

## INFLUENCE OF LEADERSHIP POLICY ON CIVIC EDUCATION CURRICULUM IMPLEMENTATION IN SENIOR SECONDARY SCHOOLS IN KOGI STATE

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### Abstract

This study examined the influence of leadership policy on civic education curriculum implementation in senior secondary schools in Kogi state. The study was guided by the objective: to determine the relationship between leadership policy and recruitment of teachers for civic education curriculum implementation in senior secondary schools in Kogi state. The research question and hypothesis were formulated in line with the objective of the study. The study employed a descriptive survey design. The population of the study comprised 271 participants across educational bodies and institutions. Using Research Advisor 2006, the sample size of 54 participants was randomly selected. Two questionnaires were used for the study: the Leadership Policy Questionnaire (LPQ), and the Civic Education Curriculum Implementation Questionnaire (CECIQ). Using Cronbach's Alpha reliability coefficient, the LPQ yielded a reliability coefficient of 0.89 while 0.81 was obtained for CECIQ, respectively. Mean and standard deviation were used to answer research question, while Pearson Product Moment Correlation Coefficient (PPMCC) was used to test the hypothesis at 0.05 level of significance. Findings of the study revealed that there is no significant relationship between leadership policy and recruitment of teachers for civic education curriculum implementation in senior secondary schools in Kogi state. The study concluded that recruitment of teachers for civic education curriculum implementation in Kogi state is based on merit. Finally, the study recommended that leaders in Kogi state should continue to implement transparent and merit-based teachers' recruitment processes.

**Key words:** Leadership Policy, Civic Education, Curriculum Implementation.

### Introduction

Leadership is the key to unlocking the potential of any organization, including educational institutions. Effective leadership policies can ensure the merit-based teacher recruitment process and promote a conducive learning environment which put together can influence effective curriculum implementation. The implementation of civic education curriculum in senior secondary schools is crucial for fostering responsible citizenship and democratic values among students. Civic education aims to equip students with knowledge, skills, and values necessary for active participation in democratic processes. From this perspective, civic

education should focus on the development of responsible and informed citizens (Akpotu, 2022).

Despite the importance of civic education, its implementation faces challenges especially on the teachers' recruitment process. This challenge is critical as teachers are sole implementers of any meaningful curriculum. Leadership policy play a significant role in addressing this challenge. As lamented by Bush and Glover (2023), educational leaders have a critical role in shaping the curriculum and ensuring its effective implementation. Leadership policies in the ministry of education and the related agencies significantly impact civic education curriculum implementation as they are directly responsible for recruitment of teachers as well as ensuring quality curriculum implementation. Research has evidently shown that effective leadership policies can bridge the gap between policy formulation of which recruitment of teachers is part of and curriculum implementation at secondary schools level (Anderson, 2020, David, 2021 & Razaq, 2022).

According to Leithwood (2017), successful educational leaders and their policies focus on developing teacher capacity, building relationships, and promoting a positive school culture. Effective leadership policies promote successful civic education implementation by setting clear goals and standards. Leadership policies influence teacher recruitment, training and development which are essential for effective civic education delivery (Mohammed, 2019 & Oyetola, 2020). Oyebade (2021) emphasized that leadership is key to unlocking the potential of any organization, including educational institutions. Strong leadership policies foster a conducive learning environment, encouraging student engagement and participation in civic education. Leadership policies impact resource allocation, affecting the availability of teachers and other relevant materials and resources for civic education curriculum implementation.

Leadership policy refers to the principles guiding decision-making and action to achieve organizational goals. Alabduljabbar (2020), maintained that leadership policy is a critical component of organizational success, providing direction and guidance. Effective leadership policy promotes organizational effectiveness, efficiency, and sustainability. It establishes clear expectations, roles, and responsibilities, reducing confusion and ambiguity. Leadership policy provides a roadmap for leaders to navigate complex organizational challenges, ensuring alignment with the organization's vision and mission. A well-crafted leadership policy considers diverse stakeholder needs, interests, and expectations, balancing short-term goals with long-term strategic objectives.

Leadership policy performs several functions including provision of direction and guidance, establishing accountability and responsibility, encouraging innovation and creativity, fostering collaboration and teamwork, and ensuring alignment with organizational goals. According to Yuk (2022), effective leadership policy empowers others, promotes innovation, and fosters collaboration. It clarifies roles, responsibilities, and expectations, reducing confusion and ambiguity. It promotes continuous learning, development, and improvement, ensuring organizational adaptability and resilience.

Furthermore, implementation of leadership policy in education is crucial for shaping teaching and learning outcomes. Effective implementation involves developing clear goals and objectives, building capacity and expertise among teachers, fostering collaborative cultures, encouraging innovation and creativity, and ensuring accountability and evaluation. According to Daniel (2017), Hargreaves and Fullan (2022) and Sule (2023), effective leadership policy should prioritize transparent and merit-based teacher recruitment, student-centered learning, teacher professional development, and community engagement. Key to actualizing the upper mentioned clear expectations on leadership policy in education include developing collaboration among major stakeholders, fair distribution of opportunities including teacher recruitment, creating professional learning communities, coaching and mentoring, action research and evaluation.

On the other hand, the relevance of teachers in the implementation of civic education curriculum can never be overstated. Curriculum implementation is a stage of the curriculum process where the learner through the guidance of a teacher interacts with learning activities in an attempt to maximize learning which is expected to reflect in the learner's behavior as well as approach to issues. The implementation takes place when the learner acquires the intended experiences, knowledge, skills, ideas and attitudes that are aimed at enabling the learner to function effectively. Teachers have a crucial role in civic education curriculum delivery to students (Lochner, 2021). The extent to which teachers adhere to guidelines, the integrity of curriculum principles, and how appropriate opportunities are provided ensure the connection between curriculum and implementation (Penuel & William, 2021). Teachers are expected to utilize activity-based teaching and learning process where students focus on cause and effect, work collaboratively, communicate and share. During curriculum implementation, teacher identifies possible problems, observes the political and social structure of school, evaluates adequacy and applicability of contents, and uses pedagogical knowledge and creativity to develop students (Susan, 2018).

The relationship between civic education curriculum implementation and effective teacher recruitment is crucial for achieving educational goals. Fullan (2022) lamented that effective teacher is essential for successful curriculum implementation. He or she possess the pedagogical expertise, subject matter knowledge, and interpersonal skills necessary for curriculum implementation. There is no doubt, curriculum implementation relies on teacher's ability to design engaging lessons, assess student learning, differentiate instruction and adapt curriculum to meet diverse learning needs.

Teacher's attitudes and beliefs significantly influence curriculum implementation (Hammond, 2020). Teacher's commitment to curriculum goals and objectives ensures fidelity to the intended curriculum, participate actively in curriculum development, revision, evaluation, and update their knowledge and skills to deliver the curriculum effectively. Effective teacher foster a supportive learning environment, promoting student engagement and motivation. Effective teachers promote critical thinking, problem-solving, and creativity through curriculum implementation. This enhances students' intellectual curiosity and academic achievement.

Ultimately, the interplay between curriculum implementation and the effective teacher drives educational success. That is why any meaningful educational leadership policy should place premium to teacher recruitment process and ensure transparency and commitment to academic excellence.

### **Statement of the Problem**

Despite government efforts and calls for improvement, the implementation of civic education in senior secondary schools in Kogi state is confronted with numerous challenges, particularly in the teacher recruitment exercises, inadequate instructional materials and poor teacher capacity training which has a combine effect that can hinder effective civic education curriculum implementation (Akpotu, 2022). These challenges have resulted to the employment of unqualified civic education teachers at secondary schools level who are failing to equip students with essential knowledge, skills, and values. This perpetuates societal apathy, political disengagement, and eroded democratic values, ultimately affecting students' critical thinking, civic competence, and academic performance. It is against this background that the researcher set out to examine the influence of leadership policy on civic education teachers' recruitment for civic education curriculum implementation in senior secondary schools in Kogi state. This study attempt to determine whether leadership policy has a significant relationship with the recruitment of teachers of civic education in the state.

### **Objective of the Study**

The following objective guided the study:

1. To determine the relationship between leadership policy and the recruitment of teachers for civic education curriculum implementation in senior secondary schools in Kogi state.

### **Research Question**

The following research question was raised:

1. What is the relationship between leadership policy and the recruitment of teachers for civic education curriculum implementation in senior secondary schools in Kogi state?

### **Hypothesis**

The following hypothesis was tested at 0.05 level of significance:

**HO<sub>1</sub>.** There is no significant relationship between leadership policy and the recruitment of teachers for civic education curriculum implementation in senior secondary schools in Kogi state.

## Methodology

This study examined the influence of leadership policy on the recruitment of teachers for civic education curriculum implementation in senior secondary schools in Kogi state. The study was guided by the objective: to determine the influence of leadership policy on the recruitment of teachers for civic education curriculum implementation in senior secondary schools in Kogi state. The research question and hypothesis were in line with the objective of the study. The study employed descriptive survey research design. The population of the study comprised of 271 participants across education statutory bodies and institutions. These institutions include the human resource staff of the Kogi state ministry of education, the recruitment personnel of the Kogi state science, technical education and teaching service commission (STETSCOM), as well as the principals of public senior secondary schools in the state. Using research advisor 2006, 54 participants were randomly selected as sample. Two researcher developed and experts validated questionnaires were used in the study which include: Leadership Policy Questionnaire (LPQ) and Civic Education Curriculum Implementation Questionnaire (CECIQ). Each questionnaire contained 10 structured items in modified Likert scale with ratings of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). For the purpose of analysis, these ratings were apportioned 4, 3, 2 and 1, accordingly. The instruments were subjected to pilot testing. Using Cronbach's Alpha reliability coefficient, the LPQ yielded a reliability coefficient of 0.894 while 0.881 was obtained for CECIQ, respectively. This revealed that both the instruments have high reliability indices. The questionnaires were distributed and retrieved in person by the researcher in a period of six weeks. Mean and standard deviation were used to answer the research question while, Pearson Product Moment Correlation Coefficient (PPMCC) was used to test the hypothesis at 0.05 level significance.

## Results

**Research Question:** What is the relationship between leadership policy and the recruitment of teachers for civic education curriculum implementation in senior secondary schools in Kogi state?

**Table 1: Mean and standard deviation scores of the responses on leadership policy and the recruitment of teachers.**

Statement	Mean	Std. Deviation	Decision
Leadership policy has a significant impact on the recruitment of qualified Civic Education teachers in senior secondary schools.	3.41	.836	Positive
The current leadership policy prioritizes the recruitment of Civic Education teachers with specialized training.	1.63	.784	Negative
Leadership policy ensures equal opportunities for Civic Education teacher recruitment regardless of gender or ethnicity.	1.96	.971	Negative

The recruitment process for Civic Education teachers is transparent and merit-based due to effective leadership policy.	2.30	1.127	Negative
Leadership policy has improved the quality of Civic Education teachers recruited in senior secondary schools.	3.50	.505	Positive
Civic Education teacher recruitment is often hindered by inadequate leadership policy.	2.37	.977	Negative
Effective leadership policy has increased the number of Civic Education teachers in senior secondary schools.	2.93	1.025	Positive
Leadership policy considers teacher specialization when recruiting Civic Education teachers.	2.22	1.208	Negative
The recruitment process for Civic Education teachers is slow due to ineffective leadership policy	2.39	1.235	Negative
Leadership policy has no significant impact on Civic Education teacher recruitment.	2.76	1.045	Positive
civic Weighted mean	2.547	0.971	

**Accepted at 2.50**

Table 1 revealed that the weighted mean of the responses of respondents on the relationship between the leadership policy and the recruitment of teachers for civic education curriculum implementation in senior secondary schools in Kogi state was 2.547 out of the total mean score of 4.0. This implies that leadership policy does not influence the recruitment of teachers for education curriculum implementation in senior secondary schools in Kogi state.

**Hypothesis:** There is no significant relationship between leadership policy and the recruitment of teachers for civic education curriculum implementation in senior secondary schools in Kogi state.

**Table 2: Analysis of Pearson product moment correlation on the leadership policy and teachers’ recruitment.**

		leadership policy	civic education teachers’ recruitment
leadership policy	Pearson Correlation	1	.170
	Sig. (2-tailed)		.269
	N	44	44
civic education teachers’ recruitment	Pearson Correlation	.170	1
	Sig. (2-tailed)	.269	
	N	44	44

Table 2 revealed that the Pearson Product Moment Correlation (PPMC) obtained was 0.170 which shows a weak correlation between the leadership policy and the recruitment of teachers for civic education curriculum implementation in senior secondary schools in Kogi state. In addition the p-value of 0.269 is greater than the alpha value of 0.05. The study therefore retained the hypothesis which states that there is no significant relationship between the leadership policy and the recruitment of teachers for civic education curriculum implementation in senior secondary schools in Kogi state. This implies that there was no significant relationship between the leadership policy and the recruitment of teachers for civic education curriculum implementation in senior secondary schools in Kogi state.

### **Discussion of Findings**

The findings from research question and hypothesis one revealed that leadership policy does not significantly influence the recruitment of teachers for civic education curriculum implementation in senior secondary schools in Kogi state. This finding agrees with the findings of Daniel (2017) which revealed that leadership policy does not directly impact hiring practices for teaching positions; instead, teacher recruitment processes are shaped by factors like employment regulations or civil service rules, budgetary allocations and qualifications of candidates. This study finding is also in line with the findings of Hargreaves and Fullan (2022) that leadership policy is transparent and guided by the established rules of engagement on the recruitment of teachers in the Nigerian education sector. The finding of this study agrees with the findings of Sule (2023) which revealed that policies of leaders in the education sector does not necessary determine the employability of a person to teach at any level.

However, the findings of this study disagrees with the findings of Anderson (2020), David (2021) and Razaq (2022) that leadership policies in the ministry of education and the related agencies significantly impact civic education curriculum implementation as they are directly responsible for recruitment of teachers. This study finding is also in disagreement with the finding of Mohammed (2019) and Oyetola et al. (2020) both of whom discovered that leadership policies significantly influence teacher recruitment in Nigerian schools.

### **Conclusion**

Based on the findings of this study, it can be concluded that leadership policy has no significant influence on the recruitment of teachers for civic education curriculum implementation in senior secondary schools in Kogi state. This implies that teachers' recruitment practices in this context are likely driven by factors other than leadership policies. These likely factors include: budgetary provisions, civil service rules and educational qualifications to mention a few.

### **Recommendation**

Based on the findings and the conclusion drawn, the following recommendation was made:

1. To improve the quality of civic education teachers, it is essential for education stakeholders in Kogi state to continue to implement transparent and merit-based recruitment processes.

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