

A PATH ANALYTICAL MODEL ON FACTORS WITH THE IMPLEMENTATION OF CIVIC EDUCATION CURRICULUM AMONG TEACHERS IN CROSS RIVER STATE, NIGERIA

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ABSTRACT

The height of moral decadence of adolescent is a worrying development that may degenerate to uncontrolled situation if not checked. The crime rate and other civic problems in the society cannot be clearly linked to any particular cause, hence, the need to explore the underlying principle behind this horrible fashion. This problem prompts this study on factors with teachers' implementation of civic education curriculum in secondary schools in Cross River State, Nigeria. The study adopted cross sectional survey design approach. A total number of all the 510 civic education teachers in public Secondary Schools in Calabar Education Zone of Cross River State in 2019/2020 academic session were used for the study. A self-developed 60-item Questionnaire was used for data collection. The data analysis was subjected to Structural Equation Modeling using Analysis of MOment of Structure to generate a path analytical model and data analysis at .05 level of significance. The result revealed that there were significant direct predictive effects between teacher's supervision, teacher's knowledge of subject matter and teachers' attitude and the implementation of civic education curriculum. It was recommended among others that teachers should advance their knowledge by enrolling further in academic programmes as well as engage in in-service training to update their knowledge for a better academic outcome of the students.

KEYWORDS

Civic education, teachers training, attitude, knowledge of subject matter, moral decadence

1. INTRODUCTION

There is worry about the soaring level of moral profligacy among students, joined with the frightening rate of crime and other civic problems both locally and nationally. Thus, the longing for the need to instill moral values into the students becomes imminent. It is consequent upon this that civic education is intended to take into custody these challenges by raising a population that detest and fight these teething concerns such as terrorism, child-trafficking, kidnappings, cultism, drug abuse, gangsterism, among others. Nevertheless, this seems to be hitherto a far cry, as there is quite a collection of factors that turn the tide against learning results where these values would have been inculcated in the students by the teacher. This, among others include the teachers' mediocrity in the aspect of putting into proper use units of plans and actions that can bring about the much needed academic improvement and the inculcation of moral values of learners. To accomplish this goal, it rest consequently on those teaching Civic Education to be abreast with the current trend in the field with a view to obtaining a positive approach and knowledge towards civic issues.

Civic Education according to [1] is the type of education given to learners with a view to raising a citizenry with the right attitude toward moral values. This imply that inculcation of moral values on the citizenry can be substantiated through the implementation of civic education curriculum by the teacher if factors such as teacher's training, attitude, motivation, supervision, knowledge of subject matter and so on are given priority by appropriate authorities. In consequence, the accomplishment of this civil citizenry among students at the moment is still a far cry. The foremost rationale for this problem may possibly be the novelty of the subject in secondary schools. Accordingly, learners offering the subject have not yet come to terms with it or are yet to take it seriously even though the subject has been given the status of a compulsory subject like the English language and Mathematics in the Nigerian education curriculum. This inability of learners coming to terms with the subject just yet has turned to be a worrisome topic to concerned stakeholders in Civic Education together with curriculum planners, government officials, and even the learners. This, to a great extent has blamed on a variety of factors including identifiable factors surrounding the teacher. Notable among these personality of the teacher, which could likely determine the implementation of the Civic Education curriculum as noted by some stakeholders consists of teacher's training, teacher's supervision, teacher's motivation, teacher's knowledge of the subject matter, teacher's attitude amongst others.

The implementation of school curriculum rest exclusively on the shoulder of the classroom teacher, who, in this circumstance is someone who facilitates others to gain comprehension, skills, capabilities or standards set to be achieved by the school. Thus, the trendy truism that no society can ascend above the quality or competence of its teacher has come into play. As luck would have it, the very teachers that are looked upon as pools of knowledge are in most cases a far cry from what they are anticipated to be. [2] disclosed that teacher's competence and effectiveness level and standard in Nigerian education sector have 'nose-dived.' In addition, the declining learning outcomes which are an off-shoot of the below-par implementation of the curriculum on the part of the teachers has attracted absolute condemnation from the general public. [3] posited that the implementation of the Civic Education Curriculum in secondary school by the teachers in an efficient way centers on certain factors such as the teacher's training, teacher's supervision, teacher's motivation, knowledge of the subject matter and so on. Other variables include his area of specialization and his attitude to work. A combination of these involves the ability of the teacher to display dexterity to execute that which is essential. This implies that it is now left for the classroom teacher to get himself together and the learners toward implementing the subject matter [4].

Effectiveness in curriculum implementation denotes the ability of the classroom teacher to evade wastefulness of materials, effort, zeal, finances and time in doing incredibleness aimed at producing a desired school outcome. In a similar context, efficiency particularly entails the ability of a particular application or attempt to produce a desired outcome with little or no amount of wastage, expenses or unwanted effort [5].

[5] observed that teachers who are deficient in implementing Civic Education curriculum could be as a result of training, attitude, supervision, motivation, knowledge of the subject matter as well as other factors. In a similar study, [6] suggested that for the Civic Education curriculum to be implemented efficiently and successfully, then, there is need for competence and diligence to be the watchword of every civic education teacher. Before now and still even in some quarters, teachers are said to have their reward somewhere in Heaven, and as such, they are either looked upon as those rendering boys scout services. This explains why in certain schools, teacher's output in implementing the Civic Education curriculum has been rather low [7]. The question frequently asked is, "how is teachers' quality, especially those who implement the Civic Education curriculum determined?"

Honestly, any teacher of Civic Education who does not seem to connect with the scheme of things is termed an unqualified teacher. Similarly, any instructor that has the essential knowledge and can lay hold on instructional tips that will boost students' academic achievement will pass for a competent teacher. The effective implementation of any education curriculum cannot be determined until morality in the lives of students is observed in the society, even though many other variables could influence students' morality. This is so because it is not how much contents of the Civic Education have been covered, but how much learning has taken place in the area of civic duties. Experience has shown that some teachers of Civic Education are very good lesson note writers. They merely lift from their old lesson notes year-in-year-out either for fear of being queried, or just fulfilling all righteousness.

[8] in line with the above assertion declares that liking of any particular subject by students is ascribed to how extremely interesting a competent and proficient teacher tackles the subject. He also emphasize that productive teachers devise ideal and suitable teaching aids and methodologies in their strenuous task. As noted earlier, an efficient teacher will strive at supporting the learners to instill the spirit of self-esteem and motivation toward learning, while an incompetent one who is only pays attention in writing lesson notes and filling diaries to avoid sanctions and queries is less troubled about the academic achievement of students offering Civic Education. Based on that, the learners' concentration in the subject is reduced with a consequential poor academic achievement which is a direct difference to effective implementation of the Civic Education curriculum.

A Civic Education teacher with the right attitude and commitment to duty and the interest of his learners at heart, coupled with the passion for the subject will not be put off with trivial issues such as being supervised by superior school actors, among others. The implementation of any curriculum should be the hallmark of every teacher.

Teachers' implicit attitude along with their knowledge have been found to have significant influence on how they interpret what goes on in the classroom. Learner's mistakes for example, are possible to be viewed as the outcome of lack of concentration if the teacher believes that rote learning is a major factor in learning school subjects. Attitude is seen as a mindset that affects how a person thinks and acts. [9] in his study sees it as a person's perception of themselves built through mingling with the environment, interaction with other members of the society and their behaviours. Indeed, one can have diverse self-concepts about various aspects of human endeavours which may define attitude: this makes it to be multi-dimensional. A secondary school teacher, for example, could feel or have the belief that he is a geography teacher and in another occasion feels that he is quite good at physics, hence a physics teacher. It is his attitude towards the subject that determines his discharge of his duties. Teacher's evaluation of his ability to elicit expected outcomes of learners' involvement, learning process even among students who are difficult and less motivated is equally hinged on attitude [10].

[11] affirmed that learning outcomes are influenced by determining factors such as classroom practices and teacher's attitude. Teachers' attitude and understanding and what they do outside the classroom such as their lesson planning will definitely have influence on the lesson delivery. However, the most significant factor that influences students' learning is what plays out between the teachers and the learners in the course of the teaching-learning exercise. The drama, however, is not a one way traffic: coming from teacher to learner. Teachers' attitude, knowledge and practices will be influenced based on their perception of pupils' understanding, knowledge and attitude to lessons. [12] in a paper summarizing a study on teachers' attitude and practices reveals that for over a decade, teacher education has started explicating the relationship existing between classroom management of the teachers and their attitude as regards the students, teaching and

learning. From his analysis, an array of sources affirmed that a teacher's in-built attitude about the natural acquisition of knowledge can also inhibit his or her behavior and by extension the way his or her students learn. Again, [12] revealed that teachers' pedagogy can be shaped through the way teachers think about their roles and values they hold.

[12] review does not permit that environmental limitations may give rise to discrepancy between beliefs and practice. The identification of attitude results in a massive possibility of evolving more, and, or improved student learning is a plus geared towards helping teachers better their teaching, if, however teachers' attitude can influence learning among students. [13] had earlier opined such an approach as a measure to enhance efficiency in education.

Again, due to lack of job contentment and satisfaction, most teachers of Civic Education are often times underrated by their colleagues and students alike. This will no doubt impact on their attitude. [14], supporting the above submission said that when Civic Education teachers are looked down upon on the grounds that the subject is not worth or weighty, or even as compared to other subjects especially the science subjects. This adversely dampens the morale of the teachers, which in turn affects the implementation of the curriculum. Teachers' attitude has been discovered to play a vital part in the discharge of their duties and academic achievements of their students as revealed by a number of studies (14). Relatively, teachers' attitudes towards teaching as well as their effects on performance were examined by [15] and [16]. The researchers discovered that attitude and performance are significantly related as it is the case with students' achievement. They affirmed that teachers who discharge their duty creditably are those with positive attitudes, while the reverse is the case with teachers showing negative attitudes. [17] reiterated that teachers with positive attitude toward teaching are likely to be punctual in school, respect both their colleagues and students alike. However, the nonchalant teachers who exhibit negative attitudes put up behaviours that are contrary to the school authorities.

An excellent grasp of area of specialty is essential to the efficient implementation of any curriculum. This explains the reason for teachers' employment, the question of what he or she studied at school comes in. This therefore point toward the fact that teachers' knowledge of subject matter is a condition to employment [18]. [19] noted that teachers may likely transmit little ideas to their students if they acquire insufficient or erroneous information or conceive low knowledge in what they teach. They may fail to discredit certain misconceptions fabricated by students; they may make use of text not critique, or still, may alter them wrongly. Barely noticeable, teachers' understanding of their subject matter, re-design their practice- the ways and kinds of questions they ask, the ideas they reinforce, and the type of responsibilities they assign students. They emphasized that the deficiency of this knowledge on the part of teachers will result in "climbing walls" in teaching students to understand the concept. Teachers' lack of in-depth knowledge of the subject matter significantly thwarts their bringing to bear their knowledge on how learners learn. Teachers who possess superior knowledge of teaching and learning in fields ranging from science and Mathematics to vocational education, reading, elementary education and early childhood education are much more highly esteemed and more efficient with students, especially at activities that require higher order thinking and problem solving. [20] in his support to the above assertion noted that the use of vagueness by a teacher who possesses an in-depth knowledge of the concept to be taught is more or less very minimal; with a seemingly, possible, coherent presentation with vivid expatiations than those with feeble knowledge background in a concept hence, his efficiency in implementing the curriculum. Efficient teaching by the teacher with a positive attitude can add to improved achievement by students, which nevertheless depends on the confidence of the teacher and a great deal of knowledge of subject matter. Teachers' theoretical knowledge of subject matter can empower learners to be efficient and active actors in the society they live.

Institutions view the training of its workers as a way of empowering them with desirable skills, knowledge and attitude to efficiently and effectively perform their job for increased job performance. There is no hesitation that employees' play significant role in the success of any organization. In other words, no organization can successfully function let alone accomplish its goals and objectives without employees that are constantly trained.

Training, according to [21] is the development of specific skills and attitudes needed to perform a particular job or series of jobs to get the most out of the job performance of the person and improve the overall institutional effectiveness. [21] defined training as a constant support given to an employee in order to provide him with contemporary knowledge of the job content, scope and relationship within the institution. From the above characterizations, teachers' competence in curriculum delivering lies in their constant training for the inculcating of importance skills and knowledge that would improve their level of performance.

[22] in his study on training noted that in-service training which is another form of training is the upgrading and updating of the knowledge and skills of employees and the modeling and reorientation of their attitude, so that they can be more effective, efficient and productive in the performance of their job. This development becomes necessary as workers need to be groomed properly to efficiently and effectively fit in the organization's work ethics and policies for steady personal and organizational growth that would rub on the success of the organization for optimal outcome and goal attainment.

[23] observed that the rationale for providing training in any practice is not to generate the external visible teaching moves that bring that practice to bear on the instructional setting but to generate that circumstances that facilitate the practice to be chosen and used suitably and interactively. Employee training is a way through which organizational workers increase their capabilities [24]. He added stated that the functions of training programmes are meant for staff to more productive when they are trained for better job performance. The purpose for such training should be one that its goals and objectives are clear to management and teachers. Teachers' training needs imply improving teachers' competencies, pedagogical skills and knowledge through constant training to enable them to meet the challenges of the 21st century classroom environment. Teachers' training needs is aimed at building their capacity as well empowering teachers with the requisite skills to grasp their potentials so as to successfully exploit their capacity towards the realization of the educational goals. The quality and degree of learners' academic achievement depend largely on teachers' effective teaching skills, knowledge and attitudes acquired through training and re-training.

[25] in his study on the effect of training on teacher productivity found out that a teacher who is not trained and exposed to continuous training and re-training in the contemporary methods and new discoveries in his area of specialty would almost immediately become redundant to the school system. Training, according to him assist teachers to adapt to their teaching to meet societal needs and ambitions which would go a long way to making them become more successful and efficient in their job performance; thereby, realizing purposeful secondary education. Training and retraining of teachers has a direct consequence on job performance of employees as this would serves as an motivation to confidence of workers and its ripple effects broaden across family life activities, health and job performance in work places. Training boosts job performance, enhancement of quality of work, improved skills, knowledge, understanding and attitudes, as well as provides teachers with the knowledge, skill and ability that are appropriate to the professional life of a teacher. Training moulds the character of the teachers such that their approaches are reshaped, their behaviours are improved and their personality reconstituted. Training results in the improvement of specific skills and attitudes needed to

execute a particular work to make best use of the job performance of the teachers and advance the generality of organizational effectiveness.

Efficient and effective teachers are product of passionate and conscious supervision which is targeted at improving job performance. The central rationale for supervision is to encourage, guide, motivate, oversee and evaluate all issues that will lead to improved teacher's performance for optimal educational outcome [26]. [27] sees supervision as the procedure of monitoring if the policies, principles, and objectives of the organization are being achieved. He added that supervision entails using proficient knowledge and experience to oversee, evaluate and helpfully improve the circumstances and methods of instructional programmes in the teaching/learning process.

This implies therefore, that supervision should center more on monitoring and harmonizing of all extra-curricular actions of the school that is geared towards actualizing set objectives optimally. Supervision in its wide sense is being geared towards assisting teachers attain proficiency and confidence in the teaching assignment with the aim of enhancing on instruction delivery for the accomplishment of education goals [27]. Supervision of instruction has become very essential in modern times because of the significance attached to education and the yearning for the improving the quality of education.

[28] in their study on the effect of supervision on teacher's productivity concluded that supervision is growth oriented. It helps to build confidence in teachers, making the ineptitude ones to become competent. They stressed that supervision also helps to discover and use special abilities that individual teachers possess, improve the effectiveness of teachers, provides guides for staff development as well as evaluate the tone of the school, identify and provide for some of its immediate needs, as well as helps to examine continuously instructional goals and assess teachers' performance in meeting school goals. The most important rationale for supervision is to know the teachers and his performance, improve the incompetency of some teachers, discovers special abilities and deficiencies possessed by teachers in a bit to boosting their performance. The principal as a supervisor provides a professional assistance to teachers in order to enhance their competencies for effective teaching process to promote the learning and growth of the students.

Human beings are said to be extrinsically or intrinsically motivated. Intrinsic motivation is the predisposition to engage in jobs because one finds them fascinating, demanding, involving a rewarding pleasure and fulfillment in doing such jobs. Extrinsic motivation on the other hand is the tendency to engage in jobs because of task-unrelated factors such as promise of rewards and punishment, dictates from superiors, surveillance and competition with peers [29]. Intrinsic motivation is seen as internal remuneration such as joy, or self-fulfillment. It is said to be derived within the job itself while extrinsic motivation is the reward and punishment that a person may attract after the job has been accomplished.

By definition, motivation could be regarded as an inner state of people's mind that activates and directs their actions. It makes them move to act. Motivation is always internal to people and is externalized by means of people's behaviours. Motivation is one's willingness to exert efforts towards the accomplishment of his goal.

The study of [30] revealed that teachers who are extremely motivated appear to truly embrace their work and takes a genuine interest in ensuring that the objective of what was set are achieved. They added that if every teacher irrespective of sex or background is given the same level of encouragement and the necessary equipment available in the same quantum to all teachers for equal access and opportunities will greatly enhance their productivity. Motivating teachers plays enormous role in the realization of educational goal.

Stakeholders in the educational sector, employers of labour, parents and the society at large find it complex to ascertain why the morals acquired by students of post primary institutions are still questionable when measured by the immense investments in the area of civic education curriculum.

Despite these claims, [31] in their study of school factors as correlates to examination malpractice among students of secondary schools in Cross River State, Nigeria, found that the cause of moral decadence among adolescent in our society is not restricted to implementation of civic education alone, but other factors such as teacher's commitment, school facilities and class size. The above assertion was supported by [32], who in their study on assessment of social media immersion and undergraduate students' academic performance in research methods in University of Calabar, Nigeria, revealed that moral decadence among adolescent is also not hinged on implementation of civic education only, but other issues such as reckless use of social media platforms such as WhatsApp, Facebook, Instagram, 2go, Myspace among others. The study recommended among others that a seminar be organized to educate students on the appropriate use of their mobile phones.

Moral decadence among adolescent according to the study conducted on the influence of personal variables on students' academic performance of virtual classroom learners of social studies in secondary schools in Uyo Local Government Area, Akwa Ibom State, by [33] could also be caused by student's personal variables such as gender and their age. This contention was affirmed by [34] who revealed on his study of path analysis model for correlates of secondary school students' performance in financial accounting in Southern Education zone of Cross River State, that variables such as attribution, achievement motivation, self-concept, student's attitude among others could also be responsible for moral decadence among adolescent.

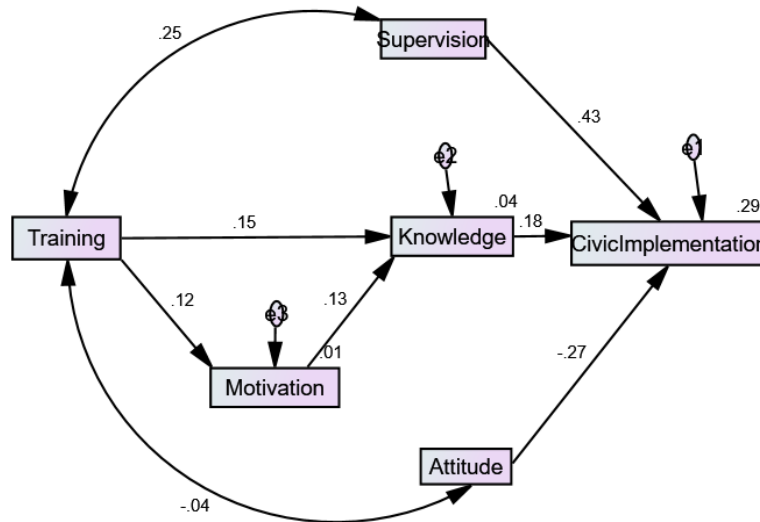
As a result of this backdrop, it becomes imperative to seek for solution using a path model on the factors with implementation of civic education curriculum among teachers in Cross River State

2. METHODOLOGY

The study adopted cross sectional survey design approach. This survey method was appropriate since data were gathered at a particular time for the explanation of describing the population represented by the sample at that given time. No particular sampling technique was adopted in selecting the sample since all the civic education teachers in the area of study were absorbed and used for the study. A total number of 510 civic education teachers in public Secondary Schools in Calabar Education Zone of Cross River State in 2019/2020 academic session were used for the study. A self-developed 60-item modified 4-point likert scale instrument titled: Factors with Teacher's Implementation of Civic Education Curriculum Questionnaire (FTICECQ) was designed to gather information on the variables of interest. 10 items each was developed to illicit information on the independent variables such as teachers' training, teacher's motivation, teacher's supervision, teacher's attitude, and teacher's knowledge of subject matter while 10 items provided information on the dependent variable (implementation of Civic Education Curriculum). The instrument had a returned rate of all the 510 copies representing 100 percent of the number which was employed for data analysis. Cronbach Alpha reliability method was used to test the internal consistency of the items. The variables produced reliability coefficient estimate ranging from .843. The data was also subjected to Structural Equation Modeling (SEM) using Analysis of MOment of Structure (AMOS) in Statistical Package for Social Sciences (SPSS) to generate a path analytical model. The assumptions were that all the relationships are linear and contained low multicollinearity.

3. RESULT

The result of the path analysis on factors of implementation of civic education curriculum in secondary schools in Cross River State showed comparative fit indices of chi-square/Df >2, Adjusted Goodness of Fit Index (AGFI >.9), Comparative Fit Index (CFI >.9), and Root Mean Square Error Approximation Index (RMSEA < .05). These fit indices revealed that the model was within the acceptable criteria which confirmed the plausibility of the model. The model was explained by three direct and three indirect causal pathways.



Chi-square = 4.537
 DF = 7
 AGFI = .953
 CFI = .961
 P-value = 206
 RMSEA = .042

Figure 1: A path diagramme showing the relationship of teachers training, supervision, knowledge of subject matter, motivation and attitude with the implementation of civic education curriculum in secondary schools in Cross River State.

Table 1: Regression weights of direct and indirect paths in the diagramme

			Unstandardized Estimate	S.E.	C.R.	P	Standardized Estimate
Motivation	<---	Training	.127	.048	2.618	.009	.112
Knowledge	<---	Training	.168	.047	3.547	***	.155
Knowledge	<---	Motivation	.126	.043	2.915	.004	.127
Civic Implementation	<---	Knowledge	.188	.039	4.885	***	.182
Civic Implementation	<---	Supervision	.453	.040	11.420	***	.426
Civic Implementation	<---	Attitude	-.311	.043	-7.211	***	-.269

S. E = Standard Error; C.R = Composite Reliability; Significance = p<.05

The three direct pathways of the exogenous factors to implementation of civic education curriculum revealed that there was a significant direct positive predictive effect between teachers' supervision and the implementation of civic education curriculum at 43 percent ($\beta = 0.43$),

teacher's knowledge of the subject matter was also a significant positive predictor with the implementation of civic education curriculum at 18 percent ($\beta = 0.18$), while teacher's attitude emerged as a significant direct negative predictor with the implementation of civic education curriculum at 27 percent ($\beta = - 0.27$). See table 1, figure 1. However, all the three direct exogenous factors accounted for 29 percent of the variation in the implementation of civic education curriculum in secondary schools in Cross River State.

The three indirect pathways revealed that teacher's knowledge of the subject matter was predicted by teachers training and teachers motivation at 12 percent ($\beta = 0.12$) and 13 percent ($\beta = 0.13$) respectively. The indirect effect between teachers training and implementing civic education curriculum was 3.1 percent while the indirect effect between teachers' motivation and the implementation of civic education curriculum was 2.3 percent. The result also revealed that there was a significant direct predictive effect between teachers training and teachers' knowledge of the subject matter. Since teachers motivation rest between the path of teachers training and teachers knowledge of the subject matter, it was tested for the presence of mediating effect. Consequently, teachers' motivation was a partial mediator between teachers training and knowledge of the subject matter. The path of teachers training to teachers knowledge of the subject matter together with the path from teachers training, teachers motivation to teachers knowledge matter explained for 4 percent of the variation on teachers knowledge matter. The result also revealed that teachers training positively correlated with teachers' supervision while negatively correlated with teacher's attitude

4. DISCUSSION AND RESULTS

The result of the study showed that teacher's training, although not having a direct causal impact on the implementation of civic education curriculum, basically played a important role in the path model. In essence, it was the driving force for the teachers to implement the curriculum to the later. Teacher's training was found to directly predict teacher's knowledge of subject matter and motivation which in turn affects the implementation of civic education curriculum. Training workers serves as a way of empowering them with desirable skills, knowledge and attitude to efficiently and effectively perform their job for increased job performance.

This result substantiates [2] that a teacher who is not trained and exposed to continuous training and re-training in the contemporary methods and new discoveries in his area of specialty would almost immediately become redundant to the school system. Stressing that training assist teachers to adapt to their teaching to meet societal needs and ambitions which would go a long way to making them become more successful and efficient in their job performance; thereby, realizing purposeful secondary education. Training and retraining of teachers has a direct consequence on job performance of employees as this would serves as an motivation to confidence of workers and its ripple effects broaden across family life activities, health and job performance in work places. Training boosts job performance, enhancement of quality of work, improved skills, knowledge, understanding and attitudes, as well as provides teachers with the knowledge, skill and ability that are appropriate to the professional life of a teacher. Training moulds the character of the teachers such that their approaches are reshaped, their behaviours are improved and their personality reconstituted.

Supervision of teachers, teachers' knowledge of subject matter and teacher's attitude was also found to be direct predictors of implementation of civic education curriculum. Teachers with positive attitudes, teachers who are regularly supervised and teachers who are vested with the knowledge of a particular subject would realize the objective of implementing the curriculum to its logical conclusion for the benefit of the students. This result corroborates [15] and [7] that

attitude and performance are significantly related as it is the case with students' achievement. Stressing that teachers who discharge their duty creditably are those with positive attitudes, while the reverse is the case with teachers showing negative attitudes. This result also supports [21] that teachers with positive attitude toward teaching are likely to be punctual in school, respect both their colleagues and students alike. However, the nonchalant teachers who exhibit negative attitudes put up behaviours that are contrary to the school authorities.

The result on teacher's supervision supports [27] that supervision is growth oriented. It helps to build confidence in teachers, making the ineptitude ones to become competent. They stressed that supervision also helps to discover and use special abilities that individual teachers possess, improve the effectiveness of teachers, provides guides for staff development as well as evaluate the tone of the school, identify and provide for some of its immediate needs, as well as helps to examine continuously instructional goals and assess teachers' performance in meeting school goals.

The result on teacher's knowledge of subject corroborates [22] that teachers may likely transmit little ideas to their students if they acquire insufficient or erroneous information or conceive low knowledge in what they teach. They may fail to discredit certain misconceptions fabricated by students; they may make use of text not critique, or still, may alter them wrongly. Barely noticeable, teachers' understanding of their subject matter, re-design their practice- the ways and kinds of questions they ask, the ideas they reinforce, and the type of responsibilities they assign students. They stressed that the deficiency of this knowledge on the part of teachers will result in "climbing walls" in teaching students to understand the concept. Teachers' lack of in-depth knowledge of the subject matter significantly thwarts their bringing to bear their knowledge on how learners learn. Teachers who possess superior knowledge of teaching and learning in fields ranging from science and Mathematics to vocational education, reading, elementary education and early childhood education are much more highly esteemed and more efficient with students, especially at activities that require higher order thinking and problem solving. This result also agrees with [24] that the use of vagueness by a teacher who possesses an in-depth knowledge of the concept to be taught is more or less very minimal; with a seemingly, possible, coherent presentation with vivid expatiations than those with feeble knowledge background in a concept hence, his efficiency in implementing the curriculum.

The result also revealed that teacher's motivation, although not having a direct causal impact on the implementation of civic education curriculum, basically played a important role in the path model. In fact, it was the powerful factor for the teachers to implement the civic education curriculum. Teacher's motivation was found to directly predict teacher's knowledge of subject matter which in turn affects the implementation of civic education curriculum. Motivation promotes teacher's willingness to exert efforts towards the accomplishment of their goal. This result is in tandem with [32] that teachers who are extremely motivated appear to truly embrace their work and takes a genuine interest in ensuring that the objective of what was set are achieved. They added that if every teacher irrespective of sex or background is given the same level of encouragement and the necessary equipment available in the same quantum to all teachers for equal access and opportunities will greatly enhance their productivity. Motivating teachers plays enormous role in the realization of educational goal.

5. RECOMMENDATIONS

Teachers should advance their knowledge by enrolling further in academic programmes as well as engage in in-service training to update their knowledge for a better academic outcome of the students; teachers should develop on their attitude to work in order for effective and efficient

implementation of civic education curriculum so as to instill morality on the citizenry; Government and other stakeholders should motivate teachers in terms of promotion and implementation of all their entitlements in order for them to maximally contribute their best for the implementation of civic education curriculum; teachers should be allowed to teach their respective courses/subjects/discipline. School heads/principals should not allow any teacher to teach a course he/she has no knowledge about, and State Ministry of Education should ensure routine check/ supervision of civic education teachers especially in the rural areas in order to make sure that its curriculum contents is implemented to the later.

6. CONCLUSION

From different perspective, there are numerous ways for teachers to effectively and efficiency implements any school curriculum. The findings of the result were that:

Firstly, teacher's supervision, teacher's knowledge of subject matter and attitude has significant direct effects on the implementation of civic education curriculum in schools.

Secondly, training did not provide a direct impact on teacher's implementation of civic education curriculum but was the motivating force for any school curriculum to be implemented. Teacher's training enhances effective implementation of any curriculum in school.

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CONFLICT OF INTEREST

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