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Civic Participation In Basic Education And Student's Learning Outcomes: Implication For Educational Administration

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ABSTRACT

This study investigated civic participation in basic education and students' learning outcomes its' implication for educational administration. This quantitative study was guided by two research questions and two hypotheses. The study adopted the correlational survey design. The study's population consisted of 594 teachers in junior secondary schools The study's sample size consisted of 234 teachers. Civic Participation in Basic Education Questionnaire (CPBEQ) and Students' Achievement Scores in Basic Science (SASBS), were the tools used for gathering data. The CPBEQ was validated by seasoned professors and reliability coefficients of 0.80 and 0.84 were established through Cronbach alpha method. The researchers, along with an assistant, administered the tools to the sampled teachers. The second term basic science examination mean achievement scores of all the students taught by sampled teachers were computed. For CPBEQ, mean scores was employed for data analysis to provide answers to the questions raised and Pearson r to test the hypotheses. The results revealed: low extent of civic participation in infrastructure development, safety and security and monitoring. Significant association was found between civic participation in basic education and efficacious teaching; and a significant association between civic participation in education and students' learning outcome. Thus, recommendation preferred amongst others, that government should formulate a policy on civic involvement in education to help make the instructing and learning of basic science more pleasurable and productive.

Keywords: Civic participation, educational administration, implication, students' learning.

Introduction

Education is a fundamental pillar for societal development. Science education, in particular, plays a crucial role in equipping students with the necessary skills to navigate an increasingly complex world. It prepares them for careers in various fields. In Nigeria, the necessity for a robust science education system is underscored by the country's aspirations for technological advancement and economic growth (Ogunleye, 2018). However, the current state of Bayelsa state education in the sciences revealed significant gaps that hinder learning outcomes of students.

Bayelsa State faces numerous challenges in its educational system, particularly in science education realm. Many schools lack the necessary laboratories, library and equipment for efficacious science teaching (Dawal, & Mangut, 2021). The Universal Basic Education Commission (2020) averred that a significant percentage of Bayelsa State schools do not have functional science laboratories, which limits hands-on learning experiences for students. Quality science education is heavily dependent on the competence of teachers. However, many of the state' science teachers lack adequate training and opportunities for professional development (Ogunleye, 2018). This inadequacy impeded tutor's capability of delivering engaging and efficacious science lessons. Research conducted by Agunowei and Geteloma (2022) showed that teachers are not sufficiently exposed to innovative best practices in basic science. Community involvement in education is imperative for creating supportive learning environments. However, in Bayelsa State, there seems to be a noticeable disconnect between the institutions and the communities they serve. This lack of engagement limits the resources and support available to schools. An institution attainment of sustainability, families and communities are the heart (Estyn, 2020). Schools have to be supported through collaboration and partnership with stakeholders to enhance their capability of inculcating the right skills for lifelong learning in a dynamic world (Asiyai, 2014).

The teaching of science at the junior secondary stage in Nigeria, it's nomenclature is basic science. A well-functioning secondary education system plans for students to acquire critical thinking skills, problem-solving abilities, and a strong ethical foundation essential for their sustainability and civic responsibilities. This demands that basic education is given priority for its relevance in inculcating scientific skills into learners. Given its significance, the necessity for quality basic education at the lower stage of secondary education cannot be overemphasized. Quality basic education would necessitate active involvement of all stakeholders in garnering educational resources for excellent instructions and learning and improved learners' attainments. A civic refers to a collective of individuals inhabiting in a precise geographical area, sharing similar cultural, belief, and value systems, and united by common interests. It represents a conglomerate of groups with shared interests and objectives within a social framework. Civic participation is the active involvement of various groups and individuals who have a vested interest in the educational process in improving the provision of educational resources for quality teaching and learning in school. These stakeholders could include students, parents/guardians, teachers, international and national donors, philanthropists, school-based management committee, non-government organizations, community-based organizations, firms and industries, school administrators, and government entities. Their engagement is relevant for the creating a supportive and quality environment, particularly in secondary schools, where students undergo significant developmental changes and prepare for their long-term career and lives.

Researcher indicates that when stakeholders actively participate in education, students tend to perform better academically. For instance, a study by Ibe (2023) found that parental involvement is positively correlated with students' attainment, motivation, and behaviour. This involvement could take various forms, including attending school meetings, volunteering, and supporting learning at home. Civic involvement contributes to a positive school climate, which is essential for student learning and well-being. A positive school climate fosters a sense of belonging and safety among students, which could lead to increased engagement and lower dropout rates (Asiyai, 2012). When there is collaboration among different groups in establishing supportive environments, students could likely see learning as pleasurable and thrive for better outcomes. Partnerships could lead to improved decision-making, shared responsibility, improved support for school resources, internships, mentorship programs, and funding for extracurricular activities, which enhance the educational experience and satisfaction among community members.

Civic involvement in education is widely acknowledged worldwide as advantageous for enhancing schools. This recognition stems from the understanding that relying solely on government to furnish all the necessary resources for delivering quality education that would lead to improved learning outcomes and the attainment of educational objectives, is impractical. Adebayo (2021) argued that the effective functioning of any school in achieving its goals and objectives necessitates the active interest, participation, and civic commitment. This participation could take various forms, including volunteering, building classroom blocks, donating facilities, sponsoring evening classes, fundraising, and collaborating with schools to enhance educational outcomes. Research established that civic participation can significantly improve educational quality and student attainments (Asiyai 2014, Epstein & Sheldon, 2010)

Community members could contribute resources, such as funding for laboratory equipment or materials for science projects. This support could help bridge the gap created by inadequate school funding. Engaging

community members, especially professionals in science-related fields, could empower learners with real-world applications of scientific concepts. This exposure could enhance students' understanding and interest in science. When communities direct their focus on education, they could create an environment that motivates learners to excel. This support could manifest in various forms including mentorship programmes or after-school science clubs. Community engagement could help shift cultural attitudes towards science by showcasing its relevance and importance. This shift could inspire students to pursue science courses and careers.

Ewelum, & Mbara (2016) contend that increased civic participation leads to more effective and efficient achievement of educational goals and objectives. Establishing strong links across schools and community's aids in addressing challenges related to instructional quality, plus ensuring access and equity in education. Civic participation represents one key fundamental component among the five key elements found in school effectiveness models, alongside learning, teaching, responsiveness to children's needs, and management (Asiyai, 2014; 2012). This necessitates forming partnerships across schools and various collaborators to facilitate the provision of resources for delivering educational services of high quality, thereby enhancing student learning and attainment.

Several studies have highlighted the positive impact of civic participation on educational outcomes. For instance, Epstein, & Sheldon (2010) found that schools with strong community partnerships experienced higher student achievement and improved school climate. Similarly, Baker (2019) demonstrated that community involvement led to increased engagement of students and interest in STEM fields. In Nigeria, empirical research proved that community participation can enhance educational quality. Adebayo (2021) found that schools with active civic participation through greater level of parental engagement reported better student performance. These findings underscore the potential benefits of civic participation in improving instruction and Student learning outcome in science.

Given the problems of low attainment of students at the lower level in science and the potential benefits of civic participation, there is a pressing need to explore how civic participation can be effectively integrated into the educational process.

Research Questions

The study is directed by two research questions:

1. To what extent has civic participated in education for effective teaching and improvement of learning outcome of junior school students?
2. What is the association between civic participation in education and effective teaching of basic science?
3. What type of association exists between civic participation in education and students' learning outcome?

Hypotheses

The study devised and subsequently examined the following hypotheses:

1. The association between civic participation in education and teaching effectiveness in basic science will not be significant.
2. The association between civic participation in education and students' learning outcome.

Literature Review

Several studies have explored the role of civic participation on learning outcomes. For instance, a study by Ladson-Billings (2019) reported that students who engaged in community-based projects demonstrated better critical thinking and ability of solve problems. Similarly, researches have proven that civic engagement fosters school security, safety, improved principals' accountability, sense of responsibility and ownership among students, leading to better academic performance (Ibe, 2023; Harris, 2021; Fan & Chen, 2021; Davis & Davis, 2015; Asiyai, 2012). Improved wellbeing of students, decreased anxiety, improved attendance, progress and attitudes to learning have been revealed as gains of parental and community involvement in education (Estyn, 2018). A meta-analysis by Fan, & Chen (2018) and Dawal & Mangut (2021) research revealed that parental involvement positively correlated with students' academic performance in science. This suggests that fostering community and parental engagement can be a powerful strategy for improving educational outcomes. Civic involvement in supporting schools improved infrastructural development, principals' accountability, and sustainability (Boadu, Ile & Oduro, 2020; Afolabi & Ojo, 2019).

Ejeh, Okenjom, Chizi-Woko & Agbo (2016) reported a significant level of civic involvement in financing secondary schools. Meanwhile, Okenwa, and Igbo (2013) found that civic participation was limited in the area of provision of infrastructure. In a separate study, Obunwo (2019) documented a high level of civic involvement by supplying security through vigilante services, while noting a low level of civic involvement in providing health, welfare, and basic amenities to civic secondary schools in the Eleme and Tai, locations of Rivers State

Despite the wealth of research on civic participation in education, there is gap in knowledge, particularly in the context of Bayelsa State. Although a growing body of literature on civic participation in general education abound, scarcity of empirical studies that specifically address its influence on teaching and learning outcomes of junior secondary students in Bayelsa State. This is the gap this study filled.

Method and Procedure

This quantitative study utilized correlational research design for testing hypotheses about cause-and-effect relationship. Attempts were made to explain the consequence based on antecedent conditions; determine the effect of a variable on another variable, and establish association between variables to test formulated hypotheses. The study's population comprised 594 teachers of junior secondary classes. The study sampled 234 teachers. The Krejcie and Morgan (1970) sample size determination table was followed in arriving at the sample size.

The study made use of two tools for data collection. They are; (i) Civic Participation in Basic Education Questionnaire (CPBEQ) and Students' Achievement Scores in Basic Science (SASBS). The face validity of CPBEQ and EBSTQ were established by two professors of education, Delta State University, Abraka. The professors assessed the relevance and appropriateness of the items contained in the tools. Useful suggestions were made. Thereafter, all the suggestions they made were implemented in the final copies produced. To ascertain reliability, the questionnaire was administered to 30 teachers not included in the original study. Their responses were scored and computed using Cronbach's alpha reliability coefficient, yielding coefficients of 0.84, indicating internal consistency. Thereafter, the researchers, along with an assistant, administered the instruments to the sampled teachers. The second term basic science mean achievement scores of all the students taught by sampled teachers were retrieved along the completed questionnaires. The responses received from the teachers to CPBEQ were computed to ascertain the association between civic participation in education and teaching effectiveness. Similarly, teachers' responses to CPBEQ were computed with their students' mean achievement scores in the subject to ascertain the associations between civic participation in education and students' learning outcome. This was done through the utilization of coefficient of determination. The formulated hypotheses were assessed by utilizing Pearson Moment Correlation analysis. Hypotheses testing was done at 0.05 level of significant.

RESULTS

Answering of Research Questions (RQ)

RQ 1:

Table 1: Mean scores showing extent of civic participation in basic science education

S/N	Items	Mean	Std. Dev	Remark
	Infrastructure Development			
1	Building of classroom block by parents, teachers association	2.58	1.06	HE
2	Retrofitting school buildings	2.30	1.04	LE
3	Helped in donation laboratory equipment	2.44	0.70	LE
4	Donation of furniture in science workshops	2.52	0.61	HE
5	Donation of science textbooks	2.60	0.58	HE
6	Helped to construct roads linking the school	2.22	0.87	LE
7	Donation of instructional materials	2.32	0.91	LE
	Safety and Security			
8	Recruitment of security guards	2.66	0.55	HE
9	Donation of first-aid box	2.64	0.74	HE
10	Supply of water facilities in schools	2.14	1.00	LE
11	Donation of drugs for sick bay	2.46	0.87	LE
12	Helped to keeping the school premises clean	2.54	0.96	HE
	Funding			
13	Donation of fund	2.60	0.59	HE
14	Sponsorship of best teacher award	2.36	1.00	LE
15	Giving grant to best basic science teachers to attend workshop	2.10	0.86	LE
16	Provision of fund for organizing quiz competition for junior scientists	2.57	0.99	HE
17	Wealthy individuals helped in sponsoring junior scientist inter-school debates	2.59	1.02	HE
	Supervision & Monitoring			
18	Parents helped in monitoring teaching	2.24	1.00	LE
19	Parents checking children note books	2.40	0.63	LE
20	Reporting to school on lapses in children notes	2.26	0.92	LE
21	Monitoring to check indiscipline in school	2.55	0.77	HE
22	Monitoring to ensure accountability in school	2.53	0.88	HE

23	Checking principals and teachers for illegal levies on science students	2.59	0.62	HE
24	Encouraging students to study science	2.56	0.80	HE
	Average Mean	**2.64**	**HE**	

KEY: 2.50 = Cut-off point. Mean scores ranging from 2.50 and beyond = High Extent (HE). Mean Scores below 2.50 = Low Extent (LE).

From the data in Table 1, the mean score of 2.60, 2.58, 2.52, 2.40, 2.32, 2.30 and 2.22 were recorded for civic participation in infrastructure development. The average mean score is 2.42 Mean scores of 2.66, 2.64, 2.54, 2.46 and 2.14 was recorded civic participation in basic science for safety and security. The average mean score is 2.48. Mean scores of 2.60, 2.59, 2.57, 2.36 and 2.00 was recorded for civic participation in funding with an average mean score of 2.44. For civic participation in monitoring basic science, mean scores of 2.59, 2.56, 2.55, 2.53, 2.40, 2.26 and 2.24 were recorded, with an average mean score of 3.14. The overall average mean score is 2.64 and this indicates high extent of civic participation in supporting basic science in junior schools in the state.

RQ 2

Table 2: Relationship between civic participation in education and teaching effectiveness in basic science

Variable	N	R	r^2	r^2%	Decision
Civic participation Teaching Effectiveness	228	0.365	0.133	13.3	Positive

Table 2 shows a correlation coefficient (r-value) of 0.365 indicating positive low relationship between civic participation in education and teaching effectiveness. The analysis also showed that, the coefficient of determination (r^2) associated with the correlation coefficient was 0.133. This coefficient of determination (r^2) of 0.133 implies that civic participation in education accounts for up to 13.3% of teaching effectiveness. This is an indication that 86.7% of the variation in teaching is attributed to other factors other than civic participation in education.

Research Question 3

Table 3: Relationship between civic participation in education and students' learning outcome

Variable	N	r	r^2	r^2%	Decision
Civic participation Learning Attainment	228	0.219	0.048	4.8	Positive

The result in Table 3 shows a correlation coefficient (r-value) of 0.219. This means that a positive low association exists between civic participation in education and students' attainment. The analysis also shows that, the coefficient of determination (r^2) associated with the correlation coefficient of 0.219 was 0.048. This coefficient of determination (r^2) of 0.048 and the percentage amount of contribution indicates that, 4.8% of civic participation in education accounted for students' attainment. This is an indication that 95.2% of the variation in students' learning attainment is attributed to other factors other than civic participation in education.

Testing of Hypotheses

HO1

***Table 4: Pearson Correlation between* civic participation in education and teaching effectiveness**

		Civic Participation in Basic Education	Effective Teaching
Civic Participation in Basic Education	Pearson Correlation	1	.592**
	Sig. (2-tailed)		.000
	N	228	228
Teaching Effectiveness	Pearson Correlation	.592**	1
	Sig. (2-tailed)	.000	
	N	228	228

**. Significant at 0.05

Table 4 data showed Pearson correlation between civic participation and teaching effectiveness. From the table a relevant association between the two variables with an r value of .592 and a significance value of p = .000. Therefore, the null hypothesis which states that significant association will not exist between civic participation and effective teaching of junior secondary science in Bayelsa State stand rejected, and the alternative hypothesis prevailed.

HO2

Table 5: Pearson Correlation between civic participation in education and student learning outcome

		Civic Participation in Basic Education	Student Learning Outcomes
Civic Participation in Basic Education	Pearson Correlation	1	.208**
	Sig. (2-tailed)		.000
	N	228	228
Student Learning Outcome	Pearson Correlation	.208**	1
	Sig. (2-tailed)	.000	
	N	228	228

**. Significant at 0.05

Data in Table 5 revealed the Pearson correlation between civic participation and students' learning outcomes in junior secondary science. From the table a relevant association between the two variables with an r value of .208 and a significance value of p = .000. Therefore, the null hypothesis earlier stated stand ejected. Thus, significant association existed between civic participation and students' learning outcome in junior secondary science.

Discussion

For the first research question, the finding revealed the areas of civic participation in supporting science education for infrastructure development are donation of textbooks, retrofitting of classroom blocks, and furniture. The average mean score of 2.42 indicates low level of civic participation in infrastructural development. This finding lends credence with Khan, Khan & Nisar (2020) who recorded low level of community participation in education through fund raising. For ensuring school security and safety, civic participated through recruitment of security guards, helping to keep the learning surrounding clean and donation of first aid equipment, with 2.48 indicating low level of participation. Civic participated in funding through donation of fund and sponsorship of inter-school science debate among students, with 2.44 average mean score. For monitoring, civic participation by encouraging children to study science, check mating collection of illegal fees by principals and students, checking indiscipline in school, and ensuring accountability, with 2.74 average mean score. The overall average mean score recorded is 2.52 which indicates high extent of civic participation in supporting the teaching and learning of junior secondary science. Although monitoring of teaching and learning by parents recorded high level, they exhibited low involvement in monitoring teaching, checking children notes and reporting lapses in their children notes. These are not good practice.

The study revealed a relevant association between civic participation in education and teaching effectiveness. This implies that civic participation in education positively enhanced teaching effectiveness of

teachers. This observation is predicated on the fact that civic participation in education fostered sense of civic ownership and responsibility towards education. When community members are actively involved, they can advocate for better resources, support basic science programmes, and create a more conducive environment for teaching and learning. In addition, involving all stakeholders, including parents, local organizations, and scientists, brings variety of perspectives and expertise into the education process. **This can** enhance the curriculum, making science teaching more relevant and engaging for students. Additionally, Asiyai (2012) found that civic participation in education correlated positively with effective management of basic education by providing resources.

The study further confirmed significant positive association between civic participation in education and students' learning outcome. This finding aligned with Ahmad & Said (2013) who documented that education quality, sustainability and retention improved with community involvement. The explanation for this observation is predicated on the fact that civic participation often involves active engagement in community and school activities, which increased student motivation and interest in learning. Students would invest their efforts and time on learning when they notice the relevance of their education to real-world issues. Civic participation encourages students to analyze social issues, consider multiple perspectives, solve problems, and be more productive in discussions. This process is relevant for the cultivation of scientific skills, essential for academic success and improved learning outcomes. This finding lends credence to that of Estyn (2020) who reported that schools with active community involvement reported better student performance. This finding further supports that of Epstein & Sheldon (2010) who reported that schools with strong community partnerships experienced higher student achievement and improved school climate. In addition, this finding aligned with Ekutie & Asiyai (2024) who documented that educational development improved when parents, school- based management committee and non-governmental organizations collaborated with schools in provision of educational facilities.

Implication of Findings for Educational Administration

Administrators of schools must laisse with government for the immediate formulation of policies for strengthening school and community partnerships for improved active involvement of basic education stakeholders through participation in decision-making process regarding ensuring safety and security, infrastructure development and adequate funding of schools. This linkage would enhance quality teaching and learning of basic science and improved students' learning outcomes. School administrators could map out advocacy programs for partnership with wealthy individuals and the oil firms in Bayelsa State to improve support for disadvantaged schools. Through the advocacy program multinational in Ijaw communities could collaborate with other secondary education stakeholders to create a more favourable school environment for enhanced students' learning and achievement.

Conclusion

In conclusion, the findings of the study highlighted the critical role of civic participation in enhancing both basic science teaching and students' learning outcomes in the subject. The results showed a significant association between civic participation and efficacious teaching of basic science, suggesting that when communities actively participate in educational processes, they contribute by building more dynamic and responsive teaching experiences. Furthermore, the positive association between civic participation and students' expected results in basic science underscores the importance of community involvement in fostering an environment conducive to students' achievement in Bayelsa State.

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