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FACULTY OF EDUCATION

DEPARTMENT OF CURRICULUM AND
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UNIVERSITÉ DE YAOUNDÉ I

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**CURRICULUM EXPERIENCES AND STUDENTS'
ENGAGEMENT IN CITIZENSHIP EDUCATION: AN
EVALUATION OF STUDENTS' BEHAVIOR IN SOME
SELECTED SECONDARY SCHOOLS IN YAOUNDE III
SUB DIVISION**

A Dissertation submitted in the faculty of Education in partial fulfilment of the
requirement for the award of a
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April 2024

DEDICATION

To

My mother Wirba-ah Mary Wiysenyuy

CERTIFICATION

Dr. Wirngo Tani Ernestine hereby certify that the research study entitled “*Curriculum experiences and students’ engagement in citizenship education: An evaluation of students’ behavior in some selected secondary school in Yaounde III sub division*’ is the work of **SILIVIAN BIHNYUY (21V3474)** submitted to the Department of Curriculum and Evaluation, Faculty of Sciences of Education, University of Yaounde 1.

Sign

Date

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LIST OF ACRONYMS

ACT	:	American College Test
CIOMS	:	International Commission for World Health Organisation
GBHS	:	Government Bilingual high school
GBTHS	:	Government Bilingual Technical High School
ICT	:	Information and Communication Technology
NCERT	:	National Council of Education Research and Training
NSSE	:	National Survey of Student Engagement
PBL	:	Problem-Based Learning
RTE	:	Right of a child to free and compulsory Education
SLT	:	Social learning Theory
SPSS	:	Statistical Package for the Social Sciences
TPB	:	Theory of Planned Behaviour
SND	:	National Development Strategy

ABSTRACT

This research is titled “curriculum experiences and students’ engagement in citizenship education: An evaluation of students’ behavior in some selected secondary schools in Yaounde III sub division”. The problem is based on students’ disengagement in civic education resulting to deviant behaviors, increase violence in school milieu, increase rate in drug abuse, sexual promiscuity, misuse of internet and media resources. This study aims to examine the relationship between curricular experiences and students’ engagement in citizenship education. The research seeks to answer the question how does curriculum experiences influences students’ engagement in citizenship education. The main research hypothesis states that there exists a relationship between curriculum experiences and students’ engagement in citizenship education. Social constructivism and engagement theory were employed in the study. A mixed method research design was used with simple random sampling technique to sample 390 students. A questionnaire was used to collect data from 390 students while an interview guide was used to collect data from 8 teachers. Data collected through questionnaire was tested using correlation and regression analysis on SPSS. Content analysis was done for data collected through the use of interview guides.

The results obtained were as follows:

H1: Pedagogic approaches, is significantly related to students’ engagement.

H2: Instructional resources, has a significant link to students’ engagement.

H3: Learning outcomes significantly influences students’ engagement.

H4: There is a significant link between learning content and students’ engagement.

The results of the findings reveal that curricular experiences determent students’ engagement in citizenship education. Hence, we recommend that the ministry of secondary education should reinforce the teaching and learning of this subject in order to avert deviants behaviors with related outcomes.

Key Words: Curriculum Experiences, Students’ Engagement, Citizenship Education

RESUME

Cette recherche s'intitule "expériences du curriculum et engagement des élèves dans l'éducation à la citoyenneté : Une évaluation du comportement des élèves dans quelques écoles secondaires sélectionnées dans la division de Yaoundé III". Le problème est basé sur le désengagement des élèves dans l'éducation civique, ce qui entraîne des comportements déviants, l'augmentation de la violence dans le milieu scolaire, l'augmentation du taux de toxicomanie, la promiscuité sexuelle, l'utilisation abusive de l'Internet et des ressources médiatiques. Cette étude vise à examiner la relation entre les expériences curriculaires et l'engagement des élèves dans l'éducation à la citoyenneté. La recherche cherche à répondre à la question de savoir comment les expériences du programme scolaire influencent l'engagement des élèves dans l'éducation à la citoyenneté. La principale hypothèse de recherche stipule qu'il existe une relation entre les expériences du programme scolaire et l'engagement des élèves dans l'éducation à la citoyenneté. Le constructivisme social et la théorie de l'engagement ont été utilisés dans l'étude. Une méthode de recherche mixte a été utilisée avec une technique d'échantillonnage aléatoire simple pour échantillonner 390 étudiants. Un questionnaire a été utilisé pour recueillir des données auprès de 390 étudiants, tandis qu'un guide d'entretien a été utilisé pour recueillir des données auprès de 8 enseignants. Les données recueillies par le biais du questionnaire ont été testées à l'aide d'analyses de corrélation et de régression sur SPSS. Une analyse de contenu a été effectuée pour les données collectées à l'aide des guides d'entretien.

Les résultats obtenus sont les suivants :

H1 : Les approches pédagogiques sont significativement liées à l'engagement des étudiants.

H2 : Les ressources pédagogiques ont un lien significatif avec l'engagement des étudiants.

H3 : Les résultats de l'apprentissage influencent de manière significative l'engagement des étudiants.

H4 : il existe un lien significatif entre le contenu de l'apprentissage et l'engagement des étudiants.

Les résultats révèlent que les expériences du programme d'études déterminent l'engagement des élèves dans l'éducation à la citoyenneté. Par conséquent, nous recommandons au ministère de l'enseignement secondaire de renforcer l'enseignement et l'apprentissage de cette matière afin d'éviter les comportements déviants avec les résultats correspondants.

Mots clés : Expériences curriculaires, engagement des élèves, éducation à la citoyenneté

CHAPTER ONE

GENERAL INTRODUCTION

The first chapter of this study is focus on the problem. It examines the backgrounds (historical, conceptual, contextual and theoretical background). It further presents the problem, the research objectives, research questions, research hypothesis, justification, significance and defined key concepts.

Background of the study

Historical Background

The origin of civic education can be traced back to ancient Greece, where the concept of citizenship and the importance of political participation were first developed. In ancient Greece, citizens were expected to participate in the political life of the city-state and to defend their communities against external threats (Niemi & Junn, 1998). As a result, education in the classical world placed a strong emphasis on the development of political knowledge and skills. Modern civic education as a recognized and discreet curriculum began a century ago in the effort to Americanize the waves of "alien" immigrants who arrived on these shores to ensure that they were assimilated into the then dominant Northern European culture with its Judeo-Christian, Graeco-Roman, and (in law and government) Anglo-American roots. According to Langdon (1996), sometimes referred to as "pressure cooker" civic education, these early initiatives tended to be catechistic and dull, but they carried on for more than half a century, sustained by the patriotic euphoria of two world wars and the "circle the wagons" mentality of the early years of the Cold War.

Throughout history, the concept of civic education has evolved and adapted to changing political, social, and cultural contexts. In modern times, civic education is often seen as a way of preparing individuals to be responsible and active members of their communities and to participate in the democratic process. It is typically taught in schools and other educational institutions and often includes topics such as the history and principles of democracy, the structure and function of government, and the rights and responsibilities of citizens (Butts, 1989). Civic education is the study of the theoretical, political, and practical aspects of citizenship, government, and democracy. It is a field of study that seeks to prepare individuals to be active and engaged members of their communities and to understand and participate in the political and civic life of their society (Center for Civic Education, 1991). Civic education

is generally a subject that develops knowledge, skills, and understanding that pupils need to play a full part in democratic society as active and responsible citizens who are socially and morally responsible. It is taught in schools as an academic subject similar to politics or sociology. In the United Kingdom, civic education is known as citizenship; in the USA, it is known as civic and in parts of Europe, it is known as education for democratic citizenship. According to Kennedy (2012), civic and citizenship education are components of the school curriculum in all nation states. He further said that the forms it takes, the purposes, and the way in which it is implemented differ from jurisdiction to jurisdiction, and that the key responsibilities of citizenship continue to rest with nation states. It also affects people's beliefs, capabilities, commitments, and actions as prospective members of communities.

According to Canadian Education (2001), citizenship is a relationship between the individual and the state and among individuals within a state. Citizenship education generally refers to educating individuals about their rights, responsibilities, and roles as active and engaged members of a democratic society. In the time that humans were hunters and gatherers, children were used in the realm of work, and the education component included much in the way of work and play. As the Industrial Revolution began, children became enslaved, and play started to disappear. They were sent to work in the agriculture fields and the manufacturing plants during the Industrial Age to meet the needs of the lords and the landowners. During the 17th century, the education system evolved into a structure that is somewhat reflective of what we know learning to be today (Fenwick, 2001). The church stepped in because they wanted children to be able to read. The learning was frequently done through inculcation, and again, fun and play were replaced by hard work and repetition. In the 19th century, tests and exams were set up to be able to evaluate the effectiveness of the training (Fenwick, 2001).

When we think about education today, there are so many factors that affect the students' ability to meet the expectations of the educators. One of the biggest challenges that students face is comparing themselves to other students. Experiential learning is said to have existed as a pedagogical concern since Plato's era (Kolb, 1984), but John Dewey is often regarded as the idea's modern founder (Seaman, 2019). Throughout the twentieth century, various reforms promoting experiential learning in one form or another have ebbed and flowed, exerting influence for a time but often succumbing to curricular or logistical pressures from other areas with the development of various subjects in different departments.

Interest in citizenship education has escalated worldwide in recent years. This dimension of education has been viewed by some as an opportunity to begin preparing young people for their understanding of and involvement in the civic life of their community(ies), from the local to the global spheres. For others, it has been viewed as a way of responding to a range of existing social concerns, including a lack of civic literacy among youth, an increasing democratic deficit, racism and cultural conflict, and low levels of participation in both elections and in civil society organizations among the youth. According to Alemnge and Andongaba (2021), whatever the reason, there has been a proliferation of research studies, formal discussions, and curriculum initiatives throughout the world as teachers, policymakers, and researchers attempt to understand and assess the complex processes by which teachers teach citizenship education in schools (Crick, 2000). What teachers know and do is one of the most important influences on what students learn (Darling-Hammond, 1998). If teachers are trained, have knowledge of using different teaching methods and materials, and assess students in the classroom, the students will learn well, and the goals and objectives of citizenship education will be achieved. But if the teachers do not possess adequate pedagogic knowledge in teaching the subject, the attainment of objectives will be farfetched, and this would have a negative influence on the learners' behavior, thereby producing youth who would be a nuisance in society and the world at large.

At independence, Cameroon inherited two educational systems: a Francophone subsystem in the mandated East Cameroon in 1960 and an Anglo-Saxon subsystem in the mandated Anglophone West Cameroon in 1961. In the nation's search for the best course of action to take in order to resolve this very important issue of national and international interest, they opted for a reformed secondary school program that will bring together the best in both subsystems while ensuring that the program is anchored in the local realities of Cameroon society. In pursuit of this goal and acting independently, the governments of East Cameroon and West Cameroon passed a similar law in 1963, whose implementation should have resulted in a harmonized secondary school program for the country (Alemnge, 2019). From the Federal Republic in 1961 through the United Republic of 1972 to the Republic in 1982, efforts have been ongoing in a bid to realize the set goal of harmonizing the secondary school programs. Meanwhile, the content of educational programs and teaching materials continued to deteriorate nationwide, leading to a general outcry from all education stakeholders for the system to be adequately reformed. This led the government to organize a national forum on education in 1995, to which all stakeholders were invited and charged with the responsibility of making proposals to the government for the long-awaited reforms.

The Forum met and made proposals to the government addressing all aspects of education. The recommendations proposed by the forum were exploited and led to the publication of the National Education Policy, encapsulated in the Law of 1998, to lay down guidelines for education in Cameroon. However, the long-awaited reform leading to the new and harmonized secondary schools' syllabi found expression within the general reform movement (SND30)- National Development Strategy 2020-2030, adopted on November 16th 2020, aimed at transforming the national economy from producing and commercializing primary products to an emergent one by 2035 that will add value to its products by transforming them into finished products before sale and make Cameroon an emerging country, democratic and united in its diversity. It also took in to account the recommendations of the Great National Dialogue (GND) convened by the Head of State, in which the various components of the national community actively participated aimed at finding definitive solutions to the various crises that have shaken the country, especially in the North West and South West Regions of Cameroon. This new strategy stipulated for the need of greater social cohesion, so that the fruits of growth benefit all Cameroonians as a result of collective effort, in a spirit of national solidarity. Therefore, the new syllabi are guided by the desire to produce the human resources that will be imbued with the required skills, knowledge, attitudes, and creativity to be able to transform society and achieve emergence by 2030 (SND30).

Contextual Background

The context of this study reveals the practice or the way learners exercise their role in learning in some Cameroon secondary schools. The experience they have during the learning process and how it affects their level of engagement in schools. The learning experience in Cameroon secondary school explores the new secondary school syllabi that came into use in Cameroon in the 2014/2015 academic year, superseding the syllabuses that had been in use for the past thirty years. Alemnge (2021). The present syllabi have been created to reflect the national and international learning needs in terms of knowledge, know-how, and attitudes. Cast in the Competency-Based Approach to Teaching and Learning, it draws from the vision of education contained in some policies like the Education for All goals (EFA), Dakar's (2000) framework for action, Sustainable Development Goal 4 to "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, the national education policy, and the (SND30)- National Development Strategy 2020-2030.

Structured into five "areas of learning" with different weights, the syllabi are held together by "families of situations" around which teaching and learning activities are developed

and implemented in a bid to enable learners to develop both the subject competences as well as the cross-curricula competences (Alemnge, 2021). The students learning experience in this syllabus makes use of specific roles of learners', teachers', parents', environment, and community. In Cameroon, secondary education institutions are under the control of a minister. The educational system is a shadow of Trusty Ship which left the country with a dual system (an English and French sub-system). The English subsection is characterized thus: Secondary education: length of study: 5 years; certification: GCE O/L; and high school: length of study: 2 years; certification: GCE A/L. The precondition for entry into secondary school is the First School Living Certificate and/or common entrance exams at the end of primary six. The student is then grilled for five years of secondary education, which consists of Forms One to Five.

The curriculum of study comprises all subjects, from home economics to physics and everything in between. By the end of Form 3, students are expected to select between an arts or science course of study. So, studies between Forms 4 and 5 are more specialized and geared towards the final exams. At the end of Form 5, the students sit for the General Certificate of Education Ordinary Level (Cameroon GCE O/L). The Cameroon GCE O/L consists of a broad selection of subjects examined over the course of two weeks. The student can select a maximum of eleven subjects from a science-based list or an art-based list. Hence, Cameroon students often describe themselves as science or arts students, and the result is graded as A, B, C, D, E, and F, with A being the best grade possible. Successful students are those with a passing grade (A, B, or C) in four or more subjects. Alemnge and Andongaba (2021).

In Cameroon, the need for civic responsibilities is due to the rapid increase in moral decadence; therefore, curriculum planners and designers have taught it wise to introduce citizenship education into the school curriculum aimed at teaching students' lessons on morality. Citizenship education was first taught as civic education in Cameroon schools in June 1959, under the supervision of the Secretary of State for Mass Education and Information for Youth and Sports. In September 2011, it was moved to the Ministry of Youth Affairs and Civic Education, Atabong (2013).

The evolution of the subject has been an issue of national concern. Besides, the status of citizenship education in Cameroon has been regarded as very important, as seen in the constitutional evolution that the country has witnessed from the 1960s through the 1961, 1972, 1985, and 1996 constitutions. As part of its implementation, Ministerial Order No. 30/05/MINESEC/IGE/IGP/SH of April 12, 2005, established the "Citizenship Education

Syllabuses” in general and Technical Secondary School in particular, with the following important policy objectives: At the level of the individual, the school was to guarantee the physical, intellectual, artistic, civic, and moral education, as well as contribute to the full blossoming of the child’s personality. At the community level, the school should ensure the training of citizens who are respectful of community property, knowledgeable, and rooted in their culture. From the moral dimension, the schools ought to promote a three-dimensional code of ethics, namely: personal, family, and interpersonal ethics. From the political and civic points of view, the school should be able to introduce the child to democratic principles and practices, respect for one another, tolerance, peace, justice, dialogue, solidarity, and cooperation. Alemnge and Andongaba (2021).

Conceptual Background

Curriculum Experiences

Many educationists have defined curriculum as everything the learner experiences. Gettinger and Seibert (2002). This emphasizes the dominance of the learner in the curriculum and excludes all that has no effect on the learner. Thus, only the learned curriculum becomes the curriculum. According to Johnson (1967), curriculum is a structural series of intended learning outcomes. He further said that the curriculum prescribes (or at least anticipates) the results of instruction but does not prescribe the means to be used in achieving the results. Curriculum experiences refers to all the knowledge, skills and attitudes learners acquired in school through instructional strategies, activities and materials.

Learning Experiences

One of the most natural and fundamental ways to learn is through experience. Learning by experience, also known as experiential learning, refers to any interaction, program, or course that promotes hands-on learning. You can make better connections between classroom theory and real-world situations by engaging in first-hand experiences. Learning experience refers to the process of learning by exploring or doing, which includes in-class activities, field trips, school projects, self-directed research, and life experience in general. It can also refer to the contextual or co-created conditions within which trainees experience the learning environment, including physical or virtual surroundings, instructors, course design, and the institution’s emotional and cognitive cultures. The term is often used as a more accurate, preferred, or inclusive alternative to terms such as course, for example, that have more limited or conventional connotations. Askew & Field (2007). A learning experience can take place in any setting, including the real world, a virtual environment, or a combination of both. These

elements are considered in the context of this study in relation to the influence of students' engagement in citizenship as a subject in school. The elements of learning experienced here are the teaching and learning approaches, learning content, material provided, and learning outcomes in relation to learners' engagement in citizenship.

Pedagogic Approaches

Teaching and learning approaches are theoretical concepts that describe on a meta-level how learning should be facilitated (for competence-oriented teaching and learning). There are three main approaches to learning: problem-based, project-based, and equity-based.

Problem-based or problem-oriented learning (PBL) is a learning process that involves understanding and solving complex real-world problems. Barth (2015) said that "students actively engage with meaningful tasks and complex scenarios and determine what they need to know and how and where they can find it." Dobson and Tomkinson (2012) viewed that instead of the teacher framing the problem, researching relevant information, and presenting it, students should do these. PBL is linked to a specific context and situation in the way that it addresses an authentic scenario instead of only dry theory (Mac Vaughn and Norton, 2012). Therefore, it is said to have "a strong motivating effect" (Barth, 2015), given the assumption that learners want to become involved.

Equity-focused teaching is a corrective tool that moves beyond inclusion. It allows instructors to acknowledge and disrupt historical and contemporary patterns that often negatively impact marginalized students. It recognizes that systematic inequities shape all students' individual and group-based experiences of social identity and produce vastly different relationships of power in and out of the classroom, which impact student learning and success. This is because they are actively engaged in shared responsibility in the learning community. In Cameroon secondary schools, the teaching and learning approach may not be favorable to the learners; most learners do not experience the project-based learning approach. This probably leads to a lack of engagement and use of citizenship values in schools and communities. (Brittany et al., 2022)

Flipped classroom: this is an instructional strategy and a type of blended learning that aims to increase students' engagement and learning by having learners complete reading at home and then work on live problem-solving during class time. In a flipped classroom, students watch online videos, lectures, collaborate in online discussions, or carry out research at home

while actively engaging concepts in the classroom with a mentor's guidance. (Flipped Classroom, 2024).

Inquiry based learning: This is a student centered teaching method that encourages the students to ask questions and investigate real world problems. This type of approach to learning helps students develop critical thinking, problem-solving, and research skills and allows them to connect what they learn in the classroom with the real world (Mario et al., 2015).

Project based learning: This is an instructional approach designed to give students the opportunity to develop knowledge and skills through engaging projects set around challenges and problems they may face in the real world. It is also when students work together to complete a real-world project, rather than just learning through traditional lectures and assignments (Victoria & Andy, 2016).

Collaborative learning: This is an approach that permits students to work in pairs or small groups through different learning activities. It provides the students with a sense of autonomy over their educational process (Angela & Cindy, 2013).

Reflective learning means looking back at something—a past experience or an idea and critically analyzing the event. This will help students learn from their past experiences and turn surface learning into deep learning (Evelyn & Ann, 1983).

Integrative learning: this is a learning theory that describes a movement toward integrated lessons that help students make connections across curricula. This is also a process of making connections among concepts and experiences so that information and skills can be applied to novel and complex issues or challenges.

Learning Outcomes

Describe the measurable skills, abilities, knowledge or values that students should be able to demonstrate as a result of a completing a course. They are student-centered rather than teacher-centered, in that they describe what the students will do, not what the instructor will teach. Learning outcomes are not standalone statements. They must all relate to each other and to the title of the unit and avoid repetition. According to Wang, M.T., & Sheikh, (2014). Articulating learning outcomes for students is part of good teaching. If you tell students what you expect them to do, and give them practice in doing it, then there is a good chance that they will be able to do it on a test or major assignment. That is to say, they will have learned what

you wanted them to know. If you do not tell them what they will be expected to do, then they are left guessing what you want. If they guess wrong, they will resent you for being tricky, obscure or punishing. Learning outcomes of citizenship in the context of Cameroon are respect of the national flag, the emblems, the constitutions, national anthem, public goods and services. We also have patriotism and freedom of speech. The learners in secondary are expected portray the above-mentioned behaviours in order to be better citizens. However, it is probably the reverse as we have many young Cameroonians who do not even know how to sing the national anthem, respect the national symbols.

Instructional Resources

Instructional material, also known as teaching/learning materials (TLM), are any collection of materials including animate and inanimate objects and human and non-human resources that a teacher may use in teaching and learning situations to help achieve desired learning objectives. Examples may include but are not limited to print materials, electronics, technology and media devices, visualizations and graphics, games and interactive resources learning materials means any e-learning information, audio, visual and audio-visual and any other written learning materials (real objects) that facilitate learning in the digital era. Other material like games, videos, flashcards, project supplies, and more also facilitates learning experiences. Classroom teaching that uses only a teacher lecturing the class, perhaps writing on the chalkboard or whiteboard, is the classic example of not using any teaching-learning material (TLM). Using TLM can greatly assist students in the learning process. Teaching Learning materials should encourage contacts between students and faculty, develop reciprocity & cooperation, and encourage active learning, prompt feedback, emphasize time on task, communicate high expectation and should respect diversity of talent and learning in students. Teaching aid are probably not exploited in the teaching process by teachers in some secondary schools in Mfoundi. This probably impede learners from getting the experiences, using the values and the competences acquired in the subject. The five main categories of instructional material include:

- **Print resources:** this is material that reaches intended audiences through written words or illustration like textbook, pamphlet, handout, study guides and manuals.
- **Audio:** this is the ability to learn by listening attentively, understanding, remembering and recalling spoken information. For example; cassette, microphones and podcast.

- **Visual:** this is a learning style in which students prefer to use images, graphics, colors and maps to communicate ideas and thoughts. For example; charts, real objects, photographs and transparencies.
- **Audiovisual:** these are educational materials directed at both the senses of hearing and the sense of sight like slides, tapes films, filmstrips, television, video and multimedia.
- **Electronic interactive:** these are materials designed to teach a specific learning outcome which may comprise of a single or multiple pages that can contain any combination of texts, images among others. Its examples include computers, graphing, calculators and tablets.

Learning Content

According to Shulman (1986). Content is knowledge teachers use to translate particular subject matter to students taking in to account possible misconceptions. It is a body of knowledge teachers teach and students are expected to learn in a given subject like citizenship and English Language. Also, Villegas-Reimers (2003) defined content as a conceptual map of how to teach a subject, knowledge of instructional strategies and representations, knowledge of students' understanding and potential misunderstandings and knowledge of curriculum and curriculum materials. Generally, content is the facts, theories and principles that are taught and learned in specific academic courses rather than to related skills such as writing, reading, researching, that students also learn in school. Bold, (2017). Hence, a good learning content is that which teachers communicate to the learners the purpose of each module and what happens when they complete it and how they can relate it in real life situations when trap. In citizenship classes, students often study politics, human rights, justice, democracy, voting, the law, and even the economy giving that the main aim of citizenship classes is for young generations to learn active citizenship skills through examination of real problems, issues, people, and current events in society.

In the Cameroon secondary schools, the content of citizenship as a subject may not properly reflect the society most probably due to the fast-changing nature of the communities as opposed to the static curriculum use in schools. This could be one of the reasons for which students do not effectively engage in civic activities and we still have heightened juvenile delinquency among youths who leave secondary schools today.

Students Engagement

Student engagement includes skills engagement, participation engagement, emotional engagement, and performance engagement. Student engagement refers to a student's need, desire willingness, and compulsion to participate and be successful in the learning process promoting higher level thinking. Bomia, et al., (1997). Academic engagement could also be seen here as a student's psychological and behavioral efforts and investment in learning, understanding or mastering skills, and knowledge in academic work Fredricks, Blumenfeld, & Paris, (2004). Student experiences with e-learning systems can affect academic engagement. Student engagement in school is one of the main factors in students' academic success. Student engagement is an outpouring of a number of physical and psychological energies by students to gain academic experience through both learning and extracurricular activities. In this condition students will involve two elements, namely: behavior (such as perseverance, effort, attention) and attitude (such as: motivation, positive learning values, enthusiasm, pride in success). Students will be involved looking for activities, inside and outside the classroom that lead to successful learning. Students will also show great curiosity, desire to know more, and positive emotional responses to learning and school Gibbs & Poskitt, (2010).

According to Frederick, Blumenfeld, & Paris, (2004). Engagement in the classroom falls in three categories which are behavioural, cognitive and affective, though distinct yet interrelated.

Skill engagement: also known as cognitive engagement is the extent to which students are willing and able to take on the learning task at hand and how long they persist. Richson and Newby, (2006) it also is a psychological state in which students put in a lot of effort to truly understand a topic and in which students persist studying over a long period of time

Behavioral engagement: this refers to the observable act of students being involved in learning. It involves the participation and involvement of students in school and extracurricular activities and positive attitude of the students during the resolution of activities

Emotional or affective engagement: is that which deals with people's emotional responses to learning. It is the value people perceive in completing a task. It also describes students' social and emotional and psychological attachment to the school. That is the relationship they have with peers in school and their sense of belonging.

In many communities' parents believe that their children academic success is the future success of the individual student and entire family. Therefore, once a child performs well,

happiness arises in parents mind and vise-versa. Some studies showed that parents' attitudes make enormous effects on students' attitude, attendance, and academic performance. There are parents who have positive attitude to education, and these parents encourage their children to study hard, and they are highly involved in their children education and thus students' achievement increases because of greater involvement from parents. In addition to that, McMillan (2000) noted that parental pressure has a positive and negative significant effect on public school performance. This becomes particularly obvious when the exactness of the parental pressure is brought to bear on the children's academic performance. Similarly, children of passive parents are found to perform poorly academically. Ryan (2005) study showed that academic performance is positively related to having parents who enforce rules at home. When students become engaging, they benefit enormously in different aspects; Learning with peers, developing leadership skills, making friends, learning life skills, Higher grade point averages, learning inclusive practices, Interpersonal skills, having fun, Enhancing your collegiate experience.

Citizenship Education

This is an educational approach that aims at preparing individuals to become informed, responsible, and active citizen in their societies. It involves teaching knowledge, skills and values related to civic rights and responsibilities, democratic principles, social justice, participation in public affairs, and respect for diversity. Hence, it empowers individuals to contribute positively to their communities and engage in democratic processes. It is also an academic subject in school that students take regularly to acquire basic knowledge and skills related to issues of importance in their communities. Through citizenship education, students are better equipped on how to solve future problems effectively when they arise.

Theoretical Background

Theories are meant to guide the research, while research provides the strength for theories, Amin (2005). Theories help us to understand the phenomenon with which it deals, predict the behavior of a system under study and provides a sound framework for organizing and interpreting results. According to Kerlinger, (1973) cited in Amin (2005), a theory is a predisposition that predicts a system view of specifying the relationship amongst variables with the purpose of explaining and predicting the phenomenon. As educators there are many theoretical approaches to take towards parent's involvement and students' engagement. The approaches are based on sets of assumptions that make the base on level of education, voluntary

service, and home environment. For effective understanding of the work the following theories were used: Social learning theory: constructivism and social constructivist theories with initiators like, Jerome Bruner, John Dewey, Albert Bandura, Lev Vygotsky, Piaget and others. Expectancy Theory by Victor Vroom, the Context, Input, Process and Product Model by Daniel Stufflebeam.

Theory of constructivism by Jerome Bruner in 1966

Constructivism theory was propounded by Jerome Bruner in 1966 (Olorode and Jimoh, 2016). The theory states that people construct their own understanding and knowledge of the world, through experiencing things and by reflecting on those experiences. This theory is based upon the principles of cognitive theory, hence sometimes referred to as cognitive constructivism. Wnet (2004), explain that when we encounter something new, we have to reconcile it with our previous ideas and experience, perhaps by changing what we believe, or by discarding the new information as irrelevant. In any case, we are active creators of our own knowledge. To do this, we must ask questions, explore, and assess what we know. This explains that learning is an active process which is based on the assumption that knowledge is constructed by learners as they attempt to make sense out of their experiences. This point of view maintains that people actively construct new knowledge as they interact with their environment (Adesanya, 2009). In the classroom, the constructivist view of learning can be used to encourage students to use practical approaches to create more knowledge, reflect on and talk about what they are doing.

Social Constructivism by Lev Vygotsky (1968).

Social constructivism was developed by post-revolutionary Soviet psychologist Lev Vygotsky. Vygotsky was a cognitivist, but rejected the assumption made by cognitivists such as Piaget and Perry that it was possible to separate learning from its social context. epistemology (a theory of knowledge) which argues that humans generate knowledge and meaning from an interaction with other people, experiences and their ideas. Constructivism is a learning theory which holds that learning is a process of constructing meaning. Also, constructivism is seen as an approach to probe children's level of understanding and to show their level of thinking. Constructivism shows the way that learners can make sense of the materials and how the material can be taught effectively. Social Constructivism is a cognitive theory that highlights collaboration in learning. It is a sociological ideology focusing on how humans learn and survive in a constantly changing society. Social constructivism is based on several assumptions or guiding principles: Knowledge is constructed through human activity,

reality is created jointly by members of a society, learning is an active and social process, and individuals create meaning through interactions with others and environments. This theory helps to explain the process of learning experience. This theory gives room for learners to be exposed to different views, elaborate on it then draw accurate conclusions. It also shows learners models of good practices especially in project writing.

Engagement theory by Kearsley and Shneiderman (1999)

This theory explains the concept of student's engagement as used in this study. Engagement theory specifically promotes student's activities that involve cognitive process such as creating, problem-solving, reasoning, and evaluation in which students are motivated to learn due to the meaningful nature of the learning environment and activities of both the parents and teachers. This theory helps us in this study to present and explain the concept of student's engagement. How their engagement can increase their participation and consequently the performances in academic work. According to Kearsley and Shneiderman, (1999) this theory shares many of the features of other theoretical frameworks for learning particularly constructivist and problem-based learning approaches. However, they believe that technology can facilitate engagement in ways which are difficult to achieve otherwise. In this theory, students who engage in active learning demonstrate an increase and social, racial and ethnic tolerance. Also, it aids learners to be expose to cognitive and emotional experiences which better prepare an enable them to handle new challenges in the future. Moreover, students used acquire knowledge to answer questions to meet the needs of their communities and build a better future for themslves and for everyone.

The Theory of Planned Behaviour by Ajzen (1991)

Ajzen (1991) proposed the Theory of Planned Behavior (TPB) wherein the individual's behavior is best predicted by one's intentions; intentions are, in turn, predicted by attitudes about the behavior, the subjective norms (a person's perception of important others' beliefs that he or she should or should not perform the behavior) encasing the execution of the behavior, and the individual's perception of their control over the behavior Ajzen's TPB has been used to predict many different behaviors ranging from gambling behaviors to the use of hormone replacement therapy. Stone, Jawahar, and Kisamore (2010) conducted a study in Oklahoma which studied the Theory of Planned Behavior predicting academic misconduct intentions and behavior. They studied the cheating intentions and behavior of a sample of 241 business undergraduates. They found that the TPB accounted for 21% of the variance in cheating intentions and 36% of cheating behavior. The finding of their study was that the TPB

model is a valuable tool for predicting cheating behaviors and could further research on academic misconduct. This theory is related to the study in that it teaches learners self-control and how to behave across different settings and situations. Hence, the likelihood of the learner to be engaged in a healthy behaviour is correlated with the learner intention to be engaged in the behaviour.

Problem Statement

According to Altikulac and Yontar (2019), curriculum experiences provides students with the knowledge to become good patriotic citizens and nationals of their country. The essence is thus to enhance a sense of personal responsibility and civic duty that promotes their ability to abide by the law and consider the duties they owe to society. Panagalia et al. (2020) also argue that curriculum experiences promotes a sense of responsibility. Therefore, with such an achievement, it could be possible to address various social problems such as delinquency, poor attendance rates, and poor academic performance. The school thus provides a good platform for teaching such knowledge in students' minds to positively influence their attitudes and behaviour in their preparation to enter their careers and become responsible adult citizens. Therefore, there is a big knowledge gap relating to the knowledge of how curriculum experiences impacts students. Besides, Wren (2021) adds that curriculum experiences borrows a lot from western values. Consequently, establishing the way people perceive curriculum experiences is important. Surprisingly, Pashby, K., Sund, L., & Tryggvason, Á. (2023). indicates that the practices and learning methods embraced in curriculum experiences are inadequate to promote the student engagement and skills needed in modern citizenship. Consequently, such deficiencies might not allow curriculum experiences to deliver the intended value to the students.

From observations it reveals that only 40% of students in Cameroon actively participate in citizenship education initiatives within the current curriculum framework (Mkong, 2024). This lack of engagement is largely attributed to the outdated and theoretical nature of the curriculum, which fails to address the practical aspects of citizenship relevant to the current socio-political landscape of Cameroon. Furthermore, statistics show that only 30% of educators receive adequate training and resources to effectively deliver citizenship education content. This lack of support and professional development hinders teachers' ability to facilitate engaging and interactive lessons that inspire student participation and critical thinking in citizenship matters (Mkong, 2024). The disconnection between the curriculum design, pedagogic approaches, instructional resources, learning outcomes, learning content and real-

world application of citizenship concepts is not only limited to students' comprehension but also diminishes their motivation to actively participate in shaping a more democratic and socially responsible society.

From empirical observation, it shows that there is insufficient application of values learned in citizenship education by students in secondary schools. Majority of learners are practically disengaged, apathetic, and poorly behaved, which often leads to corporal punishment and subsequently school dropout. This disengagement attitude is thought to be resulting from poor learning experiences in most secondary schools in the Mfoundi division. In addition, most students do lose interest in civic engagement activities that address issues of public concern, such as inequality, pollution, and voting rights. Vital societal civic engagement activities like political engagement, community engagement, civic skills engagement, and social justice engagement are neglected. Based on this the study seeks to determine the impact of curriculum experiences on students' engagement in citizenship education. it is imperative to address these shortcomings in the curriculum experience to enhance students' engagement in citizenship education and empower them to become informed and active citizens in Cameroon.

Research Objectives

This study employs the main and specific research objectives

Main research objective

- To examine the relationship between Curriculum experience and students' engagement in citizenship education in Yaounde III

Specific research objectives

- To find out the relationship between pedagogic approaches and students' engagement in citizenship Education in some secondary schools in Yaounde III
- To assess the relationship between instructional resources and students' engagement in citizenship Education in some secondary schools in Yaounde III
- To determine the correlation between learning outcomes and students' engagement in citizenship Education in Yaounde III
- To examine the link between learning content and students' engagement in citizenship Education in Yaounde III

Research Questions

This study employs the main and specific research questions

Main research questions

- How does Curriculum experience enhances students' engagement in citizenship Education in Yaounde III ?

Specific research Questions

- How does pedagogic approaches influence students' engagement in citizenship education in Yaounde III ?
- How are instructional resources, a determinant of students' academic engagement in citizenship education in Yaounde III ?
- Does expected learning outcome enhances students' engagement in citizenship education in Yaounde II?
- Does learning content enhances students' engagement in citizenship education in Yaounde III ?

Research Hypothesis

This study employs the main and specific research hypothesis

Main research Hypothesis

- **Ha:** There exist a relationship between Curriculum experience and students' engagement in citizenship Yaounde III

Specific research objectives

- Ha: There is a relationship between pedagogic approaches and students' engagement in citizenship in Yaounde III
- Ha: There is a relationship between instructional material and students' engagement in citizenship education in Yaounde III
- Ha: There is a relationship between learning outcome and students' engagement in citizenship education in Yaounde III
- Ha: There is a relationship between learning content and students' engagement in citizenship in Yaounde III

Justification

The 21st century is characterized by the mad rush for competences in all domains and levels of life. The students are expected to acquire competences to become useful to themselves and to the society. According to Brody (2009), students who participate in experiential learning feel empowered to use their knowledge and skills in contexts that will aid in their career development. Experiential learning also provides individuals with transferrable skills such as creativity, innovation, team collaboration, problem-solving, and critical thinking. This study is

relevant due to the fact that it looks at the underpinning challenges impeding the acquisition of these competences from the perspective of learning experiences. This implies that it examines how learning experiences could enhance competency acquisition.

Research has found that problems in classroom engagement are associated with negative academic achievement and behavioral outcomes, such as truancy and suspension Fredricks, Blumenfeld, & Paris, (2004). In most secondary schools in Yaounde III municipality, students are very distracted to other things than academic work. Consequently, we experience high poor academic performances, poor behavior, academic dropouts and juvenile delinquency. Meanwhile, learning by experience allows learners to directly practice the skills they plan to use in their field. This can help you get involved with different roles and activities and see how you perform. It also provides opportunities to reflect on the work you do and review any new skills. This study focuses on examining the elements surrounding student's disengagement in putting into practice values learnt in citizenship education.

Many researchers recognize the important role a strong positive bond between learning experiences play in changing learners' behaviour and the development of competences in learners Sanders and Sheldon, (2009). Learning from the experience of others can help us identify potential pitfalls, ensure we have accurate information, and can provide us with strategies and knowledge we might not otherwise have. This study is relevant as it examines the respective learning experiences that enhance different changes in behaviour among learners.

Due to increase juvenile delinquency propagated by peer pressure, many students whose parent's role is not effective constantly fall prey of some undisciplined students and learn poor behaviours. This study come in to emphasize on the need of teachers to become more intentional and effective in the following up student's learning habit and the type of material they learn. Therefore, this study is very important as it will enhance teachers' roles and the importance of having them constantly working for the good of the students.

Moreover, this study is contextually relevant and necessary because more learners are becoming too violent and possessing harmful objects instead of learning materials. Teachers and other students have become victims as we hear of stabbing and murdering of teachers and students by students in secondary school frequently. About three teachers were murdered in cold blood in classroom last academic year in the center region and countless cases of fighting

and blood flow were also registered. This study comes in to examine the best way out to mitigate the undesirable circumstances in our secondary schools.

Furthermore, this study is timely as it is conducted at a time when the country is decrying for poor performances, parents are struggling for their children to learn and progress in life. but these students keep showing the contrary, many parents are getting discouraged and others are lamenting for paying the same fees twice as children repeat the same class. This study come in to examine how learning experiences could lead to students' competence acquisition. This way, a solution could be provided to remedy this situation.

Another reason for which this study is very relevant is the fact that this study examines a very timely concept in the field of education. Learning experience focuses on being authentic, interactive, and collaborative to enhance engagement and improve knowledge retention. Besides, it adds value to the learner, encourages social learning, promotes learner self-assessment, and is inquiry-based. A good learning experience strengthens learning and development and, ultimately, helps improve employee performance and productivity.

Scope Of The Study

Geographical Scope

This study is conducted in the Central Region of Cameroon, the Mfoundi Division, and specifically in Yaounde III. The Mfoundi division, which covers an area of 297 km², had a total population of about 1,881,876 as of 2005 and is one of the 10 divisions that make up the Central Region. The division forms the Yaoundé capital and covers a greater area. The Central Region occupies 69,000 km² of the central plains of the Republic of Cameroon. It is bordered to the north by the Adamawa Region, to the south by the South Region, to the east by the East Region, and to the west by the Littoral and West Regions. It is the second largest of Cameroon's regions in land area. Major ethnic groups include the Bassa, Ewondo, and Vute. Yaoundé, the capital of Cameroon, is at the heart of the center, drawing people from the rest of the country to live and work there. The center's towns are also important industrial centers, especially for timber. The Mfoundi division is made up of seven subdivisions. Thus, the researcher took Yaounde III subdivision for the study, after which the findings will be generalized.

Thematic Scope

The central theme of this study is learning experience and students' engagement in citizenship education. Topics such as this, is studied in the faculty of education, especially in the department of curriculum and evaluation by curriculum developers.

Significance To The Study

To MINESEC:

The findings of this study will benefit the ministry in charge of secondary education (MINESEC) in Cameroon greatly. The study would provide useful and relevant information to the ministry about the important role learning experiences have to play in academic engagement on some subjects like citizenship, especially in the context of secondary schools. The ministry of secondary education will use these findings and literature to modify the roles of parents, teachers, the environment, the role of principals, following the appropriate parameters since the child's academic engagement is pegged beyond school or classroom factors like relevance in teaching aids and pedagogy.

To parents

In the same breath, parents would be informed of how to provide or generate an intellectually stimulating home environment, leading to improved academic engagement and success. It would further mediate the child-rearing or general upbringing of the children by advocating for closer follow up and monitoring of the children's academic and social pursuits, modelling the children into not only responsible adults but also successful and independent after excelling in their academic work.

To principals And Teaching Staff

Results of the study will be utilized by education stakeholders on how to use curriculum experience level to maximize on students' engagement on citizenship that could go a long way to enhanced learners behaviour when trap in real life issues.

Scientific significance

It will be use by the scientific community to encourage students' engagement in citizenship education. This will go a long way to bring up citizens that are well behaved in their community and the society at large.

Definition of key Concepts

Curriculum experience

Curriculum experience refers to the one that the learner absorbs or make sense of as a result of interaction with the teacher, classmates of the institution (Pinar, & Ali., 2012).

Learning experience

Learning experience refers to any interaction, course, program, or other experience in which learning takes place, whether it occurs in traditional academic settings (schools,

classrooms) or non-traditional settings (outside-of-school locations, outdoor environments), or whether it includes traditional educational interactions (students learning from teachers and professors) or non-traditional interactions (students learning through games and interactive software applications) (Taber, 2009).

Instructional material provided

Teaching Materials means materials used by an instructor, such as class notes, examination, educational software, books, articles, laboratory manuals, books, works of visual or graphic arts or other teaching aids for the purpose of explaining concepts to students or evaluating their performance (Kumer, 2017).

Learning outcome

Measurable statements that articulate at the beginning what students should know, be able to do, or value as a result of taking a course or completing a program (Bolitho, 2008).

Learning content

Learning content describes resources used to develop the skills and knowledge that enable people to perform their roles better (Mbat, 2021).

Students Engagement

Student engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education (Rick, & Arend, 2010).

Citizenship education

It is the study of the theoretical, political, and practical aspects of citizenship, government, and democracy. It is a field of study that seeks to prepare individuals to be active and engaged members of their communities, and to understand and participate in the political and civic life of their society. (Center for Civic Education, 1991).

Social Learning

According to Lev Vygotsky (1968) refers to

CHAPTER TWO

REVEIEW OF RELATED LITERATURE

This chapter reviews related literature. It presents the works of earlier researchers related to this study. It examines the theories and their significance to the study and also presents the empirical literature according to objectives. It concludes by presenting a summary of the literature and presents the knowledge gap.

Citizenship education in secondary schools

Cameroon secondary education is made up of two sub systems; the English sub system of education and the French sub system of education. The following subjects are studied in the Cameroon secondary education; Mathematics, English Language, French, Biology, Chemistry, Geography, Physics, Economics, Computer Science, History English in Literature, Logic, Citizenship, among others. In this note, the researcher's study was based on citizenship education as a subject in Cameroon secondary schools mainly to verify why students misbehave in the school and society at large despite the numerous norms and values impacted in them through citizenship education.

Following Cameroon choice to become an emerging nation by SND30, its secondary education sector need to be fortified with quality training aimed at preparing young Cameroonians for smooth insertion into a more demanding job market worldwide. This is done through a pertinent teaching and learning process. Unlike before, citizenship syllabus for the 21st century Cameroon training tools have significantly evolved in their conception and implementation. This is seen where schools today are deeply rooted in a society that takes in to account sustainable development, local knowledge and cultures (Law No 98\004 of 14 April 1988). Furthermore, the necessity for socio-professional insertion required the adoption of syllabuses relating to competence base approach with an entry through real life situation. Thus, the essential competencies that learners should acquire in citizenship education in secondary schools are; knowledge, know-how and attitudes. To better implement this to learners, a defined framework had to be setup by the teachers to organise their pedagogic activities and be drilled on how to best mould learners to relate knowledge acquired to solve real life situation whenever and wherever face in a situation in life. (MINESEC, 2014).

According to the inspectorate general of secondary education Cameroon (2014), citizenship secondary education syllabus is made up of **8** chapters titled as modules. These include;

Module 1: The administrative organisation of Cameroon with example of situation as ignorance of the masses, non-respect of hierarchy and corruption in the administrative milieu.

Module 2; The political organisation of Cameroon in which students are exposed to examples of situations like non-respect of the national symbols, electoral malpractices, voters apathy.

Module 3; The fight against social ills. Examples of situations include drug abuse, indecency, vandalism, juvenile delinquency, prostitution and immorality.

Module 4; The citizens and the economy. Examples of situation include low salaries, refusal to sign labour contracts and fluctuating exchange rate.

Module 5; Human right Education. Examples of situation are domestic violence, child abuse and child trafficking, and ignorance of right.

Module 6; The notion of peace. Examples of situation are wars, piracy, land conflicts and farmer grazier conflicts.

Module 7; Gender Relations and minority Rights. Examples of situation are few women in post of responsibility, stigmatization of handicapped and albinos and abandonment of age.

Module 8; Facing issues of global concerns. Examples of situation include cyber-crime, terrorism, cross border rubbery, influx of refugees, child trafficking and brain drain.

Conceptual Review

Curriculum

The term curriculum could be seen as the academic content and lessons taught in a school or educational institution or in a specific course or program. A well-organized plan for conducting educational activities is called a curriculum. A curriculum is a set of standards-based experiences in which students practice and master information and skills.

According to Bestor (2004), the curriculum must consist essentially of disciplined study in five great areas: 1) command of mother tongue and the systematic study of grammar,

literature, and writing. 2) mathematics, 3) sciences, 4) history, 5) foreign language. For McPhail, and Rata, (2015), curriculum is a continuous reconstruction, moving from the learner's present experience out into that represented by the organized bodies of truth that we call studies... the various studies... are themselves experience—they are that of the race. The curriculum serves as a primary guide for all educators in terms of what is required for effective teaching and learning, ensuring that every student has access to challenging academic experiences (Mizanur, 2022). A curriculum's structure, organization, and concerns are designed to help students learn more effectively and efficiently. To effectively support instruction and learning, the curriculum must include the required goals, techniques, materials, and assessments.

Importance of Curriculum

An effective curriculum provides a measurable strategy and structure for delivering quality education to teachers, students, administrators, and community stakeholders. Students must demonstrate learning outcomes, criteria, and core competencies before progressing to the next level, according to the curriculum. Teachers are crucial in the development, implementation, assessment, and modification of the curriculum. A research-based curriculum serves as a roadmap for teachers and students on their way to academic success. The school system is based on a curriculum, and it can never function without recognizing the value of the curriculum. A school cannot function properly without a well-designed curriculum. Because there would be no clear understanding of what students studying at the school would be taught. Whatever the purpose of teaching a topic is, the administration must have a clear vision of what they want the pupils to be capable of by the time they graduate from that institution. On the other hand, if the curriculum is too tough for the majority of students. The administration must then rewrite the syllabus to make it less tough. We may advance towards a more effective academic environment with skilled and hardworking students by carefully managing the curriculum.

Curriculum experiences

All the changes occurred in the learners due to their school experience are called the Learned Curriculum. It is the curriculum that a learner absorbs or makes sense of as a result of interaction with the teacher, class-fellows or the institution. It includes the knowledge, attitudes and skills acquired by the student. Many educationists have defined curriculum as everything the learner experiences. Gettinger and Seibert, (2002). This emphasizes the dominance of the

learner in the curriculum and excludes all that which has no effect on the learner. Thus, only the learned curriculum becomes the curriculum.

How the student reacts to, interacts with, or learns from the activities, people, things, and social or emotional environment of the classroom is referred to as the experiential curriculum. According to Wurdinger and Carlson, (2010), neither the phrase "experienced curriculum" nor the terms "teacher-centered curriculum" are interchangeable. It is necessary to first assess the holistic, experiential meaning that children's classroom involvement has for them before comparing it to the relevance of that experience in terms of its educational worth. According to Dewey (1936), "Experience is a matter of the interaction of the body with its environment, a human as well as physical environment, that encompasses the elements of tradition and institution as well as local surroundings." We engage in further activities in light of our prior experience as we gain experience through engagement, and so on. The only fulfilment we can talk of is the attainment of a specific experienced aim, according to William James, and the only role that one experience can do is to lead to another experience.

Education is the continuous reorganizing and building of experiences. As a result, the experience curriculum may be described as "the curriculum that consists of all the experiences that the student has, regardless of their character, when they take place, or where they are (Wayne and Youngs 2003). These experiences have led to the development of brand-new issues, initiatives, or projects. These provide him with new experiences and broaden his prior learning or life experiences. According to Tienken and Carton (2009), experience curriculum evolves continuously in this way. The experiences are designed with children's interests and needs in mind, taking activities or issues from daily life. Therefore, these experiences are important. The teachers and the students collaborate to plan these. These have to be in line with the child's development and growth.

Types of curriculum experience

The experiential curriculum offers the students in the class, in the school, and even beyond the school a variety of experiences. There are two different kinds of experiences: direct and indirect. (a) Direct experiences: When a youngster encounters a situation head-on or comes into direct contact with reality, direct experiences are gained. Examples of direct experiences include working on the school's farm or workshop, doing experiments in the science lab, and going on field trips. These first-hand encounters offer wisdom. However, these encounters aren't always feasible or desired. (b) Indirect experiences: These learning opportunities are

obtained through some media, like textbooks, radio broadcasts, etc. Such encounters can also give knowledge of new subjects. Experiences gained, directly and indirectly, are complementary. While indirect experiences provide the specific knowledge not attainable through direct experiences, direct experiences provide the indirect experience a real touch (Dugan, J. et al., P. 2019).

According Vetter, M. K., Schreiner, L. A., McIntosh, E. J., & Dugan, J. P. (2019), Curriculum experience is important to the learner in several ways: The structure of experience-based education is based on psychological principles. When knowledge is delivered in real-time, a youngster has first-hand experience.

- It fosters social interaction.
- It fosters social skills including collaboration, empathetic understanding, love, a sense of belonging, and more.
- The environment for teaching and learning is managed.
- The education is given in accordance with the child's requirements and needs.
- The child has direct encounters with real-world issues.
- Curiosity leads to the creation of experiences.
- It fosters group loyalty.
- It helps in resolving life's social problems

Learning

According to skinner, (1960) “Learning is not acquiring knowledge or skill by mere mechanical repetition. It is a process in which the learner organizes different elements & experiences to reach a particular goal” According to dictionary of education (2015) “Learning means – change in response or behavior such as innovation, elimination or modification of responses, involving some degree of performance caused by partly or wholly by experience.” Learning means modifying & changing one’s behavior to achieve a goal. Learning means development of a method for dealing a given problem. In the process of learning, a child acquires new information & according to it modifies the behavior through experiences. The goal of education is all round development of a child. To achieve this goal, one has to go through the process of learning. Learning leads to the positive change in the behavior. Learning takes places in different ways; learning is the modification of behaviour, learning creates interest to know new things, learning is problem solving, learning is a matter of habit, learning is not only knowledge about subject but also understanding of the subject, learning occurs in

both formal & informal situations, learning is caused partially or wholly by experience or training.

Learning experiences

Learning occurs when the child has an experience that is when he reacts to the situation in which he finds himself (IBE-UNESCO (2013)). Learning takes place by interaction between the situation & the learner, when any situation acts upon the learner, the learner reacts, he/she modifies his/her behavior & this interaction results in learning. Experiencing is simply seeing, hearing, feeling, testing, smelling & so on. The individual reacts to these experiences & learning takes place. We learn because things happen to us & we do something in turn. It is only through experience that we learn. Learning will not take place in the absence of any experiences. Every moment a child is learning because of varied experiences he is getting in life. The kind of learning experiences decides the quality of learning (Greenwood, 2020). Most educators understand the important role experience plays in the learning process. A fun learning environment, with plenty of laughter and respect for the learner's abilities, also fosters an effective experiential learning environment. It is vital that the individual is encouraged to directly involve themselves in the experience, in order that they gain a better understanding of the new knowledge and retain the information for a longer time.

As stated by the ancient Chinese philosopher, Confucius, "tell me and I will forget, show me and I may remember, involve me and I will understand.' In the traditional school environment, majority teachers give factual information about every subject. Teachers want to complete the syllabus with help of text books. The child memorizes the information by repetition. Learning becomes only memorization & factual information becomes the learning product. But learning does not mean only memorization. It does not lead to understanding of a particular topic in any subject, (Greenwood, 2020). For better understanding, for acquiring knowledge, abilities skills & attitude, experience is the most essential thing in the process of learning. Children learn by thinking, feeling & doing. Learning results from the active participation of the pupil to the stimulus situation which the teacher creates in the class.

Learning experiences can be classified as direct or indirect (IGNOU, 2017). Direct experiences refer to learning activities that involve first-hand experience, while indirect experiences don't include first-hand experience. In practical learning situations, there is always a combination of both experiences. While selecting any learning experience, the teacher must see that it leads to the attainment of given educational objectives. Learning experiences are not merely confined to the classroom; they can be developed outside of the classroom. Home,

society, mass media, playgrounds, etc. are some of the major centers of learning experiences. Subjects like science, mathematics, and geography are full of abstract concepts. For understanding these concepts, teachers can give direct or indirect experiences. According to Pardal (2018), teachers can organize field trips, visits, etc. For teaching subjects like languages and history, teachers can have conversations, storytelling, etc. In this age of information and technology, teachers can use technology such as computer multimedia programs to provide indirect experiences. Effective use of such technology will lead to the enhancement of knowledge and enrichment of learning experiences.

An experiential facilitator is someone passionate about their work who can immerse participants in the learning situation, allowing them to gain new knowledge from their peers and the environment created. They stimulate the imagination and keep participants hooked on the experience. Creating an experiential learning environment can be challenging for educators who have been taught traditional classroom techniques. Identifying activities that allow learners to understand and absorb concepts can be a daunting experience. By providing direct experience in addition to standard written and visual materials, learners with different learning styles and strengths can be accommodated. Learning experience is not part of the syllabus, unit, or traditional lesson plan, but rather the interaction of the learner with the situation created by the teacher, which helps modify student behavior.

Learning experiences can be categorized into direct and indirect experiences. Direct experiences involve first-hand experiences with objects or symbols, such as perceptual learning, which involves seeing, hearing, testing, smelling, feeling, handling, and manipulating things. Indirect experiences, on the other hand, involve acquiring learning outcomes without first-hand experience, such as reading, looking at pictures, and listening to lectures and discussions. The learner's ability to benefit from others' experiences depends on the extent and adequacy of their previous direct experience. To be effective learners, we must perceive information, reflect on its impact on our lives, compare it to our own experiences, and think about how this information offers new ways to act. Learning requires more than just seeing, hearing, moving, or touching; it requires integrating our senses and thoughts with our feelings and behaviors. Passive learning alone doesn't engage our higher brain functions or stimulate our senses, preventing us from integrating lessons into our existing schemes.

Pedagogic approaches

The pedagogical approaches are commonly understood as the approaches to teaching. It is referred to the theory and practice of learning and how this process has an impact and is influenced by the social, cultural, economic and the political factors of the students. According to Greenwood (2020), when the pedagogical approaches are to be formulated or put into practice, there are number of factors that the instructors need to be aware regarding the students. Some of these include, their academic goals and objectives, age groups, grade levels, subjects and concepts, learning abilities, interactive abilities, personality traits, standards of education, laws and rules of the educational institutions and other needs and requirements of the students. Pedagogical approaches impart knowledge and understanding to the individuals in terms of how knowledge and skills are imparted in the educational framework (Greenwood, 2020). Major emphasis is put upon the interactions that takes place in learning. The instructors and the students will not be able to carry out their job duties well and achieve the desired goals without enriching their interactive abilities. Therefore, it is understood, up-gradation of socialization and interactive abilities are regarded as indispensable.

Learning is dependent upon the pedagogical approaches (Pedagogical Approaches, 2014). If students need to augment their learning and understanding, they need to be well-aware in terms of pedagogical approaches. After generating awareness in terms of them, they need to augment their knowledge in terms of ways of putting into practice these approaches in an effectual manner. When these approaches will be implemented well, only then the students will be able to learn and do well. In the present existence, the technologies and internet are contributing a significant part in making provision of knowledge to the instructors and students in terms of pedagogical approaches. Furthermore, they are able to generate information in terms of measures to up-grade pedagogical approaches. According to Tomlinson, (n.d.), the members of the educational institutions at all levels, i.e. heads, directors, administrators, professors, instructors, and students need to exchange ideas and viewpoints and be well-equipped in terms of measures, strategies and approaches needed to put into practice as well as bring about improvements in pedagogical approaches. Therefore, it can be stated, bringing about improvements in pedagogical approaches are regarded as efficacious and worthwhile in leading to up-gradation of the overall system of education.

According to Sampath et al. (2010), the different types of pedagogical approaches are put into practice in educational institutions at various levels. The instructors need to be well-equipped in terms of various types of pedagogical approaches. The instructors are required to

hone their knowledge and competencies throughout their jobs. Apart from these factors they need to be well-aware in terms of pedagogical approaches. Through the implementation of these approaches in an effective manner, there are various advantages that are experienced. These are, students are allowed to create their own specifications, learn within the classroom settings with the solutions regarding the real problems, students share their viewpoints and perspectives, generate awareness in terms of methods and strategies that are put into practice in enhancing learning, develop motivation towards learning, acquire a better understanding of the concepts, bring about improvements in academic concepts and lesson plans, enhance the teaching skills of students, augment understanding in terms of measures and approaches that are necessary to depict appropriate behavioural traits, develop the abilities construct and make use of the knowledge and competencies and liberate the students through acquisition of education, (Kapur, 2019). There are five different Pedagogical approaches, being the constructivist approach, the collaborative approach, the reflective approach, the integrative approach, and, finally, the inquiry-based approach.

Open-Ended Instruction

In the open-ended instruction, the lessons are structured so that the multiple and complex answers are possible (Resources for Thinking, 2020). The students do not normally focus on one right answer. An open-ended question is the question, which involves elaborative answers. Bakar, et al. (2015) opines that the answers are not limited to yes or no. Hence, in the case of open-ended instruction, the instructors give elaborate explanations to the students, so they are able to acquire an efficient explanation of the subjects and concepts. The students normally find this approach effective and meaningful. They form the viewpoint that when open-ended instruction is put into practice by the instructors in teaching them, they will be able to achieve academic goals and up-grade the overall system of education. Furthermore, the students are also provided with the opportunities to develop and create all the aspects of the assignments, based on their existing knowledge and interests. The instructors allow the students to develop their own problem, and create their own specifications Bakar, et al. (2015). Therefore, it can be stated, open-ended instruction is regarded as an efficacious and meaningful pedagogical approach.

Integrated Learning – Integrated learning is the learning theory that is focused upon combining what one learns within the classroom settings with the solutions of the real-world problems. According to McGolerick, (2013), this pedagogical approach provides students with the overarching organizing ideas and concepts, which would enable the students to develop the

bigger picture. They began to internalize the process by developing connections across the disciplines and/or among topics across the disciplines. Integrated learning has number of benefits, i.e. use academic knowledge in the real world, develop self-awareness, the students are able to form their comfort zones, they develop awareness in terms of barriers taking place within the course of achievement of academic goals, develop awareness in terms of global issues, hone leadership, teamwork and communication skills, develop practical skills, develop thinking skills, recognize the meaning and significance of academic goals, and bring about improvements in the overall employability skills (The Benefits of Work Integrated Learning for Students, 2019). Hence, it is implemented to a major extent at all levels of education. Therefore, it can be stated, integrated learning is regarded as a worthwhile pedagogical approach.

Inquiry-based Learning – Inquiry-based learning is an approach to learning that puts emphasis upon the roles that are played by the students in the learning processes. It is a student-centered approach driven by students' questions and their innate curiosity. The instructors are vested with the job duties and responsibilities of directing and guiding the students (Gholam, 2019). The aspects in terms of which the instructors impart knowledge and understanding to the students are telling students what they need to know, students are encouraged to explore the material, ask questions and share ideas. As these are not just the aspects that need to be put into practice by the students in acquiring an efficient understanding of the academic concepts and lesson plans, but these are also crucial in forming amiable and pleasant terms and relationships with others and creating a sociable and cordial environment within the educational institutions (Bayramet al. 2013). This pedagogical approach is different from other approaches, as the order of learning gets reversed. The students are provided with the opportunities to express themselves and share their viewpoints and perspectives. Therefore, it is well-understood, inquiry-based learning is regarded as a meaningful and favourable pedagogical approach.

Constructivist Approach – Constructivist approach is an approach to learning that holds the individuals in an active manner, to construct or make use of the knowledge and competencies. These are determined by the experiences of the learners. Baines, & Stanley, (2000), opines that the constructivist approach needs to be put into practice within the classroom settings. The main areas that are taken into consideration are situation, groupings, bridge, questions, exhibit and reflections. Furthermore, it puts emphasis upon student agency through self-guided exploration, reflection and evaluation. It encourages the students to reflect

on their work, so they are able to identify the inconsistencies and bring about improvements in them. The individuals identify the intermediary skills that are needed to bring about improvements in their overall quality of lives. According to Shymansky (2006), the instructors provide the students with the experiences that allow them to hypothesise, predict, manipulate objects, put forward questions, research, examine, investigate and invent. Hence, from the constructivist approach of pedagogy, the instructors and the students are able to acknowledge and understand that putting into practice the traits of hypothesising, predicting, manipulating objects, putting forward questions, researching, examining, investigating and inventing will contribute effectually in enriching the system of education and achievement of academic goals. Therefore, it is regarded as useful and efficacious pedagogical approach.

Instructional resources

Instructional materials/resources are sight tools for teachers at all levels of educational process, use for effective instructional delivery and enable the achievement of the stated objectives of a lesson. Instructional materials have been observed as a powerful strategy to bring about effective teaching and learning. The importance of quality and adequate instructional materials in teaching and learning can occur through their effective utilization during classroom teaching. Instructional materials here include all the tools that the teachers' used to make the learning more interesting and memorable. According to Farombi, (1998), instructional materials include books, audio-visual, software and hardware of educational technology. He further opines that the availability, adequacy and relevance of instructional materials in classrooms can influence quality teaching, which can have positive effect on students' learning and students' engagement. According to Oni (2002), instructional resources are teachers' strategic factor in organizing and providing education. This is so because they help to elaborate a concept that the teacher could not, without an instructional material. This allows students to learn more comfortably.

Writing on the role of instructional materials in teaching and learning, Benell, & Mukyanuzi (2005), commented that science of educational programmes cannot be taught effectively without the existence of equipment for teaching. This is because instructional materials help those who learn to develop problem-solving skills and scientific attitudes. Elaborating further on the same point, Akande, (2005), emphasize that when instructional materials are provided to meet relative needs of the teaching process, students will have access to reference materials mentioned by the teacher, and also each student will be able to learn at his or her own pace.

Jacks, C. et al., (2001), further explained that instructional materials is important in that it provides basis for the content of lessons, the balance of skills taught, and the kinds of subjects students take part in. These forms of materials are important for the present study as to know to a certain extent the use of different kinds of materials in the classroom and how the students make responses to it. According Beckman and Klinghammer (2006), the use of different materials is perceived by the teachers and the students as an essential tool to student engagement and its relation to other elements. In practice, instructional materials are interacted with other aspects of teaching, and how it interacts with curriculum, methodology, teacher and students gives foundation to the role of the materials. The use of instructional materials can be analyzed from material preparation process to material implementation process (Byrd, 2001). These two steps from material preparation to implementation are everyday task of the teacher to use the materials

In a simpler way, the relationship between instructional materials and other elements is also suggested by Waters and Hutchinson (1998), in a three-way relationship as illustrated below:

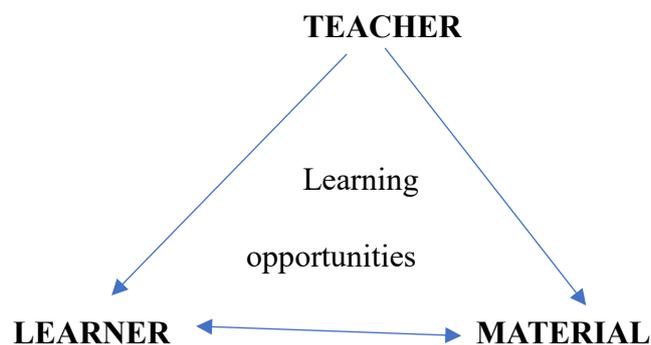


Figure 1: Three-way relationship

Source: Adapted from Olayinka, A. T. (2016).

Thus, in a complete form, these three factors provide learning opportunities in that the absence of one may result in the reduced quality of an effective teaching and learning. Teachers need the materials for a number of reasons. For some teachers, teaching materials serve as their primary teaching resources while for some others they regard teaching materials primarily to supplement the teacher's instruction, Richards & Jacks C, (2001). To describe a more practical relationship between materials and teachers in learning, Smith (1981) and Brumfit,(1985) points out that what a teacher does with the materials involves four fundamental processes: (1) presentation to the learner of the new material, (2) explanation to the learner of the meaning and form of the new material, (3) repetition of the new material until it is learned, and (4)

transfer of the new material to other contexts by the learner. In short, these processes assert making the most of the teaching materials for the learners.

Learning outcomes

Children learn in a variety of ways such as listening, reading, playing, interacting and doing. This learning leads to change in their behaviour. This change, when observed and assessed, is often termed as learning outcome. The very process of learning, which leads to development of competencies, is continuous and spiral. It does not happen in a linear fashion. Therefore, learning outcomes cannot be seen as achieved in a linear manner and are also not dependent on the content given in the textbooks but are linked to our curricular expectations and are process based. There has always been a debate on the difference between competency and outcome. Literature, generally consider learning outcome as the end result and competency as a state of being skilled. But when learning happens in continuum, a learner happens to be in the state of learning or in the process of learning. Therefore, in the process-based approach of learning, learning outcomes are the competencies which learners continue to develop and improve. With this perspective, the National Council of Educational Research **and Training-NCERT**, (2017), developed the Learning Outcomes for the elementary stage addressing the concerns of Right of Children to Free and Compulsory Education (RTE), (2009), on the learning levels of children.

The National Council for Education –NCERT, (2011) had also initiated discussions with various stakeholders, as well as the capacity building of teachers. As a follow up of this, the states and UTs had taken an initiative to disseminate learning outcomes in their schools. It is in this context, that the demand for learning outcomes for the secondary stage from the different school education boards, SCERTs, etc. increased. Addressing this demand, the NCERT has developed the Learning Outcomes for the Secondary Stage in all subject areas in school education. The challenge of content domination in the learning outcomes has been minimised in consultation with experts, teacher educators and teachers, and has been made in such a way that every state/UT can use these irrespective of their state's syllabi and textbooks. Moreover, care has also been taken to provide pedagogic processes that match the learning needs of adolescents. Adequate space has been given to national and social concerns such as gender, inclusion, constitutional values, protection of environment, and children with special needs in the learning outcomes. Moreover, the 21st century skills of problem solving, critical thinking, creativity, etc., are also an integral part.

Learning Content

Learning content describes the resources used to develop skills and knowledge to enable your team members to perform more effectively. Learning content also means the totality of what is to be taught in a subject like citizenship. The content component of teaching learning situation refers to the important facts, principles and concepts to be taught. These contents must be in line with the learning experiences and there must be clear cut objective to be achieved by the end of each respective lesson. It can be in form of knowledge, skills, attitude and values that learners are exposed to. Content involves subject matter drawn on the basis of problems, themes or topics cutting across traditional subjects.

The framework for 21st century skills is core subjects and some important assessments such as learning and thinking skills, literacy, content of 21st century and life skills. The core subjects are English, Mathematics, Science, Civics, Foreign Languages, government, economics, arts, history and geography. As life skills; leadership, ethics, personal productivity, social and personal responsibilities, human rights, accountability can be learned in citizenship education. On this point it can be to understand the importance of citizenship education globally. As we consider about global issues the schools need to develop consensus for all students all around the world. There is remarkable consensus among educators and policy leaders on one key issue: we need to bring what we teach and how to teach it into 21st century, for all students equally on citizenship education.

Criteria for selecting learning content

Validity: The learning content of a subject is valid if it promotes the outcome that it is intended to promote. It is also the authenticity of the subject matter or content selected, to make sure the topics are not obsolete, for this to be achieve, there should be a regular check on the learning content and replace it if necessary.

Self-sufficiency: This criterion helps learners attain maximum self-sufficiency at the most economical manner or content selection. This is done when the students or learners are given the chance to experiment, observe and carryout field study.

Significance: The content is significant if it is selected and organized for the development of learning activities, skills, processes and attitude that will help in solving the problem of the country. It also develops the three domain of learning namely cognitive, affective and psychomotor skills and considers the cultural aspect of the learners particularly,

if your learners come from different cultural background and races then the content must be socio-culturally sensitive.

Interest: This criterion is true to be learner centred content. The interest of the students should be considered in selecting content because students learn best if the subject matter is meaningful to them. It becomes meaningful if they are interested in it. But if the content is subject centred, teachers have no choice but to finish the facing schedule religiously and teach only what is in the book, this may explain why many fail in subject sometimes.

Learnability: The content should be what the students can learn and should be within their experience. Teachers should apply theories on psychology of learning in order to know their subject are presented, sequenced an organized to maximize the learning capacity of the students

Utility: This is the usefulness of the content in solving problems now and in future. It is more important in skill or procedural. Knowledge, whereby learners can put what they have learnt into practice life activities

Consistency with Social Realities: This means that content should be chosen based on the fact that they relate to our present social needs economic and political situation. Content must be acceptable to the culture and belief system of the people.

Students Engagement in citizenship education

Student engagement refers to the investment of effort, time, and other resources by students in educational institutions to provide the optimal experience and enhance the learning possibility Trowler, (2010). Being considered as the indicator of personal development and learning, engagement of students helps in straightforwardly deriving the desired outcomes, grades, and satisfaction. There are three forms of engagement which are social, intellectual, and academic according to Fredricks, (2011). He opined that its Only in the presence of all the three forms of engagement, student learning can be optimised. Lack of engagement of students not only affects their academic capabilities but also influences their social functioning. A high rate of student disengagement leads to low academic achievement, a high dropout rate, high unemployment, social exclusion, low income, crime engagement and health issues (Hancock and Zubrick, 2015).

Student engagement in school is one of the main factors in students' academic success. Student engagement is an outpouring of a number of physical and psychological energies by students to gain academic experience through both learning and extracurricular activities. In

this condition students will involve two elements, namely: behavior (such as perseverance, effort, attention) and attitude (such as: motivation, positive learning values, enthusiasm, pride and success). Students will be involved looking for activities, inside and outside the classroom that lead to successful learning. Students will also show great curiosity, desire to know more, and positive emotional responses to learning in school. Gibbs & Poskitt, (2010). The importance of student engagement in school is very much realized by educators like Fredricks, Blumenfeld, & Paris (2004), who explain that researchers, educators, and policymakers currently focus more on student engagement as the key to overcoming problems in students who are low achievers, bored, and have high dropout rates.

This is supported by research conducted by Connell and Wellborn (1991) which shows that students who engage in school will show behavioral involvement in learning and have a positive emotional attitude, they endure in the face of challenges. Results of the study by Dharmayana, et al (2012), show that emotional competence and student engagement in schools play a positive role on student academic achievement. It means, increasing emotional competence students will be able to increase student engagement in schools that play a direct role in student academic achievement.

Empirical review

Learning experiences and students' engagement in citizenship education

In a related study conducted by Trudeau (2014) examines two case studies that describe different ways of working with community partners to create civic engagement experiences in undergraduate education. Analysis of the case studies yields guidance about practical decisions involved in planning, designing, and executing pedagogy that uses engagement to generate what Fink calls "significant learning experiences." Emphasis is placed on several key considerations of goals, process, and outcomes for designing courses with community partnerships. The article also highlights a rationale for sponsoring community-engaged pedagogy and identifies the types of resources such work requires to be effective. This will go a long way to motivate students to engage in the development of community project after school.

Miler and Raycet (2011) opined that student engagement includes skills engagement, participation engagement, emotional engagement, and performance engagement. Handlesman et al., (2005) created a questionnaire that measures these forms of engagement. The purpose of this study was to determine the extent to which each form is promoted by different learning experiences. One hundred and twenty-seven students involved in (a) undergraduate research,

(b) learning communities, (c) internships, or (d) service learning completed the SCEQ. The results indicated that undergraduate research and internships promoted greater student engagement. Key factors contributing to engagement included perceived career relevance, faculty/student collaboration and the focus and intensity of the learning experience.

Evangelia (2010) in a related study had explored the effect of in-class experience and open and closed-book examinations on understanding. In-depth interviews were conducted with twenty final year psychology students. They were asked about their study strategies to develop understanding when revising for open-book and closed-book essay-type examinations, and also about their in-class experiences. The findings indicate the effect of in-class experience, as a both cognitive and emotional experience, on approaches to studying and of students' attitudes to the differing forms of examination. Positive and negative effects of lectures on students' learning appeared related to alignment and misalignment, respectively, between teaching, learning and assessment. Tutor's authoritarianism was pointed out by students who appeared to be strategically shifting approaches according to the type of the exams, and this led to elements of a surface approach. While the majority of the students maintained the same broad approach across different types of examination, there were marked differences in how that approach was enacted, depending on the examination requirements. Students appeared to make broader connections within the deep approach in relation to the open-book examinations (holistic approach) and showed fewer connections and more fragmentation for the closed-book examinations (atomistic approach). The findings were discussed in relation to recent literature.

Pedagogic approaches and students' engagement in citizenship education

According to Afzal, (2021). economic development has encouraged innovation in a range of industries; however, the education industry has been following traditional modes of teaching until recently across the world. This has not only affected the capabilities of the youth but has also led to the problem of unemployment and diminished success rates at the workplace. One of the factors contributing to this situation is the lack of student engagement. In this research, we examined the factors affecting student engagement among higher education students and determining the impact of pedagogical approaches with active learning on influencing the engagement level. Hence, using practical knowledge impartation mechanisms such as gamification, collaborative and peer learning would improve the cognitive, learning, and emotional behaviour of students; thus, boosting the engagement level.

Davies (2018) opines that engagement of students in their learning is a positive approach to enhance their educational experience. Engagement is, however, a broad term with

a variety of meanings. When attempting to engage students in order to raise their academic attainment, it is likely that teachers' beliefs about engagement will influence pedagogical practices.

Learning outcomes and students' engagement in citizenship education

Jesuit & Strachan, (2021), explores that the effect of student engagement on learning outcomes is associated with students' participation in Model United Nations (UN). Hence, expectations established by a supportive peer group provide a powerful incentive for student learning, even exceeding the influence of formal instruction in a dedicated credit-bearing course.

According to Abbing, (2013), the effect of students' engagement on their academic achievement through the course of their school careers was investigated and the results indicated that in order to understand the relationship between student engagement and achievement, one has to consider the different components of engagement in the context of the students' stage in their school career.

Tarantino (2013), expressed from his findings that, social media, Internet-based tools that promote collaboration and information sharing can be used in academic settings to promote student engagement and facilitate better student learning. Further, he explained that student engagement represents the time and effort that students invest in collaborative and educational activities, and that it is often linked with the achievement of positive student learning outcomes, such as critical thinking and individual student development. This review discusses the connections between student engagement and student learning, followed by the prevalence of social media use and how it can impact peer interactions, collaboration, and knowledge creation.

According to Li-Chun (2019), a cyber-flipped course was conducted with the flipped classroom pedagogy by using a wholly online approach for all learning activities in asynchronous and synchronous class sessions. From the results, Literature suggests that traditional flipped courses can effectively enhance students' learning outcomes in comparison to non-flipped courses. However, conducting all asynchronous and synchronous learning activities using a wholly online approach has not been reported. Results show that the learning activities with the flipped classroom pedagogy can be successfully implemented and conducted in a wholly online course along with time and space flexibility for learners. This study also found that students who watched more pre-recorded video lectures tended to participate in the

synchronous learning activities more actively and obtained a higher semester grade; higher completion of asynchronous learning activities had benefited students' understanding of the learning concepts. Furthermore, students who had a high level of readiness by attending synchronous class sessions on time and keeping their webcams activated had more frequent and proactive interactions with their peers and instructor.

According to Maria et al., (2020), the wide availability of mobile devices and the growing interest about social media platforms, numerous mobile applications, have emerged to support student engagement in the classroom. However, there is conflicting evidence, on whether the engagement benefits of such applications outweigh their potential cost as a source of disaffection. Nevertheless, our models significantly improved using relatively simple and unobtrusive indicators of both behavioral and emotional engagement and disaffection. Hence these results emphasize the role that teachers play in the effective use of social media in the classroom, and how important it is to design learning activities that raise engagement while avoiding disaffection.

According to Kobicheva (2020), many studies have assessed students' engagement with learning and academic outcomes and studied the influence of the engagement level on academic outcomes. Nevertheless, there are few studies that demonstrate the results of live online learning and reveal whether gender or/and education level mediates the relationships between students' engagement and academic outcomes. The findings obtained indicated that engagement scores significantly predict the students' academic outcomes.

According to Espejo (2018), engagement of students, is an important point in the learning process because of the student's attachment to their learning environment. This, have been documented in various studies to be guided by emotions, which is subsequently grounded in Self-Determination Theory (SDT). SDT and further studies emanating from the theory emphasize that students can achieve academic engagement from a learning environment that puts premium on learners' emotional needs through psychological relatedness. Findings revealed that students who perceived their learning environment to be autonomy-supportive showed significantly higher academic engagement in their oral communication classes compared to their teacher-controlling counterparts. Hence, positive outcomes in a learning environment are stimulated and negativities are prevented when teachers support their students and engage them in decision-making activities and setting of class rules. Therefore, teachers

may introduce more autonomy-supportive learning environments as an alternative to improve their instructional practices and improve students' engagement.

Harter (2021), opines that, student engagement is consistently shown by research to be a critical component of student learning. An opportunity to link variables of perceived student engagement, perceived student-teacher relationship and clarity, an in-person learning format, and a remote learning format presented itself when, in March of 2020, all Illinois public schools were mandated to teach in a fully remote structure due to the COVID-19 pandemic. Student survey data results were examined using Wagner et al's (2006) 4 C's model to determine if there were statistically significant differences among student engagement and student-teacher relationships when compared across in-person and remote learning environments. Implications for educators are posed to inform future practice.

According to Zhou (2010), secondary education stake holders and policy makers attach great importance to the accountability issue. Among the accountability measures, student academic performance and persistence are the two most commonly used college outcomes. Numerous studies have been focused on the factors affecting academic performance and persistence to provide implications for institution administrators in improving the accountability issue. Among the various factors, student engagement is a very popular variable that is demonstrated to be related to college outcomes. Engagement is defined by (Hu & Kuh, (2002), as "the quality of effort students themselves devote to educationally purposeful activities that contribute directly to desired outcomes". However, the engagement studies mainly looked at the outcomes throughout the college years. Few studies explored the relationship between engagement and student outcomes for freshmen. This study aims at expanding the research in this area. The purpose of this study is to explore the relationship between first year college student engagement and their outcomes— academic performance represented by GPA and persistence. There are two guiding research questions to this study: 1) Is there a significant relationship between student engagement and student persistence among first year college students? 2) Is there a significant relationship between student engagement and student academic performance among first year college students? For the first question, since persistence was treated as a dichotomous variable in the study, binary logistic regression was used. For the second question, since GPA was treated as a continuous variable, multiple regression was used. The study also explored the impact of certain student characteristics on student outcomes. The set of characteristics includes gender, Standard Admission Test (SAT)

and American College Test (ACT), race/ethnicity, high school GPA, father's education level, mother's education level, financial aid, and enrolment status.

The study utilizes the National Survey of Student Engagement (NSSE), data from a south-eastern four-year public institution, combining it with student records obtained from the registrar's office from the same institution. There are 466 freshmen included in this study. These freshmen entered the university in the Fall semester of 2004. They took part in the NSSE survey in the Spring of 2005. The results of this study indicated that engagement did not have significant impact on student persistence at the end of first year and, when engagement was represented by NSSE total scores, it was significantly correlated with student academic performance in the first year of college. However, when engagement was treated as five categorical variables, none of the variables showed significant impact on academic performance. It was found that student characteristics had limited impact on student persistence and academic performance. By the end of the first year in college, however, student academic performance and student persistence were significantly correlated. The findings of the study do provide implications for institution administrators and policy makers. They also provide directions for potential future research.

Learning resources and students' engagement in citizenship education

According to Costley, Hughes & Lange, (2017)., the number of students enrolled in online courses that use video lectures is on the rise. However, research shows that the number of students watching video lectures is low, and the number watching videos to completion is even lower. Background: This paper seeks to understand this problem by looking for correlations between instructional design and student engagement with video lectures. Methodology: Students at a cyber-university in South Korea (n=1801) were surveyed on their perception of the instructional design used in the courses they took and their engagement with online video lectures. Contribution: This paper contributes to the body of knowledge by demonstrating positive correlations between instructional design, watching, and finishing video lectures. While most other research has found low levels of online lecture viewership, this paper found significantly higher numbers watching and finishing videos. Other major findings of the paper are that five key elements of instructional design for online learning environments (designing methods, setting the curriculum, establishing time parameters, establishing netiquette, and utilizing the medium effectively) all correlated positively with students watching and finishing video lectures. Based on findings in this paper, it is recommended that practitioners consider taking actions when designing their instruction for

online courses. These include batching their video lectures together by topic, devoting greater resources to helping students utilize the medium, and communicate time parameters in a way that encourages students to view video lectures in a timely manner.

According Barua, (n.d), the key factors that affect student engagement will assist academics to improve the student motivation. He opines that in the modern tertiary settings, Information and Communication Technology (ICT) plays an essential role in disseminating the course related information with a Learning Management System (LMS) which become the platform to communicate crucial course-related information. Thus, Academics can develop course materials on these LMS' to engage students beyond the classrooms and students need to interact with those LMS' to get apprehend the transmitted knowledge. Since LMS' are operated on a computer platform, academics and students require strong ICT skills which are further utilized in preparation of course materials

Nular (1997), examined the effect of instructional materials on student's academic performance in geography in Ilorin West Local Government Area, in Kwara State, (analyzed using simple percentage and chi-square) and found out that there was significant difference in the performance of the students taught with instructional materials and those taught without instructional materials.

Olayinka, (2016). Following his findings on the important of instructional resources in the teaching learning process of secondary school students in Social Studies in Ekiti State, discovered that students who were taught with instructional materials performed better than those taught without. It therefore becomes imperative to have concerted efforts among parents, school and the government to make available important and necessary instructional materials to teachers of Social Studies for enhanced teaching and consequents improved achievement of students in the subject.

Ajayi and Ayodele (2001) stressed the importance of availability of instructional materials to achieving effectiveness in educational delivery and supervision in the school system. Ogbondah (2008) alerted on the gross inadequacy and underutilization of instructional materials necessary to compensate for the inadequacies of sense organs and to reinforce the capacity of dominant organs. He noted that school teachers should try their possible best in the provision of locally made materials in substitution for the standard ones to promote their lessons. Enaigbe (2009) noted that basic materials such as textbooks, chalkboard and essential

equipment like computer, projector, television and video are not readily available in many schools.

Galle et al., (2020), opines that students perform better and are more engage in the process of lecturing/teaching especially in tertiary institution in Nigeria when good instructional material are use as it aid to expand communication gap between the lecturers and the students for effective understanding. It was recommended that appropriate measures should be taken by concerned stakeholders of colleges of education to compel all lecturers to use instructional material during lecturing and learning process and supply of instructional material to all colleges of education in Nigeria to minimize students' poor performance in the subject.

Masses (2020), examined the influence of instructional materials on students' academic performance in Biology in Calabar South Local Government Area, Cross River State. The findings of the study revealed that there is a significant relationship between availability of instructional materials, accessibility of instructional materials, utilization of instructional materials and academic performance of students in Biology. Hence, there is the need for the development of positive attitudes by the teacher toward the use of instructional materials for their students. This will encourage the development of their proficiency.

Suraj Bukar & Mallaml (2021), conducted a study, in which attempt was made to examine the influence of audio-visual instructional aid on students' academic achievement in Biology in some selected higher institutions of learning in Yobe and noticed that the use of instructional materials in teaching Biology in the selected higher institutions shows a positive result.

Theoretical Framework

This part of the work displays theories that enable the explanation of the concepts in curriculum experience and student's engagement. According to Eisenhart (2001), a theoretical framework is a structure that guides research by relying on former theories constructed by using an established, coherent explanation of certain phenomena and relationships. The selection of the theoretical framework for this inquiry took a rigorous scientific exercise that required an indebt understanding of the research problem, purpose, significance, and research questions. This was motivated by the fact that all these four constructs (the problem, the significance, purpose and the research question) must be aligned such that the theoretical framework can serve as a foundation to the inquiry and further guide the choice of research design and data

analysis. The theoretical framework serves as a guide to research work and assists in determining what the researcher will measure and examine (Eisenhart, 2001b).

In the same vein, Anderson, Day and McLaughlin (2006. p. 154) emphasis on the importance of including a sound theoretical underpinning in every dissertation study with a quote from dissertation supervisor who stated ‘I don’t see how you will do a good piece of work which is a theoretical’. Similarly, Sarter (2006. p. 494) addressed the limited usefulness of findings and conclusions when a study is not justified by a theoretical framework. The importance of theoretical framework in research work cannot be overemphasised for it is a powerful construct on which the entire work stands. This framework was also established using the concept mapping process to visually display how it aligns with the literature review.

This part of the study forms the theoretical viewpoints in which case, the various theories of curriculum experience are analysed in view of unveiling the fundamental connections and connotations that link the curriculum experience of a secondary school organisation to the quality of its learners engagement in a fast-changing 21st-century society. Curriculum engagement theories and models provide valuable insights into the dependent and independent variables of study because of the study bases on the organisation and its output.

A number of related theories and models exist in the field of curriculum experience propounded by different educationist, psychologist, and economist for the logical explanation of the phenomenon that underpins the processes that take place in educational systems. For the need to explain the constructs of this study, three theories have been adopted which fits accurately and enhance our explanation of variables used in this study. Several theories do exist but some have gained wide considerations especially in the domain of curriculum and evaluation. Kerlinger (1973, p11) observes a theory as a set of interrelated concepts, ideas, prepositions that present a systematic view of the phenomena by specifying relations among variables to explain and predict the phenomena. According to Amin (2005), theories are logically related propositions presented in a systematic way that describe and explain phenomena and are constructed statements that summaries and organize knowledge in a particular area and are open to testing, reformulation, modifications, and revision. The theoretical framework of this study helps us to establish a link between internal quality assurance and graduates' career readiness in education. This study is underpinned by the fact that students learning is at the core of every secondary education institution’s mission and it could largely be improved by curriculum experience.

Among the theories used in this study, the principal theory was the theory of constructivism by Jerome Bruner in 1966, Blooms Taxonomy by Benjamin Bloom 1950s, Engagement theory by Kearsley and Shneiderman (1999).

Theory of constructivism by Jerome Bruner in 1966

Constructivism theory was propounded by Jerome Bruner in 1966 (Olorode and Jimoh, 2016). The theory states that people construct their own understanding and knowledge of the world, through experiencing things and by reflecting on those experiences. This theory is based upon the principles of cognitive theory, hence sometimes referred to as cognitive constructivism. Wnet (2004), explain that when we encounter something new, we have to reconcile it with our previous ideas and experience, perhaps by changing what we believe, or by discarding the new information as irrelevant. In any case, we are active creators of our own knowledge. To do this, we must ask questions, explore, and assess what we know. This explains that learning is an active process which is based on the assumption that knowledge is constructed by learners as they attempt to make sense out of their experiences. This point of view maintains that people actively construct new knowledge as they interact with their environment (Adesanya, 2009). In the classroom, the constructivist view of learning can be used to encourage students to use practical approaches to create more knowledge, reflect on and talk about what they are doing. The theory deemphasizes memorizing the conceptions and definitions of others but insists that learners create their own definition, meaning and understanding based on discovery. For instance, instead of asking students to memorize the age long definition of a phrase, students can construct their own simple definition after exploring the position of a phrase in a sentence. Sometimes they achieve this when they work together with their colleagues. This leads us to the social aspect of constructivism.

Social constructivism by Lev Vygotsky in 1968

The theory states that language and culture are the frameworks through which humans experience, communicate, and understand reality. According to Vygotsky, language and culture play essential roles both in human intellectual development and in how humans perceive the world. This is to say that learning concepts are transmitted by means of language, interpreted and understood by experience and interactions within a cultural setting. Since it takes a group of people to have language and culture to construct cognitive structures, knowledge therefore is not only socially constructed but co-constructed (Jegede, 2010). The link here is that while the constructivist sees knowledge as what students construct by themselves based on the experiences they gather from their environment, the social

constructivist sees knowledge as what students do in collaboration with other students, teachers and peers. Social constructivism is a variety of cognitive constructivism that emphasizes the collaborative nature of learning under the guidance of a facilitator or in collaboration with other students.

In social constructivism children's understanding is shaped not only through adaptive encounters with the physical world but through interactions between people in relation to the world that is not merely physical and apprehended by the senses, but cultural, meaningful and significant, and made so primarily by language. Hein (1991) puts it in his own way that the level of potential development (academic achievement) is the level of development that the learner is capable of reaching under the guidance of teachers or in collaboration with peers. He sees learning as a social activity associated with other human beings like the peers, family members as well as casual acquaintances, including the people that existed before. Social Constructivism recognizes the social aspect of learning and the use of conversation, interaction with others, and the application of knowledge as an essential aspect of learning and a means to achieving learning objectives.

Vygotsky believed that life long process of development is dependent on social interaction and that social learning actually leads to cognitive development. In other words, all learning tasks (irrespective of the level of difficulty), can be performed by learners under adult guidance or with peer collaboration. This theory helps to give a backup to the establishment of opportunities for students to collaborate with the teacher and peers in constructing knowledge and understanding. Kapur (2018), observed that social construction of knowledge takes place in various ways and at different locations. It could be achieved through group discussion, teamwork or any instructional interaction in an educational or training institution, social media forum, religious and market places. As students interact with people, the material and immaterial environment, they gain understanding and gather experience which is needed to live successful and functional lives. Social constructivism is also called collaborative learning because it is based on interaction, discussion and sharing among students. This teaching strategy allows for a range of groupings and interactive methods. These may include total class discussions, small group discussions or students working in pairs on given projects or assignments. The underlying factor to the theory is that learners work in groups sharing ideas, brainstorming trying to discover cause and effect, answers to problems or just creating something new to add to existing knowledge.

This theory explains the concept of learning experiences as viewed in this study. Social constructivism upholds that knowledge develops as a result of social interaction and is not an individual possession but a shared experience. Kelly (2012) suggests that social constructivism could be applied in the classroom using such instructional methods as case studies, research projects, problem-based learning, brainstorming, collaborative learning / group work, guide discovery learning, simulations among others. The teacher could sometimes divide the class into groups or pair the students and then guide by prompting, questioning and directing the groups or pairs to discover concepts or gather learning experiences according to the intended objectives.

The Theory of Planned Behaviour by Ajzen (1991)

Ajzen (1991) proposed the Theory of Planned Behavior (TPB) wherein the individual's behavior is best predicted by one's intentions; intentions are, in turn, predicted by attitudes about the behavior, the subjective norms (a person's perception of important others' beliefs that he or she should or should not perform the behavior) encompassing the execution of the behavior, and the individual's perception of their control over the behavior. Ajzen's TPB has been used to predict many different behaviors ranging from gambling behaviors to the use of hormone replacement therapy. Stone, Jawahar, and Kisamore (2010) conducted a study in Oklahoma which studied the Theory of Planned Behavior predicting academic misconduct intentions and behavior. They studied the cheating intentions and behavior of a sample of 241 business undergraduates. They found that the TPB accounted for 21% of the variance in cheating intentions and 36% of cheating behavior. The finding of their study was that the TPB model is a valuable tool for predicting cheating behaviors and could further research on academic misconduct.

Robinson and Doverspike (2006) applied the Theory of Planned Behavior to individuals' intentions to enroll in either an online version or a traditional classroom version of an experimental psychology class. A sample of 112 psychology majors, ages ranging from 18 to 51 years old, completed a questionnaire which included a fabricated description of an experimental psychology course at the university. The questionnaire measured each of the components of Ajzen's theory. General attitudes and subjective norms directly predicted intentions to register for an online course.

Women's intentions to receive hormone replacement therapy were measured using Ajzen's theory in a study performed at the Center for Research in Health in Canterbury,

England. Questionnaires were sent to a random sample of women, aged 38 to 58 years old, found in the Kent Family Health Services Authority records. This questionnaire was designed to measure each component of the Theory of Planned Behavior. A hierarchical multiple regression analysis was done and showed that past behaviors were shown to induce behavior through attitude and perceived behavioral control. They also found that the beliefs of their loved ones, their perceived behavioral control, and their personal beliefs were all important in predicting their intention to receive hormone replacement therapy (Quine & Rubin, 1997).

Hoie, Moan and Rise (2009) did a study which supported the TPB in the context of the intention to quit smoking. They hypothesized that the predictive utility of the TPB model on intentions would be enhanced by past experiences with the behavior. The Theory of Planned Behavior components accounted for 12.3% of variance in the intention of quitting with the strongest impact coming from past behaviors.

Ajzen's Theory of Planned Behavior was recently applied to social networking. Baker and White (2010) conducted a study examining the use of the Theory of Planned Behavior to predict adolescents' use of social networking. A questionnaire was given to 160 students that measured the components of Ajzen's theory and then they were asked to return a week later to report their social networking site use in the preceding week. Their study found support for the TPB's components of attitude, perceived behavioral control, and group norms in predicting intentions to use social networking sites. They then found support that intentions predict behavior. The purpose of this study was to assess the effectiveness of the Theory of Planned Behavior in predicting college students' use of social networking sites. Social networking sites are defined as online products such as Facebook, Myspace, Twitter, or other websites which focus on maintaining and/or building relationships. The hypothesis was that a factor analysis will show that items for each of TPB's components will correlate within the component and the factor analysis will lead to a regression model showing that SNS use as a planned behavior conforms to Ajzen's model.

The Theory of Planned Behaviour (TPB) is an extension of the Theory of Reasoned Action (TRA) (Ajzen & Fishbein 1980). Both models are based on the premise that individuals make logical, reasoned decisions to engage in specific behaviours by evaluating the information available to them. In this study, the theory takes behavior intention as the directest influencing factor for behavioral engagement, while such intention is subject to attitude, subjective norms, and perceived behavioral control. According to the theory of planned

behavior (Ajzen, 1991), behaviors are influenced by intentions, which are determined by three factors: attitudes, subjective norms, and perceived behavioral control. TPB has been applied to studies of the relations among beliefs, attitudes, behavioral intentions, and behaviors in various human domains. These domains include, but are not limited to, advertising, public relations, advertising campaigns, healthcare, sport management consumer/household finance, and sustainability.

Engagement theory by Kearsley and Shneiderman (1999)

It is a two-decade-old concept related to Education Technology that is still incredibly valid in our times. It was developed and introduced in 1999 by Greg Kearsley & Ben Schneiderman. The core principle of engagement theory talks about students being meaningfully engaged in learning activities through interaction with others and worthwhile tasks. It is a framework for technology-based teaching and learning processes. Kearsley and Schneiderman believe that technology can be used to facilitate engagement in ways that might be difficult to achieve otherwise. This theory promotes working collaboratively, project-based learning, and having an authentic focus.

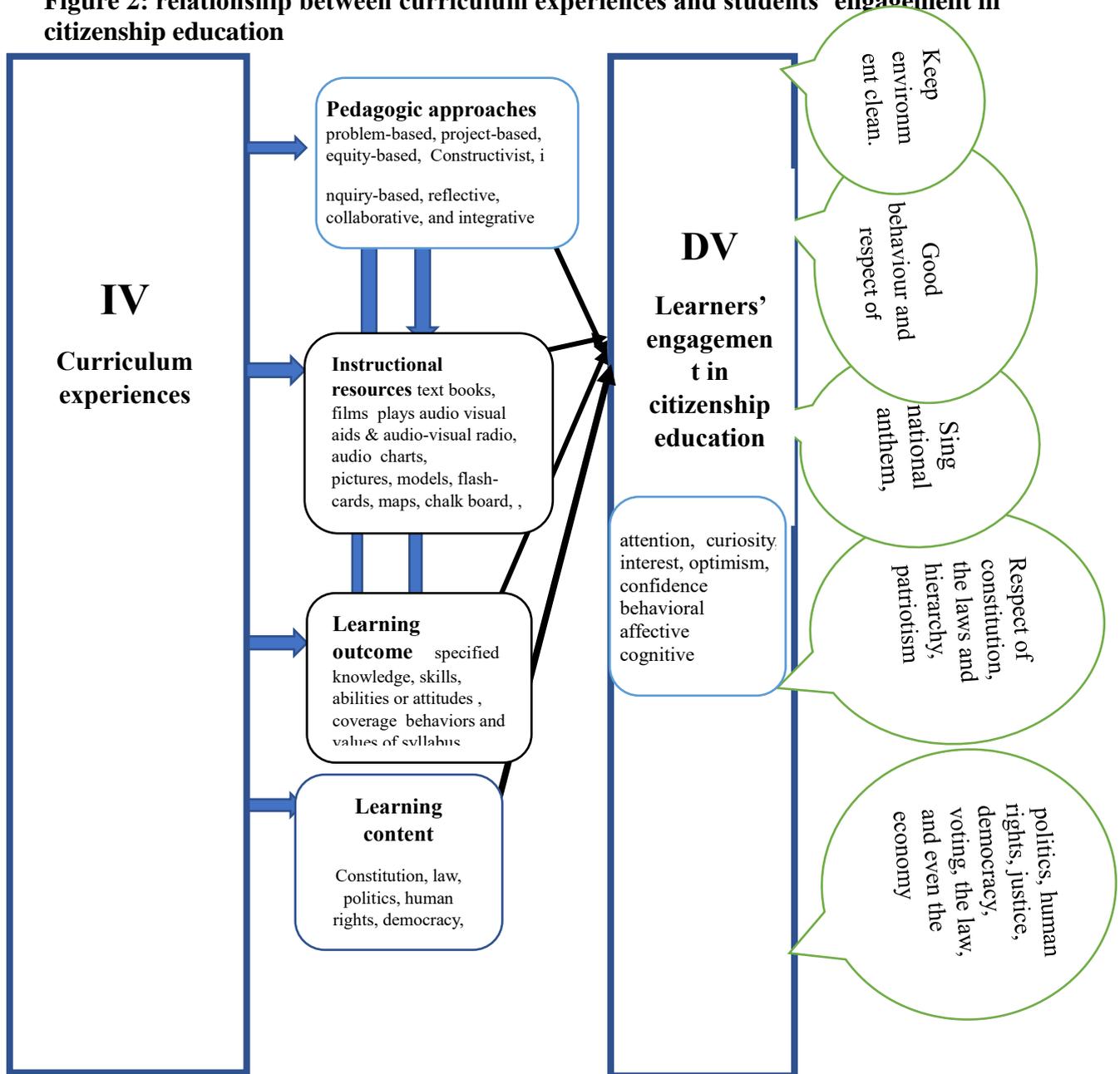
Engagement theory comes to mind when considering the removal of traditional grades in favour of 'ability-based' education. Engagement theory is based on the notion that students must be meaningfully engaged in learning activities through worthwhile tasks through the creation of collaborative teams that work on ambitious projects that are meaningful outside the classroom (Kearsley & Schneiderman, 1998). Ability-based learning environments would seek to use this aspect of engagement in order to keep students interested and motivated to keep learning new material. In engagement theory, activities involve active cognitive processes such as creating, problem-solving, reasoning, decision-making, and evaluation. In addition, students are intrinsically motivated to learn due to the meaningful nature of the learning environment and activities. (Kearsley, Schneiderman, 1998). As we all know, it can be very difficult to keep students interested in learning, especially when left to their own devices. We know that the nature of an 'ability-based' class would involve students working in groups with the teacher facilitating, but not always present. When the alternative to watching a boring video lecture on 'soil erosion' is playing video games, most students will play video games, especially if the teacher is off somewhere else working with another group of students. However, if the material is relevant to their lives and the students feel they are producing something meaningful, they will be motivated to learn this way. Engagement theory seeks to create real-world problems that students work collaboratively to solve and students are intrinsically motivated to learn due

to the meaningful nature of the learning environment and activities. (Kearsley & Shneiderman, 1998). Students work through project-based assignments, finding solutions to the real-world problem through collaboration, problem solving, individual exploration through online components, and they want to keep learning as they are properly motivated to do so. In this way, engagement theory can be employed in a learning environment to encourage students working at similar levels to collaborate on meaningful, interesting and engaging activities.

This theory explains the concept of student academic engagements in schools. It is a framework for technology-based teaching and learning processes. Kearsley and Schneiderman believe that technology can be used to facilitate engagement in ways that might be difficult to achieve otherwise. This theory promotes working collaboratively, project-based learning, and having an authentic focus. It happens when active cognitive processes such as problem-solving, decision making, and evaluating are involved. The end goal of applying engagement theory to the teaching-learning process is to develop an intrinsic motivation in students to be better learners. When students are engaged, they are focused on their work. This doesn't just make the classroom more manageable; it also means students are more likely to learn, retain the content, and grow. Research shows that people who are engaged and able to use their strengths will feel happier over the longer term.

A conceptual representation of the relationship between the study concepts of the study. This diagram demonstrates the respective concepts and creates a relationship between them. According to fig 1 the flow of this study begins from the curriculum experience in which the characteristics range from learning/teaching style, material provided and learning content. These strategies are used to encourage and keep students focused in education from which the learner improves on the acquiring envisaged competences. The learners' engagement in school is observed from performances, presence and participation in class conceptual, does homework regularly among other behaviours.

Figure 2: relationship between curriculum experiences and students' engagement in citizenship education



Source: Conceptual Diagram Adopted from Wirnggo Tani (2019)

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter is titled research methodology. It presents the research design, area of the study, population, target, accessible and sample size. It presents the tools of data collection, the validity and reliability, administration and techniques of data collection, the variables, the indicators and recapitulative table.

Research design

A research design is the procedures for collecting, analyzing, interpreting and reporting data in research studies (Creswell & Clark, 2007). It sets the procedure on the required data, the methods to be applied to collect and analyze this data, and how all of this is going to answer the research question (Grey, 2014). This study adopts research design known as survey precisely cross sectional. A mixed study design (qualitative and quantitative) looks at the individual, groups, institutions, methods and materials to describe, compare, contrast, classify, analyse and interpret the entities and events in the field, (Cohen et al, 2007). The survey design is employed in this study to enable the researcher study a large population and have a greater statistical power. Moreover, it gives the researcher the ability to collect a large amount of information and having the availability of validated models. This survey is chosen because it enables the researcher to collect data at a particular point in time from different individuals to describe the nature of the existing phenomenon; identify standards against which this existing phenomenon can be compared within a short period. It also helps us to scan a wide field of issues, population, institutions and programmes to describe or measure any generalised features. It further helps us to assure objectivity and generalization of findings.

Area of the study

This study is conducted in center region of Cameroon. Specifically, the study is carried out in Mfoundi division and specifically the Yaounde III sub division. The Mfoundi division of the center region of Cameroon, covers an area of 297 km² and as of 2005 had a total population of about 1,881,876 and it is one of the 10 divisions that make up the Centre region. The division forms the Yaounde capital and cover greater area. The Centre Region occupies 69,000 km² of the central plains of the Republic of Cameroon. It is bordered to the north by the Adamawa Region, to the south by the South Region, to the east by the East Region, and to the West by the Littoral and West Regions. It is the second largest of Cameroon's regions in land area. Major

ethnic groups include the Bassa, Ewondo, and Vute. Yaounde, capital of Cameroon, is at the heart of the Centre, drawing people from the rest of the country to live and work there. The Centre's towns are also important industrial centers, especially for timber. Agriculture is another important economic factor, especially with regard to the region's most important cash crop like cocoa. Outside of the capital are the plantations zones, with most inhabitants being sustenance farmers. This area was chosen for this study because it harbours a good number of secondary schools. Cost considerations were made in line with the fact that a study of this type requires primary data and its collection requires a lot in terms of time and financial cost. The ease with which data could for the study in this area was not equally left out and the closeness of the researcher to the area was amongst the determinants of the choice of the study area.

Population of the study

According to Shukla, (2020), research population is a set of all the unites (people, events, things) that possess variable characteristics under study and for which the findings of the research can be generalized. A population determines the limit within which the research findings are applicable. The population of this study is all stakeholders of state secondary schools in Yaounde III sub division. Stakeholders here are principally the principals, the teachers, students who interact with the schools in one way or the other. The criteria for selection was that the students and teacher must have been in the specific schools for at least three years in a state secondary school.

Target population

Fraenkel and Wallen (2006) opined that the target population is the actual population to which the researcher would like to generalise its findings, (it is the researcher's ideal choice). The target population of the study was made up of citizenship teachers and students of four state secondary schools in Yaounde III. These schools included: Government Bilingual High Efulan, Government bilingual high school Ngoa Ekelle, Government Bilingual Technical High School Nsam, Government Bilingual Technical High school Yaounde, the selection criteria: these schools are bilingual and comparatively, the most populated in teacher's number and incidentally, could be about 100% of the population of state secondary schools in that municipality. This target population is provided on table 1.

Table 1: Showing Target population of the study

Names of schools	Students Female	Students Male	Teachers Male	Teachers female	Total
GBHS Efoulan,	77	67	16	21	181
GBHS Ngoa Ekelle	77	63	21	25	186
GBTHS Nsam	67	57	20	22	166
GBTHS Yaounde	120	107	40	49	316
Total	341	294	97	117	849

Source: Field data (2023).

Since we will not be able to meet with each of the participants in this target group because of differences in schedules, absenteeism and unwillingness to participate, maternity leave, we are going to exploit the accessible population.

Accessible population

According to Onen (2020), accessible population refers to the portion of the target population to which the researcher has reasonable access and from which sample can be drawn. It could be that portion of the population to which the researcher has reasonable access, may be a subset of the target population. The accessible population of the study will be made up of citizenship teachers of the schools and the students who will be available and ready to participate in the study.

Table 2: Showing Accessible size of the population of the study

Names of schools	Students Female	Students Male	Teachers Male	Teachers female	Total
GBHS Efoulan,	63	56	14	19	152
GBHS Ngoa Ekele	63	52	19	24	158
GBTHS Nsam	56	48	19	19	142
GBTHS Yaounde	92	80	36	40	248
Total	274	236	88	102	700

Source: Field data (2023).

Table 3: Showing sample population of the study

Names of schools	Students	Teachers	Total
GBHS Nsam Efoulan,	142	2	144
GBHS Ngoa Ekelle	133	2	135
GBTHS Nsam Efoulan	29	2	31
GBTHS Yaounde	86	2	88
Total	390	8	398

Source: Field data (2023).

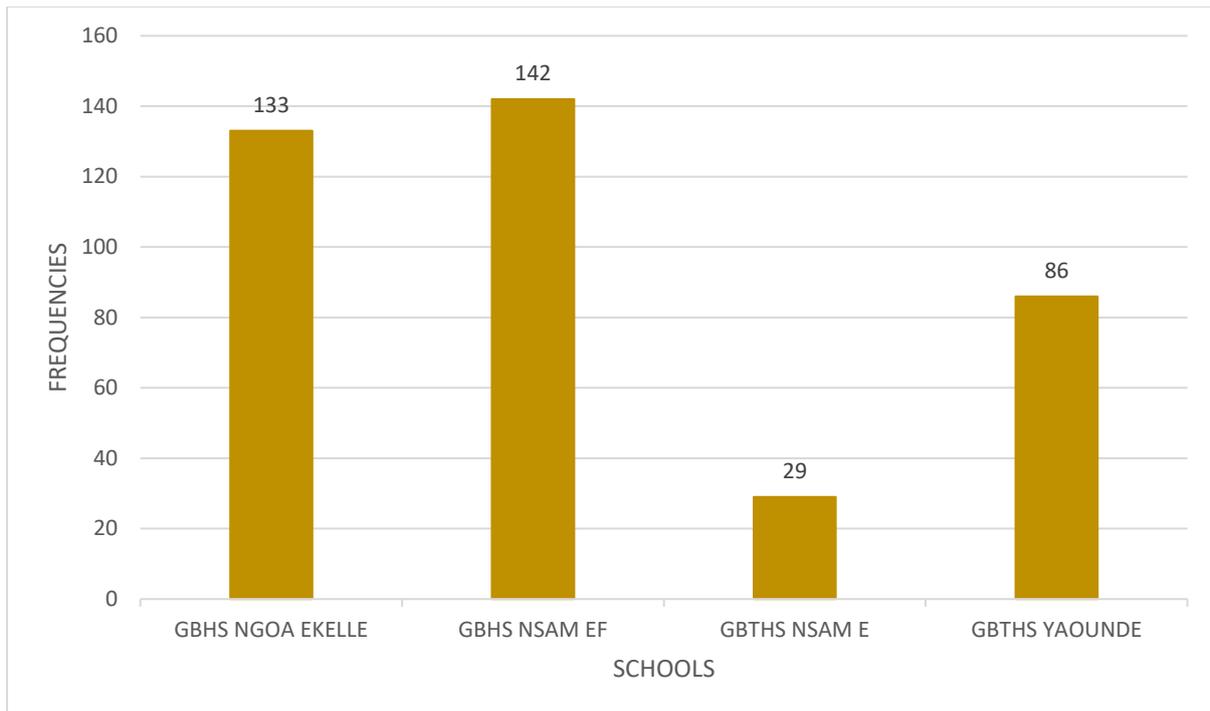


Figure 3: Accessible population

Sample size

Onen (2020), opined that a sample is the selected elements (people or objects) procedurally chosen for participation in a study to represent the target or accessible population). Hence, the researcher used a simple random sampling technique to sample 390 students and a purposive sampling technique to sample 8 teachers as Participants.

Sampling technique

With consideration of the research objectives and the design used in this study, we adopted a simple random sampling technique. A simple random sampling is a subset of individuals (a sample) chosen from a larger set (a population) in which a subset of individuals are chosen randomly, all with the same probability. In simple random sampling, each subset of k individuals has the same probability of being chosen for the sample as any other subset of k individuals. A simple random sample is an unbiased sampling technique. We used the simple random sampling because the principle of simple random sampling is that every set of items has the same probability of being chosen, so there is no bias and more of objectivity in sampling procedure.

Data collection and Instrumentation

Data here contained what was gotten from different sources; categorized under primary and secondary data.

Primary data: Primary data here has to do with raw material gotten from research participants and through questionnaires administered to teachers in the above secondary schools. The data is primary because it is directly collected from the field.

Secondary data: Secondary data on its part is reviewed material related to school environment and student's academic performance in one way or the other. This data is gotten from reviews of existing material, from libraries, internet. It is called secondary because of the fact that it is got from pre-existing texts and research works.

Research Instruments

For a good comprehension of this study, two instruments will be used to collect data; the questionnaire and interview guide. The questionnaire is the main instrument of the study.

The questionnaire

A questionnaire is a set of questions on a topic or group of topics designed to be answered by the respondent. It is the vehicle used to pose the questions that the researcher wants respondents to answer (Ahmad, 2012). To add to this definition, a questionnaire can be typed or printed in a definite order or form and can be distributed directly or mailed to respondents who are expected to read, understand the questions, then write down the reply in the space meant for the purpose in the questionnaire itself. The questionnaire was design to meet the demands of some of research questions underpinning this study. The tool was chosen in order to creates room for the respondents (teachers) to express their opinions on curriculum experience and student's engagements.

Description of the tool

In this study, we designed and administered **390** questionnaires. The questionnaires contained **39** questions divided into the respective indicators. The questionnaire was measured using the 4point likert scale. We adopted 4 points likert scale because it gives the exact results of every participant. Every questionnaire was made up of closed-ended questions and was anonymous. There were designed into five sections as follows: Section "A" was demographic information. Structured to collect general information about respondents such as: name though

facultative; gender, age, level of education, school, class. Section “B” consisted of information on Pedagogic approaches. Section “B1” is based on questions related to the Instructional resources; section “B2” concerns itself with Learning outcome, while section “B3” deals with the learner’s engagement.

Validation of the instrument

According to Amin (2005) validity means the instrument measures what is true, what is supposed to measure, and the data collected honestly and accurately represents the respondent’s opinion. The validation process was done in two phases: the first phase sealed off the presentation of the questionnaires and the interview guide to the research supervisor. After a thorough inspection of this instrument, she brought in some corrections and modifications before giving his approval for them to be administered. The second phase of it consisted of doing the necessary corrections following the instructions of the research supervisor, that which was done, before they were ready to serve the purpose for which they were intended.

Face Validity

Face validity is the appropriateness, sensibility or relevance of the test and its items as they appear to the person answering the test. It is also the extent to which a tool appears to measure what it is supposed to measure. In this light, the researcher after constructing the tools (questionnaire and interview guide), they were presented to senior students and research specialist in the department to cross examine the structure and number of items. They made some respective corrections. There were then taken to the supervisor for scrutinized it, reconstructed some items and together with the researcher confirm that the tool is well structured and fit for purpose.

Content validity

This is to know if the questions match with the subject matter. For example; asking questions in all the indicators. All questions were constructed following the subject matter and all indicators had almost equal representation in the questionnaire. They were given to the supervisor to verify if the various components of the study are covered.

Reliability of the instruments

Reliability refers to how consistently a method or an instrument measure something. If the same result can be consistently achieved by using the same methods under the same circumstances, the measurement is considered reliable and consistence. In this study we conducted a pilot test to ensure the reliability of the instrument.

Test retest reliability

This is the closeness of the agreement between the results of a successive measurements of the same measure, when carried out under the same conditions of measurements. The measurements are taken by a single person or instrument on the same items, under the same conditions, and in a short period of time. This method was developed by Bland and Altman (1986).

Scale: ALL VARIABLES

Reliability Statistics

Cronbach's Alpha	N of Items
.805	30

A cronbach's value greater than 6.9 to 7 is generally good. It shows that the items will measure what it has to measure over time. Therefore, if this study was to be reproduce overtime the items will reproduce the same results (consistency).

Administration of instruments

The researcher obtained the research authorization from the department, invited two other researchers and together, they concerted before going to the school's concern. At the school, they presented themselves to the principals and presented their research authorization. From there the principal invited the teachers of the classes concern and get them into contact with the researcher. The researchers took schedule from the teachers on what time will they be available for the interview meanwhile the students were readily available in school to answer the questionnaire.

Administration of the questionnaire and interview guides

After identification of a sample of 390 students, a questionnaire was administered to them. A few days later an interview guide with informants carefully selected were purposefully administered to the teachers. In fact, they were chosen in respect to their professional profiles. The reason behind this style is that the researcher wanted to create a balance between data

gotten from people. Some teachers preferred to reschedule their interview session for the due to unavailability.

The data analysis technique

This work applies the correlation technique of analysis which describes the extent to which the variables are interrelated. With correlation studies, the data collected is used to verify if there is a relationship between two or more variables. According to Amin (2005, p.218), a correlation research attempts to determine whether, and to what degree, a relationship exists between two or more quantifiable variables. The relationship can now be used to make predictions. The Statistical Package for Social Sciences (SPSS) version 21.0 was used for data analysis. Both inferential and Descriptive statistics were used to analyse the data collected from the field with the use of questionnaires and interview guide. The descriptive data was applied using tables and chats. Concerning inferential statistics, the Pearson correlation index was used to test research hypotheses. We used the statistics in order to ascertain the correlation between the quality of curriculum experiences and students' engagement in citizenship education. This description gave us the frequencies and the percentages while inferential data determined the nature of correlations and magnitudes of the relationship between the two variables.

Statistical Procedures Used

Pearson correlation

This is to measure linear correlation between two set of data or variables. It is a number between -1 and +1 that measures the strength and direction of the relationship between two variables.

The formula is:

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

Where r is the Pearson correlation coefficient

Table 4: Pearson Correlation value and interpretation

Pearson Correlation coefficient (r) value	Strength	Direction
Greater than .5	Strong	Positive
Between .3 and .5	Moderate	Positive
Between 0 and .3	Weak	Positive
0	None	None
Between 0 and -.3	Weak	Negative
Between -.3 and -.5	Moderate	Negative
Less than -.5	Strong	Negative

The variables of the study

A variable is a characteristic on which people differ from one another. The two main variables are the independent and dependent variables.

Independent variable

The independent variable of the study is quality of curriculum experiences. The independent variable of a study is the presumed course of a phenomenon and also, it is known as the predictor. It is presumed that, this variable has an effect on the dependent.

The dependent variable

Dependent variables are the characteristics that are being studied when statements of hypotheses are made. The dependent variable in this study is students' engagement.

The General Hypothesis	The Research Hypotheses	The indicators	The modalities	The Dependent Variable	The indicators	scale	Statistical test
Ha0: There is no relationship between curriculum experiences and students' engagement in citizenship education in Yaounde III	Ha1: There is a relationship between pedagogic approach and students' engagement in citizenship education in Yaounde III.	pedagogic approach	-problem-based project-based equity-base Constructivist, - inquiry-based, -reflective, -collaborative and integrative	Students engagement	attention, curiosity, interest, optimism, confidence behavioral affective cognitive	4- points Likert scale	Pearson correlation
	Ha2: There is a relationship between instructional resources and students' engagement in citizenship in Yaounde III	Instructional resource	text books, films plays, audio visual aids, charts, pictures,models, flash-cards,maps chalk board, flannel board, bulletin board, projector,	Students engagement	attention, curiosity, interest, optimism, confidence behavioral affective cognitive	4- points Likert scale	Pearson correlation
	Ha3: There is a relationship between learning outcome and students' engagement in citizenship in Yaounde III	learning outcomes	specified knowledge, skills, abilities or attitudes , coverage behaviors and values of syllabus,	Students engagement	attention, curiosity, interest, optimism, confidencebehavioral affective cognitive	4- points Likert scale	Pearson correlation
	Ha4: there is a relationship between learning content and students' engagement in citizenship in	Learning content	Constitution, law, politics, human rights, democracy, inclusion -Objectives	Students engagement	attention, curiosity, interest, optimism, confidence behavioral affective cognitive	4- points Likert scale	Pearson correlation

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents data collected from the field on tables and bar charts were applicable. Here, emphasis are laid on frequencies, percentages and means to describe the parameters of the sample for proper conclusion to be drawn. The findings presented here, is based on the research items that guided the research. Thus, the findings for each tested items were stretched out using the four-point Likert scale to enable good judgment and interpretation. The responses were coded as follow 4 = strongly agree, 3 = agree, 2 = disagree and 1 = strongly disagree. The scales were further transformed to have intervals such as; 1.00 - 1.75, 1.76 – 2.50, 2.60 – 3.25, 3.26 – 4.00. The reason for coding was for collective appreciation, good judgement and interpretation of the responses.

Descriptive statistics

Presentation of Data in terms frequency and percentages

Demography

Table 5: Schools

Schools	Frequency	Percent
GBHS NGOA EKELLE	134	34.4
GBHS NSAM EFOULAN	142	36.4
GBTHS NSAM EFOULAN	29	7.4
GBTHS YAOUNDE	85	21.8
Total	390	100.0

The table above shows the frequency and percentages of respondents who provided responses to the items. From the table it shows that, there were 390 respondents from four different schools, 134 respondents accounting to (34.4 %) was from GBHS NGOA EKELLE, 142 (36.4%) was from GBHS NSAM EFOULAN, 29 respondents accounting for 7.4% was from GBTHS NSAM EFOYLAN and the remaining 85respondents accounting for (21.8%) was from GBTHS YAOUNDE.

Table 6: Gender

Gender	Frequency	Percent
Male	138	35.4
Female	252	64.7
Total	390	100.0

The table above shows the distribution of the number of males and female who provided responses to the items. From the table, it shows that there were 390 participants. Among the participants from the four schools, 138 were males accounting to 35.4% of the total respondents and 252 were females accounting to 64.7% of the total respondents.

Table 7: Classes

Classes	Frequency	Percent
Upper sixth	65	16.7
Lower sixth	86	21.5
Form five	239	61.3
Total	390	100.0

The table above shows the participants according to their different classes. 65 participants were from upper sixth, 86 was from lower sixth and the reaming 239 was from form five.

Table 8: Specialization

Specialty	Frequency	Percent
Arts	237	60.8
Science	77	19.7
Commercial	53	13.6
Industrial	23	5.9
Total	390	100.0

From the table above majority of the participants were from both art and commercial section of the schools, as shown on the table above 237 respondents accounting for 60.8 % were from the art section of the two GBHS, 77 from science section of both GBHS accounting for 19.7%. Whereas 53 respondents accounting for 13.6% and 23 respondents accounting for 5.9% were from GBTHS.

Inferential statistics

Table 9: Correlational analysis table for the hypotheses tested.

		Correlations				
		Pedagogic Approach	Instructional resource	Learning Outcome	Learning Content	Students engagement
Pedagogic Approach	Pearson Correlation	1	.419**	.720**	.652**	.711**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	390	390	390	390	390
Instructional resource	Pearson Correlation	.419**	1	.378**	.323**	.462**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	390	390	390	390	390
Learning Outcome	Pearson Correlation	.720**	.378**	1	.697**	.737**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	390	390	390	390	390
Learning Content	Pearson Correlation	.652**	.323**	.697**	1	.717**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	390	390	390	390	390
Students engagement	Pearson Correlation	.711**	.462**	.737**	.717**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	390	390	390	390	390

** . Correlation is significant at the 0.05 level (2-tailed).

Table 10: Regression table

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Pedagogic Approaches	.350	.068	.231	5.150	.000
Instructional Resource	.379	.080	.152	4.724	.000
Learning Outcomes	.610	.096	.297	6.372	.000
Learning Content	.658	.090	.310	7.307	.000

			Students' Engagement
Pearson's	Pedagogic Approaches	Correlation Coefficient	.711**
	Instructional Resource	Correlation Coefficient	.462**
	Learning Outcomes	Correlation Coefficient	.737**
	Learning Content	Correlation Coefficient	.717**

** . Correlation is significant at the 0.05 level (2-tailed).

From the table above, it is observed that pedagogic approach has a strong and positive correlation with student's engagement. This is shown by a Pearson's correlation coefficient (r) value of 0.711 compare to a critical value of 0.104552 at 0.05 level of significance and ($p > 0.05$). This means that an increase use of good pedagogic approach will lead to an increase in students' engagement in citizenship education. In addition, it shows that instructional resource has a weak and positive correlation with students' engagement in citizenship education. This is also shown by a Pearson's correlation value of 0.462 higher than the critical value of 0.104552 at 0.05 level of significance and ($p > 0.05$). Furthermore, learning outcomes, and learning contents has Pearson's correlation r -values of 0.737 and 0.717 respectively all higher than the critical value of 0.104552 at 0.05 level of significance, with ($p > 0.05$), this shows that learning outcome and learning content has a strong and positive correlation with students' engagement in citizenship education.

Restatement of hypothesis

Ha1: There is a relationship between pedagogic approach and students' engagement in citizenship education in Yaounde III.

Ho1: There is no relationship between curriculum experiences and students' engagement in citizenship education in Yaounde III

Ha2: There is a relationship between instructional resources and students' engagement in citizenship education in Yaounde III

Ho2: There is no relationship between instructional resources and students' engagement in citizenship education in Yaounde III

Ha3: There is a relationship between learning outcome and students' engagement in citizenship education in Yaounde III

Ho3: There is no relationship between learning outcomes and students' engagement in citizenship education in Yaounde III

Ha4: There is a relationship between learning content and students' engagement in citizenship education in Yaounde III

Ho4: There is no relationship between learning content and students' engagement in citizenship education in Yaounde III.

Verification of hypothesis I

Ha1: There is a relationship between pedagogic approach and students' engagement in citizenship education in Yaounde III.

Ho1: There is no relationship between curriculum experiences and students' engagement in citizenship education in Yaounde III

From the analysis above, pedagogic approaches has a strong and positive correlation with student's engagement. This is shown by a Pearson's correlation coefficient (r) value of 0.711 and ($p < 0.05$). This means that an increase use of pedagogic approaches will lead to an increase in students' engagement in citizenship education. Given that $p = 0.00$ there exist a statistically significant relationship between pedagogic approach and students' engagement in citizenship education in Yaounde III. Therefore, the researcher accepts the alternative hypothesis, which states that: *there is a significant relationship between pedagogic approaches and students' engagement in citizenship education in Yaounde III*, and rejects the null hypothesis *which state that; There is no relationship between curriculum experiences and students' engagement in citizenship education in Yaounde III*.

Verification of hypothesis II

Ha2: There is a relationship between instructional resources and students' engagement in citizenship education in Yaounde III

Ho2: There is no relationship between instructional resources and students' engagement in citizenship education in Yaounde III

From the analysis above, instructional resource has a weak and positive correlation with students' engagement. This is shown by a Pearson's correlation coefficient (r) value of 0.462 and ($p > 0.05$). This means that an increase in adequate use of instructional resource will lead to an increase in students' engagement in citizenship education. Given that $p = 0.00$, we reject the null hypothesis which state that; there is no relationship between instructional resource and students' engagement in citizenship education in Yaounde III. Therefore, the researcher accepts the alternative hypothesis, which states that: *there is a significant relationship between pedagogic approaches and students' engagement in citizenship education in Yaounde III*.

Verification of hypothesis III

Ha3: There is a relationship between learning outcome and students' engagement in citizenship education in Yaounde III

Ho3: There is no relationship between learning outcomes and students' engagement in citizenship education in Yaounde III

From the analysis above, Learning Outcomes has a strong and positive correlation with students' engagement. This is shown by a Pearson's correlation coefficient (r) value of 0.737 and ($p < 0.05$). This means that a significant increase in learning outcomes will lead to an increase in students' engagement in citizenship education. Given that $p = 0.00$, we reject the null hypothesis which state that; There is no relationship between learning outcomes and students' engagement in citizenship education in Yaounde III. Therefore, the researcher accepts the alternative hypothesis, which states that: *there is a significant relationship between learning outcomes and students' engagement in citizenship education in Yaounde III.*

Verification of Hypothesis IV.

Ha4: There is a relationship between learning content and students' engagement in citizenship education in Yaounde III

Ho4: There is no relationship between learning content and students' engagement in citizenship education in Yaounde III.

From the analysis above, learning content has a strong and positive correlation with students' engagement. This is shown by a Pearson's correlation coefficient (r) value of 0.717 and ($p < 0.05$). This means that a significant increase in learning content will lead to an increase in students' engagement in citizenship education. Given that $p = 0.00$, we rejects the null hypothesis which state that; There is no relationship between learning content and students' engagement in citizenship education in Yaounde III. Therefore, the researcher accepts the alternative hypothesis, which state that: *there is a significant relationship between learning content and students' engagement in citizenship education in Yaounde III.*

Table 11: Recapitulative table of result.

Hypothesis	Alpha	Critical value	P-values	Correlation coefficient	Position influence	Decision
Ha1	0.05	0.10455	0.000	0.711	3 rd	Ha1 retain, Ho1 rejected
Ha2				0.462	4 th	Ha2 retain, Ho2 rejected
Ha3				0.737	1 st	Ha3 retain, Ho3 rejected
Ha4				0.717	2 nd	Ho4 retain, Ho4 rejected

The acceptance of all the specific hypotheses permits us to confirm the main alternative research hypothesis, which states that, there exist a significant relationship between curriculum experience and students' engagement in citizenship Yaounde III.

Assumption made during quantitative analysis

How we obtained the Critical value

We use 352 respondents instead of 390 to calculate the degree of freedom in other to read the critical value at 0.05 significant level. That is from the formula $Df = (n - 2)$. We had 352-2 to have 350 as the degree of freedom. With the result obtained, we could read the critical value at 0.05 significant level on the pearsons' correlation value table. This table is shown at the appendix. The reason is because they were no values on the table for the sample we had. That is when we calculated the degree of freedom using 390, we obtain a result of 388 which was not found on the table. We had to reduce the values in other to have a critical value at 0.05 significant level. Since we made such assumption we had to opt for a second test that is regression analysis to confirm the results.

Analysis of qualitative data:

This involve analysis of the responses provided by the interviewees. This section involves analysis of the interview guides given to teachers.

Item 1 on the interview guide: In your opinion as teachers, the approach used in pedagogy can have a significant influence on students' engagement in citizenship education. How does the use of pedagogic approach strengthen students' engagement in citizenship education?

As teachers, we believe that pedagogic approaches play a significant role in influencing students' engagement in citizenship education. Here's how various aspects of pedagogic approaches affect students' engagement in citizenship:

Problem-based learning: This approach encourages students to work on real-world problems related to citizenship issues. Tackling these problems, students can apply their knowledge and skills in a practical context, making their learning experiences more relevant and engaging.

Project-based learning: Projects allow students to delve deeply into specific topics related to citizenship education. Working on projects, students develop critical thinking, collaboration, and other essential skills while exploring issues that are meaningful to them.

Enquiry-based learning: This approach fosters curiosity and self-directed learning among students. Encouraging students to ask questions and seek answers independently, enquiry-based learning can promote a deeper understanding of citizenship issues and enhance student engagement.

Collaborative learning: Collaboration is key in citizenship education as it reflects the real-world necessity of working together to address societal challenges. Collaborative learning encourages students to share ideas, perspectives, and solutions, leading to a richer and more engaging learning experience.

Flipped learning: In a flipped classroom, students are exposed to content outside of class, allowing for more interactive and engaging activities during class time. This approach can be beneficial in citizenship education as it provides opportunities for students to discuss, debate, and apply their learning in meaningful ways.

Item 2 on the interview guide: In your opinion as teachers, how does the use of instructional resources strengthen student’s engagements in citizenship? identify the types of educational resources use in citizenship education.

As teachers, we believe that instructional resources play a significant role in influencing students’ engagement in citizenship education. Here’s how various aspects of instructional resources affect student’s engagement in citizenship:

***Textbooks:** Textbooks provide foundational information about citizenship concepts, frameworks, and historical contexts. They offer structured content that can guide students in their understanding of citizenship education.*

***Audio-visual materials:** Audio-visual resources such as videos, documentaries, and podcasts can bring citizenship education to life by providing visual and auditory stimulation. These resources can enhance students’ comprehension and engagement with the material.*

***Projectors:** Projectors are used to display multimedia content, presentations, and interactive materials related to citizenship education. They can make learning more dynamic and appealing to students by incorporating visual aids and interactive elements.*

***Chalkboard:** Chalkboards are traditional tools that allow teachers to visually represent ideas, concepts, and key information related to citizenship education. They can be used for brainstorming, note-taking, and illustrating complex topics.*

***Charts:** Charts and visual aids help to organize information and present data in a clear and concise manner. Charts can be used to illustrate trends, comparisons, and key concepts in citizenship education.*

*As teachers, we believe that the use of instructional resources can have a significant impact on students’ engagement in citizenship education. For example, **Textbooks:** Textbooks provide a structured framework for learning, but their static nature may limit student engagement. Supplementing textbooks with interactive activities and discussions can enhance student interest and participation in citizenship education.*

***Audio-visual materials:** Audio-visual resources can stimulate multiple senses and cater to different learning preferences. Using videos, documentaries, and other multimedia resources can make citizenship education more engaging and memorable for students.*

Projectors: Projectors allow for the display of dynamic and interactive content, making lessons more visually appealing and engaging. Incorporating multimedia presentations and interactive activities through projectors can enhance student involvement in citizenship education.

Chalkboard: Chalkboards offer a visual platform for teachers to illustrate concepts and engage students in discussions. Using the chalkboard effectively can help clarify complex ideas and promote active participation in citizenship education.

Charts: Charts provide visual representations of data and information, aiding students in understanding complex concepts. Using charts to visualize key points and engage students in data analysis can enhance their comprehension and engagement in citizenship education.

Item 3 on the interview guide: In your opinions as teachers, how does students' learning outcome influence students' engagements in citizenship?

As teachers, we believe that students' learning outcomes plays a significant role in influencing their engagement in citizenship education. Here's how various aspects of learning outcomes affect student engagement in citizenship:

Knowledge Development: *Impact on engagement: A deep understanding of citizenship concepts, history, rights, and responsibilities can enhance students' engagement in citizenship education. When students acquire comprehensive knowledge about these topics, they are more likely to be actively involved in discussions, debates, and activities related to citizenship.*

Skills Acquisition: *Impact on Engagement: Acquiring critical thinking, communication, collaboration, and problem-solving skills can empower students to actively participate in citizenship education. When students develop these skills, they feel more confident in expressing their opinions, engaging in meaningful debates, and taking action to address societal issues, thus increasing their engagement in citizenship education.*

Attitudes: *Impact on Engagement: Positive attitudes towards citizenship, such as civic responsibility, empathy, open-mindedness, and respect for diversity, can fuel students' engagement in citizenship education. When students hold a positive attitude towards being active and informed citizens, they are more inclined to participate in community projects, advocacy efforts, and civic discussions, thereby increasing their engagement in citizenship education.*

Behaviors: Impact on Engagement: *Ingraining pro-social behaviors such as empathy, tolerance, civic engagement, and environmental stewardship can influence students' engagement in citizenship education. When students demonstrate these behaviors in their interactions with others and in their communities, they are more likely to be motivated to learn about citizenship, advocate for social justice, and contribute to the common good, thus increasing their engagement in citizenship education.*

Item 4 on the interview guide: In your opinion, how does content of citizenship education influence students' engagements in the course?

As a teacher, we believe that the content of citizenship education plays a crucial role in shaping students' engagement with the course. Here's how the content related to politics, law, democracy, justice, and violence can influence students' engagement:

Politics: Impact on Engagement: *Introducing students to political systems, structures, and processes can significantly impact their engagement in citizenship education. Understanding how decisions are made, power is distributed, and policies are formulated can spark students' interest in political participation and activism. Learning about different political ideologies and movements can motivate students to engage in discussions, debates, and actions related to political issues, thereby enhancing their engagement in citizenship education.*

Law: Impact on Engagement: *Exploring legal principles, rights, responsibilities, and the rule of law can influence students' engagement in citizenship education. Studying how laws are created, enforced, and interpreted can help students appreciate the importance of upholding justice and equality in society. Understanding the role of law in protecting individual rights and promoting social cohesion can inspire students to advocate for legal reforms and engage in legal literacy initiatives, thus increasing their engagement in citizenship education.*

Democracy: Impact on Engagement: *Delving into the principles of democracy, including participation, representation, accountability, and respect for diversity, can impact students' engagement in citizenship education. Learning about democratic values and practices can empower students to actively participate in democratic processes, such as elections, civic education programs, and community decision-making. Understanding the significance of democratic governance in safeguarding individual freedoms and fostering social inclusion can motivate students to become informed and engaged citizens, thereby enhancing their engagement in citizenship education.*

Justice: Impact on Engagement: *Examining concepts of social justice, human rights, equity, and fairness can influence students' engagement in citizenship education. Exploring issues of inequality, discrimination, and oppression can spark students' interest in advocating for justice and equality in their communities. Learning about historical and contemporary struggles for justice can inspire students to take action against injustice and work towards creating a more just and inclusive society, thus increasing their engagement in citizenship education.*

Violence: Impact on Engagement: *Addressing the issue of violence, including its causes, consequences, and prevention strategies, can impact students' engagement in citizenship education. Exploring the impact of violence on individuals, communities, and societies can raise students' awareness of the need to promote non-violent conflict resolution and peacebuilding. Learning about human rights violations, conflict resolution mechanisms, and strategies for preventing violence can motivate students to become active agents of change in addressing violence and promoting social harmony, thereby enhancing their engagement in citizenship education.*

CHAPTER FIVE:

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

This chapter discusses the findings of the study. The discussion of the findings was supported with related literature and theories reviewed in chapter two. This was done in accordance with the findings gotten from the study. The chapter also consists of the conclusion, recommendations, limitations of the study and suggestions for further research.

Discussion of Findings

Pedagogic approaches and Students' engagement in citizenship education in Yaounde III sub division

The findings indicate a strong and positive link between pedagogic approach and students' engagement in citizenship education in Yaounde III sub division. This affirmative is shown by Pearson's correlation coefficient (r) value of 0.711 greater than a critical value of 0.104552 and threshold value of 0.00 less than an alpha value 0.05. Moreover, based on descriptive statistics, most participants acknowledged that the pedagogic approach which is being use, contributes to the engagement of students in engagement in citizenship education. This alignment can be attributed to the strong correlation between the pedagogic approach and students' engagement. In line with this, data collected from interviewing teachers proved that the pedagogic approach was good enough to effectively support' students' engagement in citizenship education. This observation is rightly supported by the constructivism theory, which affirms that curriculum experiences come about because students' construct their own understanding and knowledge of the world, through experiencing things and by reflecting on those experiences (behaviour). Hence, without a strong connection between the pedagogic approach offered and the behaviour to be developed, learners will perceive the experiences as insignificant. Therefore, it is crucial to underscore that pedagogic approaches play a vital role in engaging students in citizenship education that aligns with their needs.

It is evident that educational approaches need to be modified to satisfy the needs of the contemporary world, drawing on bloom theory, it shows that, secondary schools have a significant role in generating curricula experiences needed by the society. Teachers can guarantee that learning content, problem solving abilities, working in groups and association with peers shapes their behaviours. More so, develops them to be responsible as well as informed citizens of the society. Therefore, by upgrading and making appropriate use of good

pedagogic approaches which include good curricula experiences will continuously increase student's engagement in citizenship education in secondary schools of yaounde III municipality.

Instructional resources and students' engagement in citizenship education in secondary schools in Yaounde III sub division

From the finding, it shows that, instructional resource has a weak and positive correlation with students' engagement. This is shown by Pearson's correlation coefficient (r) value of 0.462 greater than a critical value of 0.104552 and a threshold value less of 0.00 less than a p-value of 0.05. This shows poor utilization of instructional resources. However, an increase in adequate use of instructional resource will lead to an increase in students' engagement in citizenship education. More so, the strategic use of instructional resources such as textbooks, audio-visual materials, projectors, chalkboards, and charts can play a crucial role in enhancing student engagement in citizenship education. By leveraging a variety of resources and incorporating interactive and multimedia elements into lessons, teachers can create a more dynamic and stimulating learning environment that motivates students to actively participate in their citizenship education.

Furthermore, it shows that, the instructional resources which were being used were not good enough to enhance the engagement of students in citizenship education. However, according to Jerome Bruner, people construct their own understanding and knowledge of the world, through experiencing things and by reflecting on those experiences. In line with Adesanya, (2009), students' uses practical approaches in classrooms to create knowledge, reflect on and talk about what they are doing. Furthermore, Kearsley and Schneiderman from engagement theory, believe that technology can be used to facilitate engagement. This theory promotes working collaboratively, by using projects. This helps students to create their own definition, meaning and understanding based on discovery, which is greatly, enhance by the type of instructional or educational resources used. Thus, is can be concluded that by leveraging a variety of resources and incorporating interactive and multimedia elements into lessons, teachers can create a more dynamic and stimulating learning environment that motivates students to actively participate in their citizenship education.

Learning outcomes and students' engagement in citizenship education in Yaounde III sub division

From the result of the analysis, it shows that, learning Outcomes has a strong and positive correlation with students' engagement. This is shown by a Pearson's correlation coefficient (r) value of 0.737 greater than a critical value of 0.104552 and a threshold value of 0.00 which is less than an alpha value of 0.05. This means that there exist a strong and significant relationship between learning outcomes and students' engagement in citizenship education already at the secondary schools of yaounde III su. that a significant increase in learning outcomes will lead to an increase in students' engagement in citizenship education. According to Bloom's Taxonomy, classification of the different outcomes and skills that educators set for their students (learning outcomes) enhances their engagement. That is, remembering: retrieving, recognizing, and recalling relevant knowledge from long-term memory. Understanding: constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining. Applying: Carrying out or using a procedure for executing, or implementing. Analyzing: breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing. Evaluating: Making judgments based on criteria and standards through checking and commenting on. Creating: Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing. These six levels of the classification can be used to structure the learning outcomes, lessons, and assessments of the content.

Therefore, knowledge development, skills acquisition, attitudes, and behaviors, that is students' learning outcome has a profound impact on their engagement in citizenship education. When students acquire a strong foundation of knowledge, critical skills, positive attitudes, and pro-social behaviors related to citizenship, they are more likely to be actively engaged in learning about, reflecting on, and actively participating in civic life and societal issues. As teachers, fostering these learning outcomes can enhance students' engagement and empower them to become informed, responsible, and active citizens in their communities and beyond.

Learning content enhances students' engagement in citizenship education in Yaounde

III sub division

From the result of the findings, learning content has a strong and positive correlation with students' engagement. This is shown by a Pearson's correlation coefficient (r) value of 0.717, greater than a critical value of 0.104552 and a threshold value of 0.00 less than 0.05. This shows that the learning content use significantly increases students' engagement in citizenship education.

According to engagement theory, the notion that students must be meaningfully engaged in learning activities through the creation of collaborative teams that work on ambitious projects that are meaningful outside the classroom (Kearsley & Shneiderman, 1998). Ability-based learning environments would seek to use this aspect of engagement in order to keep students interested and motivated to keep learning new material. In engagement theory, activities involve active cognitive processes such as creating, problem-solving, reasoning, decision-making, and evaluation. In addition, students are intrinsically motivated to learn due to the meaningful nature of the learning environment and activities. (Kearsley, Schneiderman, 1998).

However, it can be very difficult to keep students interested in learning a specific content, especially when left to their own devices. However, if the material is relevant to their lives and the students feel they are producing something meaningful, they will be motivated to learn this way. Students work through project-based assignments, finding solutions to the real-world problem through collaboration, problem solving, individual exploration through online components, and they want to keep learning, as they are properly motivated to do so. From, engagement theory learning content encourage students working at similar levels to collaborate on meaningful, interesting and engaging activities.

Hence, the content of citizenship education related to politics, law, democracy, justice, and violence has a significant influence on students' engagement with the course. By presenting content that is relevant, engaging, and thought-provoking, teachers can inspire students to become active and informed citizens who are committed to promoting democratic values, upholding human rights, and fostering social justice in their communities and beyond. As a teacher, creating a dynamic and inclusive learning environment that connects course content to real-world issues and encourages students to critically reflect on their roles and responsibilities as citizens can enhance their engagement and empower them to contribute meaningfully to society.

CONCLUSION

Curricular experiences which entails; pedagogic approach, instructional resources, learning outcomes, and learning content have a significant relationship with students' engagement in citizenship education. This implies that the present categories of curricular experiences which is not qualify as a good educational practice should be revised or changed to improve on the quality of curriculum experiences and hence enhance the engagement in citizenship education of learners to whom these experiences are being presented. Thereby, training individuals who are competent enough in handling communal, societal and national problems. This is to say that our secondary schools are most likely to be effective and efficient in training individuals that are more engaged when their curricular experiences meet the standards of good educational practices. Furthermore, the research findings also elucidate to the point that when learners are not attaining required academic achievements, preliminary investigations should be carried out on the quality of their instructional resources before considering other factors.

Pedagogic approach are used to initiate learners into crucial knowledge and understanding of concepts needed to build their cognitive skills in developing critical thinking skills and competences while increasing their engagement. These experiences exposes learners to the bulk of knowledge that a discipline should offer and engages the learners to create new ideas as citizens. Teaching methods and techniques are some of the most common pedagogic approach which has proven to be effective in translating knowledge and understanding to learners in various academic settings especially in the traditional classroom setting.

Also, problem solving and group work, helps in pedagogic approach, to enable students learn by exploring existing knowledge to enhance their understanding on the concept so as to be graded at the end of the approach, this experience helps learners to develop problem solving skills which develop their cognitive capacities and enable them to bring up new ideas to present them in their own scope of understanding. In addition, learning content represent undergraduates with opportunities to exercise their knowledge and understanding of concepts and theories in their respective disciplines by applying them in various practical situations, hence, translating head-knowledge into know-how.

It is through the various learning content that learners come to appreciate the importance of the knowledge accumulated by applying them in appropriate situations and

conditions to obtain results. Pedagogic approaches enable learners to build their problem-solving skills. Learning content should be highly specific because every problem requires a given set of knowledge and understanding in order to provide either short, mediate or long-term solutions when applied in situations. Moreover, learning content will act as a strong polisher of students' engagement in citizenship education, as it presents the learners with first hand real life situations of field work or societal challenges. This will act as a strong positive motivating factor for the learners as it gives them substantial awareness of their importance acquiring vital competences that are useful for economic growth and societal wellbeing. By presenting first hand challenges to learners makes them develop the capacity of being competitive, that is, being able to learn from the shortcomings of existing societal activities. The overall findings showed that, curricular experiences which entails; pedagogic approaches, instructional resources, learning outcomes, learning content had a strong and positive correlation with students' engagement in citizenship education. This is shown by various Pearson's correlation coefficient values of 0.711, 0.462, 0.737, and 0.717 respectively. Though, the overall trend of the result showed a significant relationship, there was a deviation due to poor use of instructional resource. This is shown by its value which stood at 0.462. The result showed that the experiences that students were exposed to significantly increase their engagement. However, it could be further enhanced by making use of appropriate instructional resources. In conclusion for students to increase their engagement in citizenship education the types of instructional resources used by the teachers should be ameliorated. Hence the government needs to ensure that good and appropriate instructional resources should be used for students to have good learning experiences to best engagement.

Limitations of the Study

1. Some teachers were a little sceptical to respond to the questionnaire or collaborate with the researcher as they withheld some information. They viewed the exercise as a probe into their professional capabilities. This led to the presence of some incomplete questionnaires.
2. Furthermore, the researcher relied on the integrity of the participants' survey responses which is possible that the participants did not respond truthfully to the survey questions. They may have given the answers that they believed the researcher may want to hear and not what they may have truly believed.

Recommendations

- Based on findings:

➤ **To MINESEC**

- The ministry of secondary education should reinforce the teaching learning strategy of citizenship subject in order to avert deviants behaviour with related outcomes.
- The ministry of secondary education should revise or reform and even change the curricular experiences putting more emphasis on instructional resources by allocating more resource (time, and financial resource) to ameliorate the instructional resources used by the teachers.
- They should organise frequent supervision and feedbacks on the allocation and use of the various resource allocated for the generation and presentation of good curricular experiences. This can be done through monthly checks and reports on the running of set curricular experiences.
- They should boost students' engagement in citizenship education by reinforcing the link between secondary schools and the social groups through the organisation of community services, internships, field trips just to name a few. These experiences will present learners not only with first hand societal needs and challenges, but also awakening them to the crucial role they stand to play in providing solutions.

➤ **To the External Community**

The external community should create many more preparatory programmes for secondary schools they by creating opportunities students to be trained as professionals, by organising sensitization programs through the various communication media, conferences and symposiums.

➤ **To the International Community**

The Cameroon government should collaborate with the United Nations specialized organs such as the UNESCO and the UNDP to come up with a blue print on curricular experiences highly suited for training learners who will address problems in the context and conditions of the country. The specialized organs of the United Nations Organization on education should organize in – service training or tours for undergraduates to improve upon their critical thinking, self-sufficient and competitive skills.

Suggestions for Further Research

Since this work was delimited in geographical and content scope, the researcher has the following recommendations for further research that could be carried out in the future:

1. A similar research could be carried out in other parts of the country or other regions in the country using different research instruments such as focus group discussions, participant observations or interviews.
2. A comparative study on the effect of curricular experiences on students' engagement in citizenship education could also be carried out on private secondary schools given the fact that they are not govern in the same manner.

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ANNEXES

UNIVERSITE DE YAOUNDE I

FACULTE DES SCIENCES DE
L'EDUCATION

CENTRE DE RECHERCHE EN SCIENCES
SOCIALES ET EDUCATIVES



THE UNIVERSITY OF YAOUNDE I

FACULTY OF SCIENCES OF
EDUCATION

POST GRADUATE SCHOOL FOR SOCIAL
AND EDUCATIONAL SCIENCES

APPENDIX 1: QUESTIONNAIRE FOR SECONDARY SCHOOL STUDENTS

SECTION A: GENERAL INFORMATION

Dear Respondent

I am a master's student from faculty of Education of the University of Yaoundé 1, I am conducting a research to examine the effects of curriculum experience on students' engagement in citizenship Education in Mfoundi Division. The answers you provide will be used strictly for this master's research and your privacy will be highly protected. **Thanks for your participation**

Informant' information

Instructions: *kindly place a tick (✓) on the box that best describes your opinion.*

1. School:.....
2. Gender: Male , Female
3. Class: Upper sixth , Lower sixth , Form five,
4. Specialisation: Arts Science

SECTION B:

Instruction: Tick (✓) in one of the boxes labeled (A, SA, D, SD) that best suits your opinion

KEY: A=Agree, SA= strongly agree, D=disagree, SD= strongly disagree,

SN	I) Pedagogic approaches	SD	D	A	SA
5	I learn about the content by working in groups to solve a problem in several ways				
6	During learning, I develop knowledge and skills through projects set around challenges and problems I face in the society				
7	We learn together to avoid discrimination				
8	During lessons, we get engage in making real-world connections through exploration and questioning				
9	we usually work together with friends on activities or learning tasks in a group				
10	Working with my peers give me the opportunity to be creative				

11	There is a sense of belonging and interest when the teacher assign me a task in class				
12	I carry out investigation about being a good citizen (respect, tolerance, violence, drugs)				
	II) Instructional resource	SD	D	A	SA
13	I have all basic textbooks I need in citizenship education				
14	Audio visual aids improves my learning of citizenship education				
15	The use of concrete material enhances learning				
216	We go out for outdoor activities on citizenship education				
17	Teachers teach using projectors to ease students understanding				
	III) Learning outcome	SD	D	A	SA
18	I have increased my knowledge of citizenship as I learn further				
19	Statement of learning outcomes help me to focus and shape my learning				
20	Teachers' communicate objectives before lesson delivery				
21	I strive to attain the expected learning outcomes required of me				
22	I have learning outcomes for citizenship education				
	IV) Learning content				
23	I have gain knowledge in conflict resolution in school and out				
24	I have studied inhuman treatment(violence, conflict, drug abuse, child abuse, minority issues) and am able to distinguish between what is right from wrong				
25	I have learnt and understood the equality of human beings in all areas of life				
26	I have studied tolerance and am able to apply it on my everyday activity				
27	The voting age in Cameroon is from 18years and above				
	IV) Students engagement	SD	D	A	SA
28	My teacher's presents makes me to be engage in my lessons				
29	The instructional resources used in my class keeps me engaged all through the lessons				
30	I always pass my continuous assessment/exams				

31	I am happy when I solve difficult problems using knowledge learnt in class				
32	I engage in dialogue to resolve problems with mates				
33	I practice what I learn in daily life				
34	I attend all my citizenship classes				
35	I participate in discussion groups with friends				
36	My teacher made use of a learning media (Television, whatapp, projectors) that sustain student's attention				
37	I discuss my assignments with my parents at home				
38	I collaborate with my classmates to do assignments at home				
39	I enjoy sharing what I have learnt with friends				

Interview Guides for teachers

1) In your opinion, how does the used of pedagogic approach influence students' engagements in citizenship?

- Problem-based
- Project-based
- Enquiry-based
- Collaborative-based
- flipped learning

2) Identify the types of educational resources use in citizenship education. In your opinion, how does the used of instructional resource influence students' engagements in citizenship?

- textbooks
- Audio-visual
- projectors
- chalk board and charts

3) In your opinion, how does students' learning outcome influence students' engagements in citizenship?

- knowledge development
- skills acquisition

- attitudes
- behaviours

4) In your opinion, how does content of citizenship education influence students' engagements in the course?

- Politics
- Law
- democracy
- justice
- violence

REPUBLIQUE DU CAMEROUN

Paix – Travail – Patrie

UNIVERSITE DE YAOUNDE I

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DEPARTEMENT DE
CURRICULA ET EVALUATION



REPUBLIC OF CAMEROON

Peace – Work – Fatherland

THE UNIVERSITY OF YAOUNDE I

THE FACULTY OF EDUCATION

DEPARTMENT OF CURRICULUM
AND EVALUATION

The Dean

N° 17 /23/UYI/FSE/VDSSE

AUTORISATION FOR RESEARCH

I the undersigned, **Professor Cyrille Bienvenu BELA**, Dean of the Faculty of Education of the University of Yaoundé I, hereby certify that **Silivian BIHNYUY**, Matricule **21V3474**, is a student in Masters II in the Faculty of Education, Department: *CURRICULUM AND EVALUATION*, Specialty: *CURRICULUM DEVELOPMENT AND EVALUATION*.

The concerned is carrying out a research work in view of preparing a Master's Degree, under the supervision of **Dr. WIRNGO Enestine**. Her work is titled « *The impact of teaching methods on learner's engagement in citizenship in Cameroon schools. Case study: some selected secondary schools in Yaounde 5* »

I will be very grateful if you provide her all the information that can be helpful in the realization of his research work.

This Authorization is to serve the concerned for whatever purpose it is intended for.

Done in Yaoundé, le 09 JAN. 2023...



For the dean, by order

WIRNGO Etienne
Professeur

Appendix A*Sample size (s) required for the given population sizes (N)*

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	256	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

Note : From R. V. Krejcie and D. W. Morgan(1970), Determining sample size for research activities, Educational and psychological measurement, 30, 608, Sage Publications.

df \ α	0,2	0,1	0,05	0,02	0,01	0,001
1	0,951057	0,987688	0,996917	0,999507	0,999877	0,999999
2	0,800000	0,900000	0,950000	0,980000	0,990000	0,999000
3	0,687049	0,805384	0,878339	0,934333	0,958735	0,991139
4	0,608400	0,729299	0,811401	0,882194	0,917200	0,974068
5	0,550863	0,669439	0,754492	0,832874	0,874526	0,950883
6	0,506727	0,621489	0,706734	0,788720	0,834342	0,924904
7	0,471589	0,582206	0,666384	0,749776	0,797681	0,898260
8	0,442796	0,549357	0,631897	0,715459	0,764592	0,872115
9	0,418662	0,521404	0,602069	0,685095	0,734786	0,847047
10	0,398062	0,497265	0,575983	0,658070	0,707888	0,823305
11	0,380216	0,476156	0,552943	0,633863	0,683528	0,800962
12	0,364562	0,457500	0,532413	0,612047	0,661376	0,779998
13	0,350688	0,440861	0,513977	0,592270	0,641145	0,760351
14	0,338282	0,425902	0,497309	0,574245	0,622591	0,741934
15	0,327101	0,412360	0,482146	0,557737	0,605506	0,724657
16	0,316958	0,400027	0,468277	0,542548	0,589714	0,708429
17	0,307702	0,388733	0,455531	0,528517	0,575067	0,693163
18	0,299210	0,378341	0,443763	0,515505	0,561435	0,678781
19	0,291384	0,368737	0,432858	0,503397	0,548711	0,665208
20	0,284140	0,359827	0,422714	0,492094	0,536800	0,652378
21	0,277411	0,351531	0,413247	0,481512	0,525620	0,640230
22	0,271137	0,343783	0,404386	0,471579	0,515101	0,628710
23	0,265270	0,336524	0,396070	0,462231	0,505182	0,617768
24	0,259768	0,329705	0,388244	0,453413	0,495808	0,607360
25	0,254594	0,323283	0,380863	0,445078	0,486932	0,597446
26	0,249717	0,317223	0,373886	0,437184	0,478511	0,587988
27	0,245110	0,311490	0,367278	0,429693	0,470509	0,578956
28	0,240749	0,306057	0,361007	0,422572	0,462892	0,570317
29	0,236612	0,300898	0,355046	0,415792	0,455631	0,562047
30	0,232681	0,295991	0,349370	0,409327	0,448699	0,554119
35	0,215598	0,274611	0,324573	0,380976	0,418211	0,518898
40	0,201796	0,257278	0,304396	0,357787	0,393174	0,489570
45	0,190345	0,242859	0,287563	0,338367	0,372142	0,464673
50	0,180644	0,230620	0,273243	0,321796	0,354153	0,443201
60	0,164997	0,210832	0,250035	0,294846	0,324818	0,407865
70	0,152818	0,195394	0,231883	0,273695	0,301734	0,379799
80	0,142990	0,182916	0,217185	0,256525	0,282958	0,356816
90	0,134844	0,172558	0,204968	0,242227	0,267298	0,337549
100	0,127947	0,163782	0,194604	0,230079	0,253979	0,321095
125	0,114477	0,146617	0,174308	0,206245	0,227807	0,288602
150	0,104525	0,133919	0,159273	0,188552	0,208349	0,264316
175	0,096787	0,124036	0,147558	0,174749	0,193153	0,245280
200	0,090546	0,116060	0,138098	0,163592	0,180860	0,229840
250	0,081000	0,103852	0,123607	0,146483	0,161994	0,206079
300	0,073951	0,094831	0,112891	0,133819	0,148019	0,188431
350	0,068470	0,087814	0,104552	0,123957	0,137131	0,174657
400	0,064052	0,082155	0,097824	0,115997	0,128339	0,163520
450	0,060391	0,077466	0,092248	0,109397	0,121046	0,154273

500	0,057294	0,073497	0,087528	0,103808	0,114870	0,146436
600	0,052305	0,067103	0,079920	0,094798	0,104911	0,133787
700	0,048427	0,062132	0,074004	0,087789	0,097161	0,123935
800	0,045301	0,058123	0,069234	0,082135	0,090909	0,115981
900	0,042711	0,054802	0,065281	0,077450	0,085727	0,109385
1000	0,040520	0,051993	0,061935	0,073484	0,081340	0,103800
1500	0,033086	0,042458	0,050582	0,060022	0,066445	0,084822
2000	0,028654	0,036772	0,043811	0,051990	0,057557	0,073488
3000	0,023397	0,030027	0,035775	0,042457	0,047006	0,060027
4000	0,020262	0,026005	0,030984	0,036773	0,040713	0,051996
5000	0,018123	0,023260	0,027714	0,032892	0,036417	0,046512

The table contains critical values for 2-tail tests. For 1-tail tests, divide α by 2.

If the calculated Pearson's correlation coefficient is greater than the critical value from the table, then reject the null hypothesis that there is no correlation

Based on the critical values of t using the formula: square root of $t^2 / (t^2 + df)$