Observation Report, Adeduntan & Omiyefa (2022).

Table 2 showed that ten (10) teachers from two different schools (Case Studies A & B) observed and compared their models of curriculum enactment including the performance goals they engaged. Seven (7) of the subjects observed were females while three were males. Generally, the exposition model was used 28 times (54.9%) in both Case Study A & B, while the laboratory model was used 13 times (24.49%) and the Pictorial model was adopted 11 times (19.7%). Table 2 also identified three (3) models of pedagogy which are exposition, pictorial/concrete; and the laboratory or fieldwork models. Each model has descriptors around activities carried out by the teacher. The observation showed more use of an expository model with all teachers (10) engaging in a general lecture from Case Study A and B. Six of the teachers (3 from each case study A & B) demonstrated deep conceptual understanding. There was good communication of empathy through the teachers' talk (4 from case A & 3 from case B). Teachers (3 from case study A & 2 from case B) also quizzed the students averagely (with general responses) for concept memorization and analysis of case stories while explaining to the class. Generally, the level of case analysis was low and no specific problem was solved through the exposition model in Case Study A & B.

The exposition model was used by teachers to meet the delivery time of lessons for the students. In contrast, there is low usage of the Laboratory model in both schools (case studies A & B). Students were rarely given individual work to do and where it was done, the exercise was oral or mere reading exercise (2 teachers from each Case study A& B gave take-home tasks). A small group works given to students were carried out in the classrooms without strategic formation of groups. Situations observed in both case studies A & B (to answer questions and debate topics) involved teachers grouping students based on gender alone except for Case Study A where only 1 teacher assigned the students to well-designed groups on other parameters to engage in the out-of-class investigation to solve a real-life problem. The pictorial and concrete model was the least used among the teachers from Case Study A and B (19.7 %). Tangible students' demonstration was not observed while school B employed the use of the internet (phone usage) right in the classroom, the teachers from Case study A only made imaginary references to previous films and stories students were familiar with for analysis. The difference was due to phone use permitted on Fridays by the teacher in School B while phone use in case study A was contraband in school.

Question 3: What gaps exist in the curriculum enactment of Citizenship Education of students? Three students from SS1 classes were each interviewed in both case studies A and B.

Question A: Describe what you enjoy most about Civics lessons. Students appreciated topics taught in Civics to make them better citizens generally especially values and stories often told during the lessons. The lessons are judged to be simply being related to their daily experiences. For instance, Favour, age 15 (girl) spoke of her experience during the community project the class undertook. Favor said *"I have a wonderful time out to work with my mates, we had meetings after prep time and everyone was excited to contribute money including boys. The actual fumigation day was all fun, at least out of normal classroom work".*

Question B: What do you dislike most about the Civics lessons?
Students complained about writing long notes and teachers' methods. A student in Case study A complained of the teacher's approach which denied them active involvement during classroom interaction. According to Tim, age 14 (boy) "*the class can be boring most times, especially after the break with the teacher's long talking".* Christy, age 14 (girl) from case study B lamented how the teacher's method frustrated her expectation of the subject. Christy said, "*as an art student, I look forward to doing practical work in Civics like going on field trips or getting into the community but hmmm…our teacher does the talking and when we told her to let us do a playlet she complained of time".*

Discussion of Findings

Findings emanated from the study indicated transformational leadership characteristics were found to be present in the selected content areas of Civic Education as planned for SS1 students in Nigeria. The Content Categories relate well to the challenges of nation-building highlighted by Gambari (2008) and Unya and Onyemauwa (2020) as faced in Nigeria. For instance, issues of self-gain, discrimination, and withdrawal from committed service to the communities are well addressed by the values in 'Selflessness and Community Services" (NERDC, 2009). The intended content areas are also intellectually stimulating (Towler, 2019) and

stir emotional concerns in students with examples of desirable actions for the communities. As clarified by Alesina & Reich cited by Igbini (2020) Civic Education is geared toward the construction process constituting an internal effort to transform the mindset of students towards nation-building and the subject is intentionally planned. The CE goal of enhancing citizenship education by making the students responsible also coincides with the overall goal of nation-building which that makes targets the promotion of national identity for the effective functioning of the state as Gambari (2008), Alozie (2018) and Igbini (2020) all confirmed.

According to Towler (2019) and Emerald Works (2020), virtues recognized in TLT such as fairness, selflessness, and support for others were explicit through the CE topics. The citizenship responsibilities of students were highlighted through recommended, behavioral and practical activities for learning. However, students' engagements in these activities were dependent on the teacher's instruction and leading thus corroborating Prevost, et al., (2010) statement that students only learn what they are taught and are allowed to spend time doing by their teacher. This called for focusing attention on the teacher as a vital mediating factor in learning stated by Balogun and Yusuf (2019). Without teachers' adequate guiding roles to motivate and influence actions during curriculum enactment, the students' contribution to community development will be weak. Findings further revealed a critical disparity in approaches used by teachers for curriculum enactment as earlier reported by Prevost, et al., (2010). Also, the results proved Doyle and Rosemartin's (2012) findings of teachers' not enacting curriculum as intended to be true. Most teachers observed deviated from the recommended activities for both teacher and students. Only 1 teacher (Case study A) out of 10 actually motivated students for practical problem-solving tasks.

The teacher guided the students committedly through the application of out-of-classroom investigation/fieldwork to take action in a real-life problem. The students cooperatively organized themselves raised funds and solved the identified bedbug problem in their hostels. The exposition model was most frequently used by the observed teachers at a 54.9% rate in curriculum enactment for citizenship education. This led to failure in promoting three transformational leadership elements which are individualized consideration, inspirational motivation and ideal influence (Towler, 2019; Stanescu, et al., 2021). This was a failure in the transformation of students into leaders through enacting the contents in real form as stated by Chan and Mak (2014). The interview session revealed the impact of teachers' methods helped students interviewed in recognition of citizenship virtues however; the approaches to lesson delivery projected Civic Education as boring and theoretical too. Teachers' approaches failed in changing students' mindsets which contradicted the TLT goal expressed by Prachi (2018) and Khan, et al, (2020). This showed Civics teachers observed lacked the competence to model transformational leadership traits among their students. Student learning is therefore questionable since Porter and Smithson (2001) submitted that learning occurs within the enacted curriculum making.

5. Conclusion and Recommendations

This study found that Civic Education contents investigated in schools A and B contained characteristics to make students transformational leaders. The topics relate well to the nation-building challenges Nigeria is facing and helped stirred up emotional concerns from the students. However, translating the values in CE into real action by the students will be dependent on the teacher's approach to curriculum enactment. The observation results showed the use of different models at diverse levels of enacting the curriculum by Civics teachers. Furthermore, teachers were discovered to have abandoned curriculum activities recommended by NERDC. This is detrimental to nation-building as the intended vision of raising responsible students for Nigeria is being deviated from indirectly. For instance, the students in the observed schools are not being practically engaged and lacked opportunities for teamwork to devise solutions to issues challenging their community. Summarily, this study revealed that the nation-building process is not adequately enacted through the observed teachers.

Recommendations: The education quality assurance team and school supervisors should increase efforts in monitoring to ensure teachers are familiar with and adequately enact the recommended approaches in the curriculum plan. School management should widely promote and adopt innovative activities to supplement curriculum enactment processes. This helps in translating the values in CE into real action for the students.

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