

**TEACHERS' PERCEPTION AND UTILIZATION OF INCLUSIVE, PARTICIPATORY, DEMOCRATIC TEACHING AND LEARNING INTERACTION AMONG SOCIAL SCIENCE TEACHERS IN SENIOR SECONDARY SCHOOLS: IMPLICATION ON NATIONAL VALUES IN NIGERIA.**

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**Abstract**

*The study sought to encourage the use of the Inclusive, Participatory, Democratic Teaching and Learning Interaction method by secondary school Social Science teachers. Specifically, the study investigated teachers' perception and use of the Inclusive, Participatory, Democratic Teaching and Learning Interaction method in senior secondary school Government and Civic Education instruction in Calabar Municipal Council Area, Southern Education zone of Cross River State. Two research questions and two null hypotheses guided the study. The descriptive survey design was adopted. The population consisted of 300 senior secondary school Social Science teachers in Calabar, Southern Education Zone. The sample consists of 100 Government and Civic Education teachers drawn through purposive sampling. The validated Perception and Utilization of the Inclusive Participatory, Democratic Teaching and Learning Interaction Questionnaire PUIPDTLIQ was used for data collection. A reliability coefficient of 0.71 was established for the instrument using the Cronbach's Alpha method. Mean and standard deviation were used to answer the research questions while the independent t-test statistics was used test the hypothesis at 0.05 significant level. The findings showed that teachers have a positive perception and utilize frequently the Inclusive, Participatory, Democratic Teaching and Learning Interaction method. The study also indicated that there was no significant gender difference in perception and frequent utilization of the method. Based on the findings, it was recommended that a similar study should be carried out in other parts of the country. The study also recommended that the same studies should*

*explore the influence of political, social and economic variables on students' perception and attitude towards our national values.*

**Keywords:** Teachers, Perception, Inclusive, participatory, Democratic, Interaction.



## **Introduction**

There is a seeming lacuna in the use of appropriate instructional pedagogy in the teaching of Government and Civic Education in our secondary schools in Nigeria. The inclusion of 'Government' and 'Civic Education' in the secondary school curriculum enunciated in the National policy on Education 2014 (reviewed) among other things is to inculcate positive attitude towards national values portrayed in right political and civic attitudinal behaviour among Nigerian youths. However, such values like patriotism, nationalism, national consciousness, tolerance, cooperation, unity are in decline among majority of the younger generation of Nigerians. Although viciousness is never absent in any given society however, the exponential increase in national values related crimes in recent times clearly indicates a decline in respect for our national values. Evidently, lack of interest in political activities as seen in voter apathy, political thuggery, lack of respect for constituted authority and national symbols such as - the National Anthem and the National Pledge, unpatriotic statements, hate speech expressed via social media and music, vandalization of public facilities, secessionist groups like the independent people of Biafra (IPOB) emergence and prevalence of insurgent groups such as the boko haram, bandits, among others hitherto destroy life and property in significant scale are crimes common among the younger generation of Nigerians. The researcher believes these are manifestations of decline in national virtues/values among the youths. Nigeria is a country whose cooperate and continued existence has been threatened by these challenges coupled with our multifaceted differences evidenced in cultural/ethnic cleavages and primordial interests. A country plagued by many socio-political and ethnic

related crises from the first republic which culminated into a bloody civil war from 1967 – 1970 fought with the need to maintain unity and cooperate existence and still bedeviled with these challenges stands the dire need to salvage its continued existence through appropriate education by inculcating in young Nigerians values necessary for achieving her ultimate purpose. In a practical effort to proffer solution to this dilemma, the government through the National Policy on Education (NPE), the Ministry of Education (ME) and the National Curriculum Planning Committee (NCPC) introduced subjects such as Government and later reintroduced Civic Education among others in both basic education and senior secondary school levels. Resultantly, over the years secondary school students have been and are still being exposed to these curriculum contents through the didactic process of teaching of which to a significant extent is expected to have molded positive attitude towards national values. However, the prevalence of anti-national behaviours among majority of the youths who have passed through the secondary school education apparently reveal low or complete absence of patriotism vis avis other values of nationhood. The reason for decline in patriotism among others may be hinged on political, social, ethnic as well as economic variables like the type of political administration, government policy, primordial interests, family background and economic status. Notwithstanding, the researcher thinks that inappropriate and inadequate instructional methods which do not effect learning in both cognitive, affective and psychomotor domains have been predominantly used over the years in the teaching of these subjects and could be attributable to the decline in national values among our youths. There has been a persistent

overutilization of teacher centered instructional method – (Lecture) over student centered methods - the democratic, inclusive and participatory method which is learner focused which does not only bring about learning in the cognitive sphere but also the affective and psychomotor domains do not seem to be prominent among our secondary school Government and Civic Education teachers. We should know that the values of democracy are fundamental in liberal democratic nations like Nigeria and can only be inculcated using democratic approaches. Values such as patriotism, national and civic consciousness, tolerance, cooperation, responsibility, unity and peace critical to the corporate existence of the nation can be nurtured through exposure of youngsters to Government and Civic Education with appropriate instructional method. When proper instructional methods are used in both basic and senior secondary education it will build and consolidate in young minds the values necessary for the preservation of the Nigerian society. As teachers monopolise class activities with lecture method rather than embarking on profitable instructional engagement with the students' whole lesson period are most times lost to statements that tend rather to incite sectional interest and unpatriotic feelings through ventilating grievances on the government or public office holders who are perceived not to do well. Moreover, the researcher observes some common misconceptions among teachers, - that the teacher is most prominent in class and should monopolise class activities by way of 'dishing' out facts while the students listen attentively. Students know little or nothing about the lesson and therefore cannot learn by mere interaction among themselves. Furthermore, they perceive those interactive sessions among students to generate noise, wastes time and not necessary since teachers have a topic within a given time.

On the contrary, there is serious advocacy by scholars in education for the use of innovative methods in the teaching and learning process. Research reveals a higher advantage and encourage learner centered methods over teacher centered methods which

have preoccupied the teaching industry vis a vis the teaching of secondary school Government and Civic Education over time. Furthermore, modern classroom instruction is slowly evolving from the traditional autocratic teacher - centered methods to an inclusive, participatory and democratic - learner centered methods. Most children in schools come from democratic social backgrounds which make them learn faster through democratic learning models and of course in pedagogy implant these cherished values of our society. However, most often than not, most students encounter difficulty in understanding concepts and theories in government. The verbose nature content of the subject inherent with some abstract concepts and theories seem difficult to comprehend by some young minds coupled with the method of instruction used by some teachers contribute to this. Instructional goals and objectives should most importantly incorporate effective learning in all the three domains of learning the cognitive, affective and psychomotor this will result in nurturing desirable attitude in learners. It will however, require the use of learner centered instructional approach which the inclusive participatory and democratic teaching and learning interaction model provides. It is for this purpose that the researcher seeks to investigate teachers' perception and utilization of Inclusive, Participatory and Democratic Teaching and Learning Interaction in Senior Secondary School Government in Calabar Municipal Council Area, southern education zone of Cross River State.

Existing research in education reveal a positive correlation between teachers' 'perception' and 'utilization' for instructional purposes. This ranges from the use of community based instructional material in teaching relevant subjects such as Basic Technology (Semiu, Makinde, Romoke, Michael, & Fakomogbon, 2019), Social studies and civic education (Onamrewho, 2021). However, Ajala and Ojo, (2018 :16) revealed a positive correlation with a low relative utilization by teachers of public schools in Delta State. Teachers also have a positive perception about e-learning/technology as a

useful tool in learning and are satisfied with the advantages of the use of new technologies in some developing countries (Yanti, Setiawan, Nurhabibah, & Yannuar, 2018). Research findings further reveal a positive correlation between teachers' perception and utilization of innovative learner centered teaching methodologies. Teachers think that ideally innovative teaching is good and should be used. In terms of professional development, their positive perception significantly correlates with innovative teaching and teachers' professional development effectively predict innovative teaching which influence the nature of their perception about it (Chih-Lun & Feng-Chin, 2017). There are however research results that indicate a negative correlation between science teachers' perception and utilization of innovative teaching strategies (Oyelekan, Solomon, Faith, & Solomon, 2017). Furthermore, Mgeni, (2013) findings revealed that teachers perceive methods that involved active learning as the most effective methods but found it difficult to implement such methods. This indicates a negative correlation between perception and utilization. There are research cases where awareness negatively correlates with utilization. For example, Achor, (2015) discovered a high level of teachers' awareness of innovative strategies but only a few of the strategies were being effectively utilized by the teachers. Naz and Murad, (2017) found out that innovative teaching has a positive impact on the performance of students' diversity and also has different impact on different disciplines. In the area of teachers' perception of inclusion/integration Ruba, (2019) noted that teachers may have similar definition of the concept of integration/inclusion but have different perceptions of its value.

The idea of inclusive education is motivated by the need to provide equality in educational opportunities to all learners irrespective of physical disabilities as noted by Alquraini and Gut, (2012). The concept of inclusiveness seeks to eliminate learning discriminations among learners in the classroom and provide a general platform for all categories of learners within the learning

environment. McManis, (2021) observed that Parents are recognized as the great beneficiaries of inclusive education in terms of the effect across the social, personal and affective outcomes on their children. Classrooms, programs and lessons are designed so that all children can participate and learn. It provides different ways of teaching so that classrooms actively involve all children, ensures ways to develop friendships, relationships and mutual respect among all children, and between children and teachers in the school. (*Inclusive Education and its Benefits*, 2021). The participation of children with disabilities in regular early childhood settings with appropriate supports, accommodations and modifications results in improved outcomes for those children, and also provides benefits for their nondisabled peers (*Benefits of an Inclusive ECE: Preschool through Kindergarten NE/LRE Team Decision Making Module*, 2021). Inclusive education encourages the active involvement of all the students, families', promotes conflict resolution and support among students and favours collaborative work among the teaching staff. (Odet, 2016). Miner, (2013) stated that the interactive democratic classroom integrates such principles as class meetings, class generated problem solving strategies, project-based approach, caring classroom communities, celebrates student individuality, and model inclusive practices with students in an effort to teach democratic process and content. students' participation in the classroom has an inherent value beyond benefitting measurable outcomes, where democratic values, engagement and learning for the future are promoted (Ulrika Bergmark & Susanne, 2018). Democratic practices in the classroom bring about transformation and social change which translates into grooming socially responsible and active citizens who can critically reflect on societal issues (Banks, 2017 in Cresantus et al., 2021). This corroborates Christopher (2021), that Cultivating the democratizing forces of formal education is one way of preserving our communal way of life. He further asserts,

*“that institutional structures like classroom, or school give young people the opportunity to participate in decision-making about meaningful issues can have an impact on their sense of responsibility, their ability to take a collective perspective, their prosocial behaviour, their understanding of democratic values and processes, and their personal and political efficacy”.*

When students collaborate, discuss and interact, it helps them to understand content and link contexts - school, community or society and mobilise the available knowledge gained, apply it, share it and disseminate it (Moliner, Lozano, Aguado & Amiama, 2021). On the part of students they perceive that it would be worthwhile giving them opportunity/freedom which includes expressing themselves in the class, developing their exceptional abilities, generating their own personalized ideas on the subject matter and having classroom discussions with fellow students. (Cresantus, Obioha, Ogunji, Mezieobi, & Nwajiuba, 2021). Their research also stressed a positive perception by teachers and support for the adoption of democratic practices in the classroom. They believe that the consistent use of other methods which are not student centered or engaging does not also equip them with the necessary skills with which they can meaningfully engage in democratic activities in the real world (Cresantus, et al.,2021). Their assertion that not much character transformation seems to have been achieved considering the level of crime in the Nigerian society is in line with the researcher’s view.

### **Statement of problem**

It is generally accepted in educational practice that instructional processes are to be planned and designed to facilitate wholistic learning in the three domains of learning. However, the use of method(s) which do not actualize significantly this aim have preoccupied the

teaching of Government and Civic Education. The researchers believe that the inclusive Participatory and Democratic Teaching learning interaction is better than the lecture method. But how teachers perceive and utilize this method frequently is critical to this purpose. The decline in respect for our national values in Nigeria indicate that the methods used by teachers for instruction are not effective. This has great implication on our unity and cooperate existence. There is therefore need to investigate teachers’ perception and utilization of inclusive Participatory and Democratic Teaching learning interaction in the teaching Government and Civic Education.

### **Purpose of the study.**

The general purpose of the study was to investigate Teachers’ Perception and Utilization of Inclusive Participatory, Democratic Teaching and Learning Interaction among Social Science teachers in senior secondary schools: implication on national values in Nigeria. specifically, the study determined:

1. Teachers of Government and Civic Education perception of the inclusive Participatory and Democratic Teaching and learning interaction.
2. Teachers of Government and Civic Education frequent utilization of the inclusive Participatory and Democratic Teaching learning interaction.

### **Research questions:**

1. How do teachers of Government and Civic Education perceive the inclusive Participatory and Democratic Teaching and Learning Interaction.
2. How frequently do teachers of Government and Civic Education frequently utilize the inclusive Participatory and Democratic Teaching and Learning Interaction.

### **Hypotheses**

Ho<sub>1</sub>: There is no significant difference between Government teachers and Civic Education teachers’ perception of

inclusive participatory and democratic teaching and learning interaction.

Ho<sub>2</sub>: There is no significant difference in frequent utilization by Government and Civic education teachers of the inclusive participatory and democratic teaching and learning interaction

### Methodology:

The study adopted the descriptive survey design. Descriptive survey design seeks to collect data that describes a study under investigation. The study was carried out in Calabar Municipal Council Area in southern Education zone of Cross River State. The population of the study comprised of 300 senior secondary school teachers from the 40 secondary schools in the area. 100 Government and Civic Education teachers were selected using purposive Sampling to determine the sample size. The purposive sampling technique was used because the selection of participant was based on the researcher's personal judgement to select those most useful for the research. The convenience sampling technique was used to select 15 secondary schools that are easily accessible out of the 40 secondary schools in Calabar Municipal Council Area. The simple random sampling technique was used to select 100 teachers of Government and Civic Education. Mean and standard deviation

were used to analyse the two research questions posed. While two null hypotheses were tested using the t- test statistics. Data were collected using Teachers' Perception and Utilization of the Inclusive Participatory and Democratic Teaching and Learning Interaction Questionnaire PUIPDTLIQ. The PUIPDTLIQ Comprised of 20 items of four-point rating scale that has two sections. The researcher personally served the respondents the questionnaires and solicited for honest responses. Section A. contains personal information of the respondents while section B. contain information about Teacher's Perception and Utilization of the Inclusive Participatory and Democratic Teaching and Learning Interaction. The instrument has four-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) with values 1,2,3,4 respectively. The face validation of the instrument was done by a minimum of three experts from Vocational Education, economics education and Measurement and Evaluation unit all from the University of Nigeria Nsukka. Their comments were used to correct the instrument for trial testing in Calabar Municipal Council Area. The internal consistency of the instrument was tested using the Cronbach Alpha statistics and a reliability coefficient of 0.71 was established.

## Results

### Demographic data

**Table 1:** Demographic distributions of respondents

Variables	Frequency	Percentage
<b>Gender</b>		
Male	39	39.0
Female	61	61.0
Total	100	100.0
Missing/no response		

Table 1 reveals that 39 (39.0%) of the respondents were males while 61 (61.0%) were females.

### Research questions

Research question 1: How do teachers of Government and Civic education perceive the

inclusive participatory and democratic teaching and learning interaction?

**Table 2:** Teachers of Government and Civic education perception of the inclusive participatory and democratic teaching and learning interaction

S/N	Statements	SA	A	D	SD	Mean	STD.D	Remark
1	I am familiar with Participatory and Democratic Teaching and Learning Interaction Method	58 58.0%	35 35.0%	4 4.0%	3 3.0%	3.48	0.71	High
2	I believe the Participatory and Democratic Teaching and Learning Interaction is a very good Method	56 56.0%	37 37.0%	4 4.0%	3 3.0%	3.46	0.71	High
3	I am sure the Participatory and Democratic Teaching and Learning Interaction is more preferable to teacher centered methods	54 54.0%	29 29.0%	11 11.0%	6 6.0%	3.31	0.89	Low
4	I understand that this method requires students' active participation in the learning process	64 64.0%	28 28.0%	5 5.0%	3 3.0%	3.52	0.77	High
5	I am aware that students learn better when they are active participants in the learning process.	81 81.0%	17 17.0%	2 2.0%	0 0.0%	3.77	0.54	High
6	I am sure that learning can take place within the three domains of educational objectives using this method.	52 52.0%	39 39.0%	6 6.0%	3 3.0%	3.40	0.73	High
7	I also believe that proper attitude development in learners is possible using this method.	44 44.0%	46 46.0%	8 8.0%	2 2.0%	3.33	0.70	High
8	I am sure this method is most relevant for teaching a subject like government.	31 31.0%	55 55.0%	11 11.0%	3 3.0%	3.14	0.72	Low
9	I am sure this method is most relevant for teaching a core subject like civic education	37 37.0%	45 45.0%	12 12.0%	6 6.0%	3.13	0.84	Low
10	I think this method should be used frequently	41 41.0%	44 44.0%	8 8.0%	7 7.0%	3.19	0.86	Low
Weighted mean = 3.32								
Standard mean = 2.50								

Source: Author's field survey 2022.

Table 2 shows how teachers of Government and Civic education perceive inclusive participatory and democratic teaching and learning interaction. The result on the table indicates that the mean rating for 6 items on the table had above 3.32, which is needed for the approval or acceptance. Therefore, 6 items

were accepted and contributed to how Government and Civic education teachers perceive inclusive participatory and democratic teaching and learning interaction. The 6 items are rated as follow: I am aware that students learn better when they are active participants in the learning process (3.77>3.32) is ranked highest among the items mean scores rating,

follows by I understand that this method requires students' active participation in the learning process (3.52>3.32), I am familiar with participatory and democratic teaching and learning Interaction Method (3.48>3.32), I believe the participatory and democratic teaching and learning interaction is a very good method (3.46>3.32), I am sure that learning can take place within the three domains of educational objectives using this method. (3.40>3.32), lastly, I also believe that proper attitude development in learners is possible using this method. (3.33>3.32). While the remaining 4 items; I am sure the participatory and democratic teaching and learning interaction is more preferable to teacher centered methods (3.31<3.32), I think this

method should be used frequently (3.19<3.32), I am sure this method is most relevant for teaching a subject like government (3.14<3.32), and I am sure this method is most relevant for teaching a core subject like civic education (2.13<3.32) were not accepted and did not contribute to the overall item. Also, result on the table shows that the weighted mean of 3.32 out of the 4.00 maximum obtainable score, is equally above 2.5, hence indicated the general acceptance of the items.

**Research question 2:** How frequently do teachers of Government and Civic education utilize the inclusive participatory and democratic teaching and learning interaction?

**Table 3:** Government and Civic education teachers' frequent utilization of the inclusive participatory and democratic teaching and learning interaction.

S/N	Statements	SA	A	D	SD	Mean	STD.D	Remark
1	I had used the inclusive participatory and democratic teaching and learning interaction method for my class	55 55.0%	36 36.0%	7 7.0%	2 2.0%	3.44	0.71	High
2	I prefer the use of this method in classroom instruction more than other methods	38 38.0%	49 49.0%	10 10.0%	3 3.0%	3.22	0.74	High
3	I use it interchangeably with other methods	40 40.0%	45 45.0%	11 11.0%	4 4.0%	3.21	0.79	High
4	I use this method most frequently	34 34.0%	48 48.0%	14 14.0%	4 4.0%	3.12	0.79	High
5	I only incorporate this method with other methods during lesson	23 23.0%	46 46.0%	27 27.0%	4 4.0%	2.88	0.80	Low
6	I use this method once in a while	19 19.0%	48 48.0%	23 23.0%	10 10.0%	2.76	0.87	Low
7	I use this method once in a term	41 41.0%	41 41.0%	11 11.0%	7 7.0%	3.16	0.88	High
8	I use this method once in a week	35 35.0%	42 42.0%	16 16.0%	7 7.0%	3.05	0.89	Low
9	I prefer to lecture or explain while students pay attention	25 25.0%	38 38.0%	20 20.0%	17 17.0%	2.71	1.02	Low
10	I do not use this method at all during class	55 55.0%	28 28.0%	10 10.0%	7 7.0%	3.31	0.91	High
Weighted mean = 3.08								
Standard mean = 2.50								

Source: Author's field survey 2022.

Table 3 indicates how frequently teachers of Government and Civic education utilize the inclusive participatory and democratic teaching

and learning interaction. The result on the table reveals that the mean rating for 6 items on the table had above 3.08, which is needed for the



approval or acceptance. Therefore, 6 items were accepted and contributed to how frequently Government and Civic Education teachers utilize inclusive participatory and democratic teaching and learning interaction. The 6 items are rated as follow: I had used the inclusive participatory and democratic teaching and learning interaction method for my class ( $3.44 > 3.08$ ) is ranked highest among the items mean scores rating, follows by I prefer the use of this method in classroom instruction more than other methods ( $3.32 > 3.08$ ), I do not use this method at all during class ( $3.31 > 3.08$ ), I use it interchangeably with other methods ( $3.21 > 3.08$ ), I use this method once in a term ( $3.16 > 3.08$ ), lastly, I use this method most frequently ( $3.16 > 3.08$ ). While the remaining 4 items I use this method once in a week ( $3.05 < 3.08$ ), I only incorporate this method

with other methods during lesson ( $2.88 < 3.08$ ), I use this method once in a while ( $2.76 < 3.08$ ), and I prefer to lecture or explain while students pay attention ( $2.71 < 3.08$ ) were not accepted and did not contribute to the overall item. Also, result on the table shows that the weighted mean of 3.08 out of the 4.00 maximum obtainable score, is equally above 2.5, hence indicated the general acceptance of the items.

### Research hypotheses

#### Hypothesis one

1. There is no significant difference between Government teachers and Civic Education teachers' perception of inclusive participatory and democratic teaching and learning interaction.

**Table 3:** Independent t-test result showing the difference between Government teachers and Civic education teachers' perception of inclusive participatory and democratic teaching and learning interaction.

Teachers	Mean	STD	df	t-value	P-value	Remark
Government teachers	34.23	4.81	98	0.67	0.49	N.S
Civic Education	33.57	4.73				

*N.S. denotes Not Significant at  $p > 0.05$*

Table 3 above presents information on the independent t-test analysis of hypothesis one, which was stated in the null form as "There is no significant difference between Government teachers and Civic education teachers' perception of inclusive participatory and democratic teaching and learning interaction." This hypothesis was tested at 0.05 significant level, with a degree of freedom of 98. The result gave a low t-value (t-value=0.67) of the variables, the difference is not statistically significant, and evidence from the P-values ( $P > 0.05$ ) revealed that indeed there is no

significant difference between Government teachers and Civic Education teachers' perception of inclusive participatory and democratic teaching and learning interaction. Thus, the null hypothesis was not rejected. Also, the result showed that the mean rating (34.23) of Government teachers was greater than the mean rating (33.57) of Civic education teachers which means that Government teachers have higher perception towards inclusive participatory and democratic teaching and learning interaction than Civic Education teachers.

#### Hypothesis two

2. There is no significant difference between Government teachers and Civic education

teachers on frequent utilization of inclusive participatory and democratic teaching and learning interaction.

**Table 4:** Independent t-test result showing the difference between Government teachers and Civic education teachers on frequent utilization of inclusive participatory and democratic teaching and learning interaction.

Teachers Remark	Mean	STD	df	t-value	P-value
Government teachers	30.34	3.95	98	1.20	0.23
Civic education teachers	31.36	4.34			N.S

*N.S. denotes Not Significant at  $p > 0.05$*

Table 4 above present information on the independent t-test analysis of hypothesis three, which was stated in the null form as “There is no significant difference between Government teachers and Civic education teachers on frequently utilization of inclusive participatory and democratic teaching and learning interaction”. This hypothesis was tested at 0.05 significant level, with a degree of freedom of 98. The result gave a low t-value (t-value=1.20) of the variables, the difference is not statistically significant, and evidence from the P-values ( $P > 0.05$ ) revealed that is no significant difference between Government teachers and Civic education teachers on frequently utilization of inclusive participatory and democratic teaching and learning interaction. Thus, the null hypothesis was not rejected. Also, table 4 showed that the mean rating (31.36) of Civic education teachers was higher than the mean rating (30.34) of Government teachers.

### Discussion of Results

The findings on teachers of Government and Civic Education perception of the inclusive Participatory and Democratic Teaching and learning interaction indicated that both teachers of Government and Civic Education have a positive perception of this method. This findings is consistent with the findings of Yanti, Setiawan, Nurhabibah, Yannuar. (2018), Semiu Makinde, Romoke, Michael, Fakomogbon, (2019) and Onamrewho, (2021) established a positive correlation between perception and the use of appropriate instructional methods and materials in teaching

relevant subjects among secondary school teachers. The findings on frequent utilization of the inclusive Participatory and Democratic Teaching and learning interaction also showed that both teachers of Government and Civic Education frequently utilize this teaching method. This is similar to Smitta et al, (2015) findings that there is no significant gender differences with respect to instructional strategies and classroom management. Also findings on hypothesis one that there is no significant difference between Government teachers and Civic Education teachers' perception of inclusive participatory and democratic teaching and learning interaction and hypothesis two which states that there is no significant difference between Government teachers and Civic Education teachers on frequent utilization of inclusive participatory and democratic teaching and learning interaction revealed that there is indeed no significant difference between Government teachers and Civic Education teachers' perception and no significant difference on their frequent utilization of inclusive participatory and democratic teaching and learning interaction. While all these findings correlates with Chih-Lun and Feng-Chin, (2017) that teachers percieve ideally that innovative teaching is good and should be used in professional development, it however contradicted Mgeni, (2013) and Oyelekan, et al., (2017) whose findings revealed that teachers perceive methods that involved active learning as the most effective methods but found it difficult to implement such methods. However, the difference in mean rating (34.23)

of Government teachers and that of Civic Education teachers (33.57) and the difference in mean rating (31.36) of Civic education teachers and that of Government teachers (30.34) on perception of inclusive participatory and democratic teaching and learning interaction are not statically significant. Judging from these findings, contradiction with the researcher's hunches is not far-fetched. This is because in the 21<sup>st</sup> century, teachers are more exposed to information than before. The availability and accessibility to ICT hardware such as the Mobile phones, computers, iPad, television, radio, the social media and the internet provide unlimited access to information for Teachers. These bring to bear in one's sphere of influence new trends without necessarily having to attend workshops seminars or symposia in order to stay abreast and aware of the dynamics that affect their profession.

### Conclusion

Findings from this study show that teachers of Government and Civic education in Calabar Municipal Council Area, southern Education Zone of Cross River state indeed make use of the Inclusive Participatory and Democratic Teaching and learning Interaction method contrary to the initial speculation. It further points to the fact that the indifference or decline with respect to national values among our youths' is not about the type of instructional pedagogy being used by teachers but on other factors which were not captured in these study.

### Recommendations.

1. A similar study should be carried out in other Local Government Areas within the state and indeed other parts of the country.
2. Studies on the influence of political, social and economic variables on the perception of youths towards our national values should be carried out.
3. While exploring other factors, government should through educational agencies continue to popularize and emphasise the use of the Inclusive

Participatory and Democratic Teaching and learning Interaction method in the teaching of social science and other relevant subjects in our secondary schools.

4. The influence of cocurricular activities such as debates competition, experiential learning through excursions and so on youths' perception towards our values should also be explored

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