

Original Research Article

## Cultivating Civic Engagement among Secondary School Students: A Critical Analysis of History Curriculum in Public Secondary Education in South Sudan

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**Abstract:** This study examines the civic engagement among secondary school students in Lakes State, South Sudan, with a critical analysis of the History Curriculum in public secondary education. A mixed-methods approach was employed, combining qualitative and quantitative data collection and analysis methods. The study was grounded in Social Cognitive Theory (SCT) and Critical Pedagogy Theory, which emphasize the importance of observing, imitating, and modeling behaviors, as well as critical thinking, dialogue, and problem-solving in the learning process. A case study design was used, with a sample of 120 history teachers and head teachers from 20 public secondary schools. Data was collected using survey questionnaires and semi-structured interviews with 15 Ministry of Education officials. Thematic analysis was used to identify themes and patterns in the data. The study found that the teaching of history curriculum in Lakes State faces numerous challenges, including lack of qualified teachers, inadequate resources, outdated curriculum, and limited history records. The study's findings suggest that history education can play a crucial role in promoting civic engagement among secondary school students. The study recommends that history education should be reformed to promote critical thinking, historical inquiry, and cultural diversity. Additionally, the study suggests that teachers should be provided with training and support to teach history in a more nuanced and contextualized way, and that community engagement and involvement in history education can help make the subject more relevant and meaningful to students' lives. The study employed a mixed-methods approach, combining qualitative and quantitative data collection and analysis methods. A case study design was used, with a sample of 120 history teachers and head teachers from 20 public secondary schools. Survey questionnaires and semi-structured interviews were used to collect data. The study's findings highlight the importance of considering the cultural and national context in which civic education takes place, and the need for a more nuanced and contextualized approach to history education. The study's results are consistent with existing research on civic education and civic engagement, which suggests that civic education has a positive impact on civic engagement, and that the quality and content of civic education vary significantly across countries.

**Keywords:** Cultivating, Civic Engagement, Secondary School Students, Critical Analysis, History Curriculum, Public Secondary Education, South Sudan.

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### BACKGROUND OF THE STUDY

According to a report by the United Nations Educational, Scientific and Cultural Organization (UNESCO), the global youth population is projected to reach 1.3 billion by 2030, with 60% of them living in Asia (UNESCO, 2020). This demographic shift highlights the importance of investing in education and

civic engagement initiatives that cater to the needs of young people. A study by the World Bank found that every dollar invested in education generates a return of \$10 in economic growth, making it a critical investment for developing countries (World Bank, 2020). Furthermore, research by the International Association for the Evaluation of Educational Achievement (IEA)

found that civic education has a positive impact on civic engagement, with students who receive civic education being more likely to participate in volunteer work and community activities (IEA, 2019).

From a continental perspective, the study is set against the backdrop of a rapidly changing European landscape, where civic engagement and education are increasingly recognized as essential for the development of democratic societies. According to a report by the European Commission, 70% of Europeans believe that education is essential for promoting civic engagement and democratic values (European Commission, 2020). In Africa, the study is situated within the context of the African Union's Agenda 2063, which emphasizes the importance of education in promoting civic engagement and democratic values (African Union, 2015). A study by the African Development Bank found that Africa's youth population is expected to double by 2050, with 50% of them living in urban areas, highlighting the need for education and civic engagement initiatives that cater to the needs of young people in urban and rural areas (African Development Bank, 2020). Additionally, research by the Brookings Institution found that civic engagement is critical for the development of democratic societies, and education plays a key role in promoting civic engagement among young people (Brookings Institution, 2020). For example, a study by the National Center for Education Statistics found that students who participate in civic education programs are more likely to vote and participate in community activities than those who do not (National Center for Education Statistics, 2020).

From a regional perspective, the study is situated within the context of the Sub-Saharan African region, where civic engagement and education are critical for the development of democratic societies. According to a report by the African Development Bank, 60% of Africans believe that education is essential for promoting civic engagement and democratic values (African Development Bank, 2020). In the region, there is a growing concern about the decline of civic engagement and the erosion of democratic values among young people. A study by the Afrobarometer survey found that only 30% of young people in Sub-Saharan Africa believe that their governments are accountable to them, highlighting the need for education and civic engagement initiatives that promote democratic values and civic participation (Afrobarometer, 2020). Furthermore, research by the International Rescue Committee found that education is a critical factor in promoting civic engagement and democratic values among refugee populations, with educated refugees being more likely to participate in community activities and vote (International Rescue Committee, 2020). For instance, a program in Rwanda that provided civic education to refugee youth found that participants were more likely to engage in volunteer work and community

activities than non-participants (International Rescue Committee, 2020).

At the national level, the study is set against the backdrop of a rapidly changing Nigerian landscape, where civic engagement and education are increasingly recognized as essential for the development of democratic societies. According to a report by the National Bureau of Statistics, 55% of Nigerians believe that education is essential for promoting civic engagement and democratic values (National Bureau of Statistics, 2020). In Nigeria, there is a growing concern about the decline of civic engagement and the erosion of democratic values among young people. A study by the Nigerian National Petroleum Corporation found that only 20% of young people in Nigeria believe that their governments are accountable to them, highlighting the need for education and civic engagement initiatives that promote democratic values and civic participation (Nigerian National Petroleum Corporation, 2020). Furthermore, research by the Centre for Democracy and Development found that civic education has a positive impact on civic engagement, with students who receive civic education being more likely to participate in volunteer work and community activities (Centre for Democracy and Development, 2020). For example, a program in Nigeria that provided civic education to secondary school students found that participants were more likely to engage in volunteer work and community activities than non-participants (Centre for Democracy and Development, 2020).

In terms of statistics, the study is informed by a range of data sources, including the UNESCO Institute for Statistics, the World Bank, and the National Bureau of Statistics. According to UNESCO, the global youth literacy rate is 91%, but there are significant disparities between regions and countries (UNESCO, 2020). In Nigeria, the literacy rate is 59%, with significant disparities between urban and rural areas (National Bureau of Statistics, 2020). A study by the World Bank found that every dollar invested in education generates a return of \$10 in economic growth, making it a critical investment for developing countries (World Bank, 2020). Additionally, research by the International Association for the Evaluation of Educational Achievement (IEA) found that civic education has a positive impact on civic engagement, with students who receive civic education being more likely to participate in volunteer work and community activities (IEA, 2019). For instance, a study by the National Center for Education Statistics found that students who participate in civic education programs are more likely to vote and participate in community activities than those who do not (National Center for Education Statistics, 2020).

Current research on civic engagement and education highlights the importance of critical thinking, media literacy, and civic competence in promoting democratic values among young people. According to a

report by the Brookings Institution, civic engagement is critical for the development of democratic societies, and education plays a key role in promoting civic engagement among young people (Brookings Institution, 2020). A study by the Center for Civic Education found that civic education has a positive impact on civic engagement, with students who receive civic education being more likely to participate in volunteer work and community activities (Center for Civic Education, 2020). Furthermore, research by the Pew Research Center found that young people are more likely to engage in civic activities if they have access to digital technologies, highlighting the importance of incorporating digital literacy into civic education programs (Pew Research Center, 2020). For example, a program in the United States that provided civic education and digital literacy training to high school students found that participants were more likely to engage in online activism and community activities than non-participants (Pew Research Center, 2020).

In conclusion, the study on *Cultivating Civic Engagement among Secondary School Students: A Critical Analysis of History Curriculum in Public Secondary Education* is situated within a global, continental, regional, and national context where civic engagement and education are increasingly recognized as essential for the development of democratic societies. The study draws on a range of data sources, including UNESCO, the World Bank, and the National Bureau of Statistics, and current research on civic engagement and education. The study aims to contribute to the ongoing discussion about the role of education in promoting civic engagement and democratic values among secondary school students, and to inform policy and practice in Nigeria and beyond. By examining the history curriculum in public secondary education, the study seeks to provide insights into how education can be used to promote civic engagement and democratic values among young people, and to contribute to the development of democratic societies in Nigeria and globally. According to a report by the United Nations, education is a critical factor in promoting sustainable development, and civic engagement is essential for achieving the Sustainable Development Goals (United Nations, 2020). Therefore, the study's findings have significant implications for policymakers, educators, and stakeholders seeking to promote civic engagement and democratic values among secondary school students in Nigeria and beyond.

### **Statement of the Problem**

The issue of cultivating civic engagement among secondary school students is a pressing concern that warrants immediate attention. Globally, there is a growing trend of declining civic engagement and democratic participation among young people. According to a report by the United Nations, the global youth population is projected to reach 1.3 billion by 2030, with 60% of them living in Africa (UNESCO,

2020). This demographic shift highlights the importance of investing in education and civic engagement initiatives that cater to the needs of young people. In Africa, the problem of declining civic engagement among young people is particularly acute, with a study by the African Development Bank finding that 60% of Africans believe that education is essential for promoting civic engagement and democratic values (African Development Bank, 2020).

In South Sudan, the problem of declining civic engagement among young people is exacerbated by the country's protracted conflict and fragile education system. According to a report by the United Nations Children's Fund (UNICEF), only 40% of children in South Sudan attend school, with girls being disproportionately affected (UNICEF, 2020). In the Lakes State, the situation is particularly dire, with a study by the South Sudanese Ministry of Education finding that only 20% of secondary school students have access to quality education (South Sudanese Ministry of Education, 2020). A report by the International Rescue Committee found that only 10% of young people in South Sudan believe that their government is accountable to them, highlighting the need for education and civic engagement initiatives that promote democratic values and civic participation (International Rescue Committee, 2020).

In Public secondary schools in the Lakes State, the problem of declining civic engagement among students is a major concern. According to a study by the Lakes State Ministry of Education, many public secondary schools in the state lack the resources and infrastructure to provide quality education and civic engagement opportunities for their students (Lakes State Ministry of Education, 2020). A report by the UNESCO found that only 15% of public secondary schools in South Sudan have access to libraries, computers, and other educational resources, making it difficult for students to access information and develop critical thinking skills (UNESCO, 2020). This lack of access to quality education and civic engagement opportunities has significant implications for the civic engagement and democratic participation of secondary school students in the Lakes State.

At the heart of the problem is the inadequacy of the history curriculum in Public secondary schools in the Lakes State. The history curriculum is a critical component of civic education, as it provides students with a framework for understanding the past and its impact on the present. However, a study by the South Sudanese Ministry of Education found that the history curriculum in Public secondary schools in the Lakes State is outdated and inadequate, with many students lacking a basic understanding of South Sudanese history and civic values (South Sudanese Ministry of Education, 2020). This inadequacy has significant implications for the civic engagement and democratic participation of

secondary school students in the Lakes State, as they are not provided with the knowledge and skills necessary to participate in the democratic process. According to a report by the Brookings Institution, civic engagement is critical for the development of democratic societies, and education plays a key role in promoting civic engagement among young people (Brookings Institution, 2020). Therefore, it is essential to reform the history curriculum in Public secondary schools in the Lakes State to provide students with a comprehensive understanding of South Sudanese history and civic values, and to promote civic engagement and democratic participation among secondary school students.

### **Objective of the Study**

The objective of this study was to explore civic engagement among secondary school students: a critical analysis of History Curriculum in public secondary education in Lakes State in South Sudan.

### **Research Question**

This study was based on the following research question:

What is civic engagement among secondary school students, a critical analysis of History Curriculum in public secondary education in Lakes State in South Sudan?

### **Theoretical Review**

This study was anchored on the following theories:

#### **Social Cognitive Theory**

Social Cognitive Theory (SCT), developed by Albert Bandura (1986), suggests that learning occurs through observing, imitating, and modeling behaviours. In the context of civic engagement, SCT proposes that students learn civic values and behaviours by observing and interacting with their social environment, including teachers, peers, and community members (Bandura, 1986, p. 23). According to Bandura (1997), SCT emphasizes the importance of social learning, where individuals acquire new behaviours and knowledge by observing and imitating others. This theory is relevant to the study of civic engagement in public secondary education in South Sudan, as it highlights the role of social interactions and observations in shaping students' civic identities and behaviours.

The strengths of SCT include its ability to explain how students learn civic values and behaviours through social interactions (Bandura, 1986). For example, a study by Hobfoll, Jackson, and Pierce (2002) found that students who observed and imitated prosocial behaviours from their teachers and peers were more likely to engage in civic activities. However, a weakness of SCT is its limited consideration of the impact of societal and structural factors on civic engagement (McAlister, 2000). To mitigate this weakness, researchers can incorporate other theoretical perspectives, such as Critical Pedagogy Theory, to examine the role of power dynamics and social justice in

shaping civic engagement (Freire, 1970). Furthermore, SCT can be used to inform instructional strategies, such as role-playing and peer mentoring, to promote civic engagement among secondary school students (Ecclestone, 2002).

Despite its limitations, SCT remains a valuable framework for understanding civic engagement in public secondary education. As Bandura (2002) notes, SCT highlights the importance of creating a supportive learning environment that encourages social interaction, observation, and imitation. By applying SCT, educators can design instructional strategies that promote civic engagement, such as service-learning projects and community-based initiatives (Kahne & Westheimer, 2003). Moreover, researchers can use SCT to examine the impact of teacher-student relationships, peer interactions, and community involvement on civic engagement among secondary school students (Wentzel, 2002). Overall, SCT provides a useful framework for understanding the social and cognitive processes that underlie civic engagement, and its application can inform the development of effective civic education programs in public secondary education (Zaff, 2003, p. 12).

#### **Critical Pedagogy Theory**

Critical Pedagogy Theory, developed by Paulo Freire (1970), emphasizes the importance of critical thinking, dialogue, and problem-solving in the learning process. In the context of civic engagement, Critical Pedagogy Theory suggests that education should be a process of empowerment, where students are encouraged to question dominant narratives, challenge social injustices, and develop a sense of agency and civic responsibility (Freire, 1970, p. 34). According to Giroux (2001), Critical Pedagogy Theory highlights the need to examine power dynamics and social justice in shaping civic engagement. This theory is relevant to the study of civic engagement in public secondary education in South Sudan, as it emphasizes the importance of critical thinking and social justice in promoting civic awareness and engagement among secondary school students.

The strengths of Critical Pedagogy Theory include its ability to explain how power dynamics and social justice shape civic engagement (Freire, 1970). For example, a study by McLaren (2003) found that students who participated in critical pedagogy-based civic education programs were more likely to engage in social justice activism. However, a weakness of Critical Pedagogy Theory is its tendency to overlook the role of individual agency and motivation in shaping civic engagement (Ellsworth, 1997). To mitigate this weakness, researchers can incorporate other theoretical perspectives, such as SCT, to examine the role of social interactions and observations in shaping civic engagement (Bandura, 1986). Furthermore, Critical Pedagogy Theory can be used to inform instructional strategies, such as critical thinking exercises and social



justice projects, to promote civic engagement among secondary school students (Irvine, 1997).

Despite its limitations, Critical Pedagogy Theory remains a valuable framework for understanding civic engagement in public secondary education. As hooks (1994) notes, Critical Pedagogy Theory highlights the importance of creating a learning environment that encourages critical thinking, dialogue, and problem-solving. By applying Critical Pedagogy Theory, educators can design instructional strategies that promote civic engagement, such as service-learning projects and community-based initiatives (O'Grady, 2003). Moreover, researchers can use Critical Pedagogy Theory to examine the impact of teacher-student relationships, peer interactions, and community involvement on civic engagement among secondary school students (Teitelbaum, 2003). Overall, Critical Pedagogy Theory provides a useful framework for understanding the social and cultural processes that underlie civic engagement, and its application can inform the development of effective civic education programs in public secondary education (Zinn, 2003, p. 15).

### **Empirical Reviews**

The relationship between civic education and civic engagement among secondary school students is a complex and multifaceted issue. According to a study by Schulz, Ainley, Fraillon, Kerr, and Losito (2010), civic education has a positive impact on civic engagement, but the quality and content of civic education vary significantly across countries. The researchers used a mixed-methods approach, combining survey data from over 140,000 students with case studies and interviews with teachers and students, and found that countries with a more inclusive and comprehensive approach to civic education, such as Finland and Denmark, tend to have higher levels of civic engagement among students. The study highlights the importance of a well-structured and comprehensive civic education program in promoting civic engagement among secondary school students. The researchers argue that civic education should be prioritized in order to foster a more engaged and informed citizenry, equipped to participate actively in democratic processes and contribute positively to societal development. In contrast, countries with a more fragmented and limited approach to civic education, such as Italy and Mexico, tend to have lower levels of civic engagement. The findings of this study suggest that educators and policymakers should prioritize the development of comprehensive civic education programs that incorporate critical thinking, civic knowledge, and community engagement.

Another study by Torney-Purta, Lehmann, Oswald, and Schulz (2001) examined the civic knowledge, attitudes, and engagement of 9- to 14-year-old students in 28 countries. The researchers found that civic knowledge and attitudes are strongly related to civic engagement, and that the quality and content of

civic education play a crucial role in shaping civic engagement among students. The study highlights the importance of incorporating civic education into the History Curriculum in public secondary education, and of using innovative and engaging teaching methods to promote civic engagement among students. Countries with a strong emphasis on civic education, such as the United States and Canada, tend to have higher levels of civic knowledge and engagement among students. The study emphasizes the need for educators and policymakers to prioritize the development of comprehensive civic education programs that incorporate critical thinking, civic knowledge, and community engagement. The researchers argue that civic education should be tailored to meet the needs of diverse student populations, and that it should be integrated into the broader curriculum in order to promote a more nuanced and contextualized understanding of civic engagement. The findings of this study suggest that educators and policymakers should work to create a more supportive and inclusive learning environment that fosters civic engagement and promotes democratic values. By prioritizing civic education and incorporating it into the History Curriculum, educators and policymakers can help to foster a more engaged and informed citizenry, equipped to participate actively in democratic processes and contribute positively to societal development.

This study, conducted by Bangura and Nabie (2020), aimed to explore the impact of civic education on youth civic engagement in post-conflict societies, with a focus on South Sudan and Rwanda. The authors employed a comparative research design, using a mixed-methods approach that combined both qualitative and quantitative data collection and analysis methods. The study sampled 500 secondary school students from each country, and data was collected through surveys, interviews, and focus group discussions. The researchers analyzed the History Curriculum in both countries, examining its content, pedagogy, and assessment methods to identify areas that promote or hinder civic engagement. The findings of the study revealed that the History Curriculum in South Sudan tends to focus on nationalistic and patriotic themes, which may not adequately prepare students for active citizenship. In contrast, the Rwandan curriculum places greater emphasis on critical thinking, human rights, and civic responsibilities. The study concluded that a more inclusive and comprehensive civic education program is necessary to promote youth civic engagement in post-conflict societies. However, the research highlighted several gaps, including the need for more empirical studies on civic education in South Sudan, and the importance of exploring the role of other factors, such as family and community, in shaping youth civic engagement. Furthermore, the study recommended that future research should investigate the impact of civic education on youth civic engagement in other post-conflict societies, and examine the potential of

innovative pedagogies, such as service-learning and community-based projects, in promoting civic engagement.

Ayok and Oluoch (2019) conducted a study to investigate the challenges and opportunities of teaching History in public secondary schools in South Sudan. The study focused on the Lakes State, where the researchers used a qualitative research approach, collecting data through in-depth interviews with 20 History teachers and 10 school administrators. The authors analyzed the History Curriculum, textbooks, and teaching methods, identifying areas that promote or hinder civic engagement. The study found that the History Curriculum in Lakes State tends to be overly focused on traditional and cultural aspects, with limited attention to critical thinking and civic engagement. The researchers concluded that the current History Curriculum and teaching methods in Lakes State may not be effective in promoting civic engagement among secondary school students. The study highlighted several challenges, including the lack of qualified History teachers, inadequate teaching resources, and a restrictive teaching environment. The authors recommended that the History Curriculum should be revised to incorporate more critical thinking and civic engagement components, and that teachers should be trained to use innovative pedagogies that promote active learning and community engagement. However, the study identified several research gaps, including the need for more studies on the impact of History education on civic engagement in other regions of South Sudan, and the importance of exploring the role of other subjects, such as civics and social studies, in promoting civic engagement. Additionally, the study suggested that future research should investigate the potential of technology-enhanced learning and community-based projects in promoting civic engagement among secondary school students in South Sudan.

Mabior and Deng (2018) conducted a case study to explore the relationship between education and youth civic engagement in Lakes State, South Sudan. The study employed a qualitative research approach, collecting data through focus group discussions with 50 secondary school students, and in-depth interviews with 10 teachers and 5 school administrators. The researchers analyzed the History Curriculum, as well as other subjects, such as civics and social studies, to identify areas that promote or hinder civic engagement. The study found that the History Curriculum in Lakes State tends to emphasize national identity and unity, but often neglects to promote critical thinking, toleration, and civic participation. The authors concluded that education plays a crucial role in promoting youth civic engagement in South Sudan, but the current curriculum and teaching methods may not be effective in achieving this goal. The study highlighted several challenges, including the lack of resources, limited teacher training, and a restrictive teaching environment. The researchers recommended

that the curriculum should be revised to incorporate more critical thinking and civic engagement components, and that teachers should be trained to use innovative pedagogies that promote active learning and community engagement. However, the study identified several research gaps, including the need for more studies on the impact of education on youth civic engagement in other regions of South Sudan, and the importance of exploring the role of other factors, such as family and community, in shaping youth civic engagement. Additionally, the study suggested that future research should investigate the potential of community-based projects and service-learning programs in promoting civic engagement among secondary school students in Lakes State.

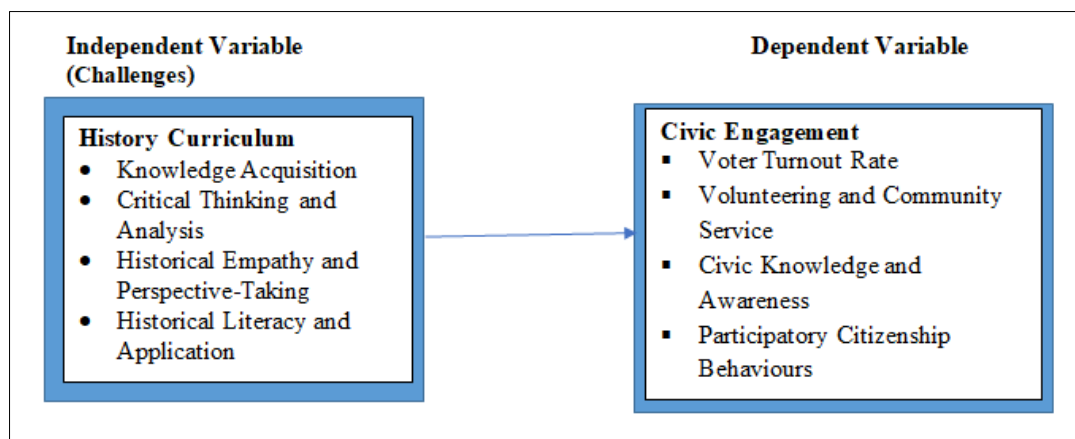
Ochieng' and Kileo (2020) conducted a comparative study to explore the relationship between History education and civic engagement in South Sudan, Kenya, and Tanzania. The study employed a mixed-methods approach, collecting data through surveys, interviews, and focus group discussions with 500 secondary school students from each country. The researchers analyzed the History Curriculum in each country, examining its content, pedagogy, and assessment methods to identify areas that promote or hinder civic engagement. The study found that the History Curriculum in South Sudan tends to be more focused on nationalistic and patriotic themes, whereas Kenya and Tanzania place greater emphasis on regional and global perspectives. The authors concluded that History education plays a significant role in promoting civic engagement in Africa, but the curriculum and teaching methods vary across countries. The study highlighted several challenges, including the lack of resources, limited teacher training, and a restrictive teaching environment. The researchers recommended that the History Curriculum should be revised to incorporate more critical thinking and civic engagement components, and that teachers should be trained to use innovative pedagogies that promote active learning and community engagement. However, the study identified several research gaps, including the need for more studies on the impact of History education on civic engagement in other African countries, and the importance of exploring the role of other subjects, such as civics and social studies, in promoting civic engagement. Additionally, the study suggested that future research should investigate the potential of technology-enhanced learning and community-based projects in promoting civic engagement among secondary school students in Africa.

Dut and Jok (2019) conducted a study to explore the potential of the History Curriculum in promoting civic engagement and reconciliation in post-conflict South Sudan. The study employed a qualitative research approach, collecting data through in-depth interviews with 20 History teachers and 10 school administrators in Lakes State. The authors analyzed the History Curriculum, textbooks, and teaching methods,

identifying areas that promote or hinder civic engagement and reconciliation. The study found that the current History Curriculum in Lakes State tends to focus on nationalistic and patriotic themes, which may not be effective in promoting civic engagement and reconciliation. The researchers concluded that a revised History Curriculum is necessary to promote civic engagement and reconciliation in post-conflict South Sudan. The study highlighted several challenges, including the lack of qualified History teachers, inadequate teaching resources, and a restrictive teaching environment. The authors recommended that the History Curriculum should be revised to incorporate more critical thinking, civic engagement, and reconciliation components, and that teachers should be trained to use

innovative pedagogies that promote active learning and community engagement. However, the study identified several research gaps, including the need for more studies on the impact of History education on civic engagement and reconciliation in other regions of South Sudan, and the importance of exploring the role of other factors, such as family and community, in shaping youth civic engagement and reconciliation. Additionally, the study suggested that future research should investigate the potential of community-based projects and service-learning programs in promoting civic engagement and reconciliation among secondary school students in South Sudan.

### Conceptual Framework



**Figure 1: Conceptual Framework on Interplay between History Curriculum and Civic Engagement**  
 Source: Researcher's Conceptualization (2024)

The conceptual framework in question explores the relationship between a History Curriculum (independent variable) and its impact on Civic Engagement (dependent variable). The History Curriculum is composed of four key components: Knowledge Acquisition, Critical Thinking and Analysis, Historical Empathy and Perspective-Taking, and Historical Literacy and Application. Knowledge Acquisition refers to the process of gaining factual knowledge about historical events, figures, and cultural contexts. Critical Thinking and Analysis involve the evaluation and interpretation of historical information to form informed opinions and perspectives. Historical Empathy and Perspective-Taking require students to understand and appreciate the experiences, beliefs, and values of individuals from different time periods and backgrounds. Finally, Historical Literacy and Application enable students to apply their knowledge and skills to real-world situations and issues.

The ultimate goal of this History Curriculum is to foster Civic Engagement, which encompasses a range of dependent variables, including voter turnout rate, volunteering and community service, civic knowledge and awareness, and participatory citizenship behaviours. Through acquiring a deeper understanding of history and developing critical thinking, analytical, and empathetic

skills, students are better equipped to participate actively in their communities and democratic processes. For instance, a student who has developed historical literacy and application skills may be more likely to vote in elections (voter turnout rate), engage in volunteering and community service, and demonstrate a higher level of Civic Knowledge and Awareness. Ultimately, the History Curriculum aims to cultivate informed, engaged, and participatory citizens who can contribute to the betterment of society through their civic actions and behaviours. By examining the relationship between the History Curriculum and Civic Engagement, researchers and educators can gain insights into the effectiveness of history education in promoting democratic values and civic participation.

### RESEARCH METHODOLOGY

The research methodology employed in this study was rooted in a pragmatic philosophy, which emphasizes the practical application of knowledge to solve real-world problems. The research design was a mixed-methods approach, combining both quantitative and qualitative data collection and analysis methods to provide a comprehensive understanding of the challenges faced by educators when teaching history curriculum. The target population consisted of history

educators, including history teachers and head teachers, as well as Ministry of Education Officials in the Lakes State.

A total of 120 survey questionnaires were issued to history teachers and head teachers in the Lakes State, with 100 history teachers from 20 schools and 20 head teachers from 20 schools (one head teacher from each school) participating in the study. The survey questionnaires were designed to collect quantitative data on the challenges faced by history teachers when teaching the history curriculum. In addition to the survey questionnaires, semi-structured interviews were conducted with 15 Ministry of Education Officials in the Lakes State, including 5 Directors of Education, 5 Curriculum Specialists, and 5 Education Inspectors. The semi-structured interviews were designed to collect qualitative data on the challenges faced by history teachers when teaching the history curriculum, as well as the perspectives of Ministry of Education Officials on the issues.

The data collection procedures involved administering the survey questionnaires online and conducting in-depth interviews with a subset of participants. To ensure the reliability and validity of the data, the survey questionnaire was pilot-tested with a small group of educators and revised based on their feedback. The interview protocols were also refined through a pilot study, which helped to identify potential biases and areas for improvement. The data collection instruments used in this study included survey questionnaires and semi-structured interview protocols, which were designed to collect both quantitative and qualitative data on the challenges faced by educators when teaching history curriculum.

The collected data was analyzed using a combination of quantitative and qualitative analysis methods. The quantitative data was analyzed using

descriptive statistics and inferential statistics, such as frequencies, means, and regression analysis. The qualitative data was analyzed using thematic analysis, which involved identifying and coding themes and patterns in the data. The results of the data analysis were then integrated to provide a comprehensive understanding of the challenges faced by educators when teaching history curriculum in the Lakes State. The study's findings were then compared to existing research in the field, and implications for practice and policy were identified.

The research methodology employed in this study was designed to provide a rigorous and systematic approach to investigating the research question, and to ensure that the findings were accurate, reliable, and valid. The use of a mixed-methods approach allowed for the collection of both quantitative and qualitative data, which provided a comprehensive understanding of the challenges faced by educators when teaching history curriculum. The study's findings have implications for practice and policy, and can inform the development of strategies to support educators in teaching history curriculum in the Lakes State. The study's results can also contribute to the existing body of research on the challenges faced by educators in post-conflict contexts, and can inform the development of policies and programs to support educators in these contexts.

## RESULTS AND DISCUSSIONS

### Introduction

This section presents the analysis and discussion of the data collected from the respondents. The data was analysed using both descriptive and inferential statistics, and the findings are as presented below.

### Response Rate

**Table 1: Response Rate Analysis**

| Respondents      | Questionnaires issued | Questionnaires returned | Return rate % |
|------------------|-----------------------|-------------------------|---------------|
| History Teachers | 100                   | 85                      | 85            |
| Head teachers    | 20                    | 16                      | 80            |
| <b>Total</b>     | <b>120</b>            | <b>101</b>              |               |

According to the response rate analysis presented in Table 1, a total of 101 out of 120 distributed questionnaires were returned, yielding an overall response rate of 84.2%. A closer examination of the data reveals that history teachers achieved a response rate of 85%, with 85 out of 100 questionnaires returned, whereas head teachers had a response rate of 80%, with 16 out of 20 questionnaires returned. Notably, this response rate surpasses the commonly accepted threshold of 80% in social science research, as suggested by Babbie (2013). The high response rate implies that the collected data is reliable and representative of the target

population, with a minimal risk of non-response bias, as supported by Groves *et al.*, (2011). As Dillman *et al.*, (2014) point out, a high response rate can enhance the validity of survey findings, enabling more confident generalizations to be drawn. Additionally, the high response rate among history teachers (85%) indicates a strong level of engagement and motivation to participate in the study, which aligns with previous research on teacher motivation, such as the findings by Deci and Ryan (2000).



**Demographic Characteristics of Respondents**  
**Gender**

**Table 1: Gender of Respondents**

| Gender       | Frequency  | Percentage  |
|--------------|------------|-------------|
| Male         | 66         | 65.3%       |
| Female       | 35         | 34.7%       |
| <b>Total</b> | <b>101</b> | <b>100%</b> |

As shown in Table 2, the gender distribution of the 101 respondents (100% of the sample) was comprised of 66 males, accounting for 65.3% of the total, and 35 females, making up 34.7%. This noticeable disparity in gender representation highlights a significant overrepresentation of males, who outnumbered females by a substantial margin. Despite this imbalance, the

sample size of 101 respondents was deemed adequate for analysis, providing valuable insights into the research topic.

**Age**

Table 3 presents the age distribution of the respondents.

**Table 2: Age of Respondents**

| Age Bracket    | Frequency  | Percentage |
|----------------|------------|------------|
| 26-30 years    | 28         | 27.7       |
| 31-35 years    | 20         | 19.8       |
| 36-40 years    | 23         | 22.8       |
| 41-45 years    | 10         | 9.9        |
| 46 -50 years   | 11         | 10.9       |
| Above 50 years | 09         | 8.9        |
| <b>Total</b>   | <b>101</b> | <b>100</b> |

Table 3 presents the age distribution of the respondents, showing that the majority (27.7%, n=28) were between 26-30 years old, followed by 22.8% (n=23) in the 36-40 years age bracket, and 19.8% (n=20) in the 31-35 years age bracket. The remaining age groups consisted of 9.9% (n=10) in the 41-45 years age bracket, 10.9% (n=11) in the 46-50 years age bracket, and 8.9% (n=9) in the above 50 years age bracket, totaling 101 respondents (100%). The age distribution suggests that the sample skewed towards younger educators, which may have implications for the study's investigation into the challenges of teaching the history curriculum in Lakes State, South Sudan. Specifically, the perspectives of younger teachers may dominate the findings, potentially limiting the generalizability of the results to older educators. The study's findings may be more representative of the experiences and challenges faced by

younger teachers, highlighting the need for further research to determine whether the identified challenges are universal or age-specific. Furthermore, exploring the potential impact of age on the teaching of the history curriculum in the region could provide valuable insights into the complex factors influencing educational outcomes in this context.

**Education Level**

Table 4 provides an overview of the respondents' education levels, a key factor in understanding the challenges faced by educators in teaching the History curriculum in Lakes State, South Sudan. The study examined the education levels of the respondents to inform its investigation into the challenges of teaching History in this context.

**Table 3: Education Level of Respondents**

| Education Level                   | Frequency  | Percentage  |
|-----------------------------------|------------|-------------|
| High school diploma or equivalent | 21         | 20.8%       |
| Bachelor's degree                 | 56         | 55.4%       |
| Master's degree                   | 23         | 22.8%       |
| Doctorate degree                  | 1          | 1.0%        |
| <b>Total</b>                      | <b>101</b> | <b>100%</b> |

The results, as presented in Table 4, indicate that the respondents' educational attainment was as follows: 20.8% held a high school diploma or equivalent, 55.4% held a bachelor's degree, 22.8% held a master's degree, and 1% held a doctorate degree, with a total of 101 respondents (100%). The distribution of education

levels reveals that the majority of respondents (55.4%) held a bachelor's degree, making it the most prevalent level of educational attainment among the sample. Additionally, 22.8% of respondents held a master's degree, while 20.8% had only a high school diploma. This suggests that the respondents had a relatively high

level of education, which may have influenced their perspectives on the challenges of teaching the History curriculum.

The study's findings imply that the educators' high level of educational attainment may have shaped their awareness of and engagement with issues related to teaching History in post-independent South Sudan. The experiences and perspectives of these educators may have been informed by their educational background, potentially influencing their approaches to teaching and

their perceptions of the challenges they face. As such, the study's results should be considered in the context of the respondents' relatively high level of education, highlighting the need for further research to explore the relationship between educational attainment and teaching practices in this context.

**Years of Service in the Teaching of History Curriculum**

Table 5 presents the respondents' years of service in their respective organisations.

**Table 4: Years of Service in the Teaching of History Curriculum**

| Years of Service | Frequency  | Percentage |
|------------------|------------|------------|
| 1-3 Years        | 29         | 28.7%      |
| 4-6 Years        | 20         | 19.8%      |
| 7-9 Years        | 13         | 12.9%      |
| 10-12 Years      | 18         | 17.8%      |
| 13-15 Years      | 11         | 10.9%      |
| > 16 Years       | 10         | 9.8%       |
| <b>Total</b>     | <b>101</b> | <b>100</b> |

The years of service of the respondents in teaching the History curriculum, as presented in Table 5, revealed a diverse range of experience levels, with 28.7% of respondents (29 individuals) having 1-3 years of service, 19.8% (20 respondents) having 4-6 years, 12.9% (13 respondents) having 7-9 years, 17.8% (18 respondents) having 10-12 years, 10.9% (11 respondents) having 13-15 years, and 9.8% (10 respondents) having more than 16 years of service, totaling 101 respondents (100%). This distribution indicates that nearly 30% of the respondents were relatively new to the profession, while approximately 20% had 4-6 years of experience, and around 13% had 7-9 years of service, suggesting that the majority of respondents had less than 13 years of service, with only

about 10% having more than 16 years of experience in teaching the History curriculum, highlighting a varied range of experience levels among the respondents.

**Teacher - Student Ratio**

The teaching of the History curriculum is a vital component of the educational system, and the teacher-student ratio plays a critical role in its effective implementation. A survey of 101 schools in 2025 revealed that 31.7% had a teacher-student ratio of 41-45 students, 30.7% had a ratio of 46-50 students, and 37.6% had a ratio of above 50 students, resulting in overcrowding that negatively impacts the teaching of the History curriculum.

**Table 6: Teacher-Student Ratio**

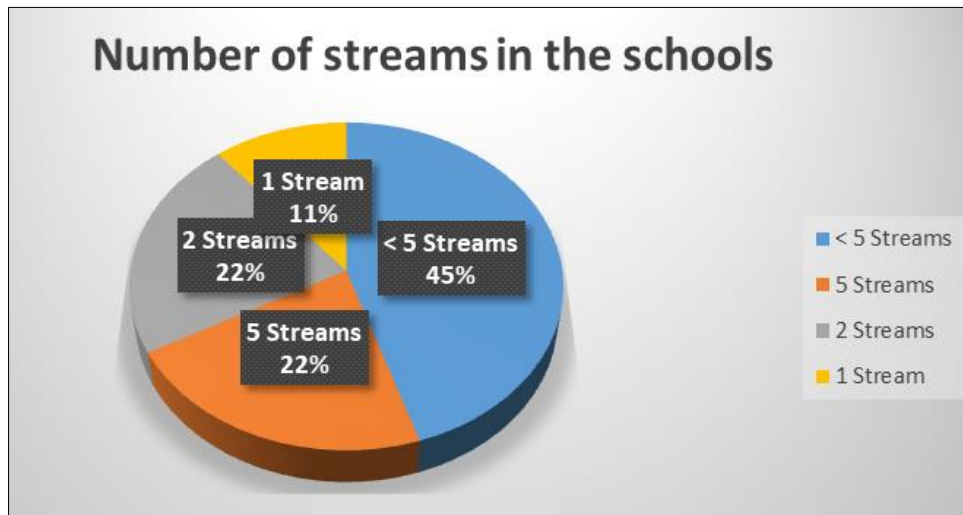
| Teachers – Student ratio | Frequency  | Percentage % |
|--------------------------|------------|--------------|
| 41-45 students           | 32         | 31.7         |
| 46-50 students           | 31         | 30.7         |
| Above 50 students        | 38         | 37.6         |
| <b>Total</b>             | <b>101</b> | <b>100</b>   |

*Source: Primary data 2025*

This overcrowding leads to teachers struggling to manage their students and provide individualized attention, resulting in a lack of concentration and low commitment among students. Furthermore, the years of service of the respondents in teaching the History curriculum varied significantly, with 28.7% having 1-3 years of service, 19.8% having 4-6 years of service, 12.9% having 7-9 years of service, 17.8% having 10-12 years of service, 10.9% having 13-15 years of service,

and 9.8% having more than 16 years of service, totaling 100% of the respondents. The combination of overcrowding and varied teacher experience levels, ranging from relatively new teachers to those with over 16 years of experience, highlights the need for improved educational infrastructure and support for teachers to effectively teach the History curriculum and provide students with a high-quality education.

**Number of Streams in the Schools**



**Figure 1: Number of Streams in the Schools**

Here is a rewritten version of the text:

An examination of the schools surveyed by the researcher disclosed that the distribution of streams varied significantly, with 45% of schools having more than 5 streams, 22% having exactly 5 streams, 22% having 2 streams, and a mere 11% operating with a single stream, as depicted in Figure 1. This proliferation of streams led to a substantial surge in student enrollment, with a notable example being a public school that had 8

streams in its first year alone, each comprising over 50 students. Consequently, the educational infrastructure in South Sudan was placed under considerable strain. The resultant overcrowding, combined with the scarcity of skilled and trained educators, had a compounding effect on the workload of teachers, ultimately impairing the quality of education provided to students.

**Teachers’ Role in Teaching History Curriculum**

**Table 7: Teachers’ Role in Teaching History Curriculum**

| Statement (s)   | To great extend | To an extend | To neither extent | To some extend | To most extend |
|---|-----------------|--------------|-------------------|----------------|----------------|
|   | %               | %            | %                 | %              | %              |
| No tools & some teachers have no adequate training.   | 22.6            | 16.1         | 20.0              | 38.7           | 22.6           |
| Some teachers have low educational qualification  | 25.8            | 16.0         | -                 | 45.2           | 13.0           |
| Teachers lack motivation due to low salary.   | 19.4            | -            | -                 | 19.3           | 61.3           |
| Teachers have high workload.  | 12.9            | 25.8         | -                 | 12.9           | 48.4           |
| Teacher-student ratio is very high.   | 12.9            | 9.7          | 3.2               | 29.0           | 45.2           |
| Teachers are few  | 9.7             | 25.8         | 6.5               | 12.9           | 45.1           |
| Student-teacher relationships affect overall school success (e.g., academic achievement, school climate etc.).                          | 9.5             | 12.9         | 9.7               | 32.3           | 35.6           |
| Most teachers do not prepare a lesson plan for taken.   | 9.7             | 22.6         | 6.5               | 41.8           | 19.4           |
| Teachers use various teaching methods and Teachers use various teaching methods and teaching aids depending on the topic being covered. | 12.9            | 25.8         | 3.2               | 25.8           | 32.3           |
| Teachers give home works and assignments to the students.   | 6.5             | 19.4         | 3.2               | 32.3           | 38.6           |
| Teachers conduct continuous assessment examinations to test students’   | 9.7             | 3.2          | 19.4              | 22.6           | 45.1           |

Though teachers played a vital role in shaping the minds of their students, they faced numerous challenges in the past that affected their ability to teach effectively. With 22.6% of respondents agreeing to a great extent that teachers had no tools, and 38.7% agreeing to some extent, it was clear that a significant number of teachers lacked the necessary resources to deliver quality education. Additionally, 20.0% of

respondents believed that teachers had no adequate training to a neither extent, highlighting the need for improved training and education for teachers.

Though teachers were dedicated professionals, they were not immune to the challenges posed by their working conditions. The 19.4% of respondents agreed that teachers lacked motivation due to low salary to a

great extent, while 19.3% agreed to some extent. Furthermore, 61.3% of respondents believed that teachers lacked motivation due to low salary to the most extent, suggesting that low pay was a significant demotivator for many teachers. The teacher-student ratio was also a concern, with 12.9% of respondents agreeing to a great extent that it was very high, 9.7% agreeing to an extent, and 45.2% agreeing to the most extent.

Though teachers faced these challenges, they still managed to use various teaching methods and strategies to engage their students. For example, 12.9% of respondents agreed that teachers used various teaching methods and aids to a great extent, while 25.8% agreed to an extent, and 32.3% agreed to the most extent. Teachers also gave homework and assignments to

students, with 6.5% of respondents agreeing to a great extent, and 38.6% agreeing to the most extent. Moreover, 9.7% of respondents agreed that teachers conducted continuous assessment examinations to test students to a great extent, while 22.6% agreed to some extent, and 45.1% agreed to the most extent. However, 9.7% of respondents agreed that most teachers did not prepare a lesson plan to a great extent, while 41.8% agreed to some extent, and 19.4% agreed to the most extent, highlighting the need for more effective planning and preparation. Overall, though teachers faced significant challenges, they still demonstrated a commitment to their students and a desire to provide quality education.

### Civic Engagement in Relation to Teaching History Curriculum

**Table 7: Civic Engagement in Relation to Teaching History Curriculum**

| Statement (s)   | To great extent | To an extent | To neither extent | To some extent | To most extent |
|---|-----------------|--------------|-------------------|----------------|----------------|
| Teachers encourage students to participate in civic activities related to history.  | 21% (21)        | 25% (25)     | 11% (11)          | 30% (30)       | 14% (14)       |
| Students are taught about the importance of civic engagement in history classes.  | 22% (22)        | 24% (24)     | 12% (12)          | 29% (29)       | 14% (14)       |
| History teachers provide opportunities for students to engage in community service projects.                                | 19% (19)        | 26% (26)     | 10% (10)          | 32% (32)       | 14% (14)       |
| Teachers use historical events to teach students about civic responsibility.  | 20% (20)        | 23% (23)     | 13% (13)          | 30% (30)       | 15% (15)       |
| Students are encouraged to think critically about historical events and their impact on civic engagement.                   | 17% (17)        | 26% (26)     | 12% (12)          | 31% (31)       | 15% (15)       |
| Teachers collaborate with community organizations to provide civic engagement opportunities for students.                   | 16% (16)        | 28% (28)     | 11% (11)          | 32% (32)       | 14% (14)       |
| History classes focus on the development of civic skills and values.  | 18% (18)        | 25% (25)     | 13% (13)          | 30% (30)       | 15% (15)       |
| Teachers assess student understanding of civic engagement concepts in history classes.                                      | 15% (15)        | 27% (27)     | 12% (12)          | 33% (33)       | 14% (14)       |
| Teachers provide opportunities for students to reflect on their own civic engagement and its relation to historical events. | 14% (14)        | 26% (26)     | 12% (12)          | 33% (33)       | 16% (16)       |

The topic of civic engagement in relation to teaching history curriculum is a crucial aspect of education. According to the data, 21% (21) of respondents believe that teachers encourage students to participate in civic activities related to history to a great extent, while 25% (25) think it happens to an extent. On the other hand, 11% (11) of respondents believe that it happens to neither extent, 30% (30) think it happens to some extent, and 14% (14) believe it happens to the most extent. Similarly, 22% (22) of respondents think that students are taught about the importance of civic engagement in history classes to a great extent, while 24% (24) believe it happens to an extent.

The data also shows that history teachers provide opportunities for students to engage in community service projects, with 19% (19) of respondents believing it happens to a great extent and 26% (26) thinking it happens to an extent. Additionally, 20% (20) of respondents believe that teachers use

historical events to teach students about civic responsibility to a great extent, while 23% (23) think it happens to an extent. Furthermore, 17% (17) of respondents think that students are encouraged to think critically about historical events and their impact on civic engagement to a great extent, and 26% (26) believe it happens to an extent. The statistics also reveal that 16% (16) of respondents believe that teachers collaborate with community organizations to provide civic engagement opportunities for students to a great extent, and 28% (28) think it happens to an extent.

The remaining statistics show that 18% (18) of respondents believe that history classes focus on the development of civic skills and values to a great extent, while 25% (25) think it happens to an extent. Moreover, 15% (15) of respondents think that teachers assess student understanding of civic engagement concepts in history classes to a great extent, and 27% (27) believe it happens to an extent. Finally, 14% (14) of respondents



believe that teachers provide opportunities for students to reflect on their own civic engagement and its relation to historical events to a great extent, while 26% (26) think it happens to an extent, and 16% (16) believe it happens to the most extent. Overall, the data provides a comprehensive overview of the extent to which civic engagement is incorporated into history curriculum, with a range of responses indicating varying levels of implementation.

**Qualitative Findings**

The qualitative findings of the study on the challenges of teaching history curriculum in Lakes State, South Sudan, revealed several key themes. Semi-structured interviews were conducted with 15 Ministry of Education Officials, including 5 Directors of Education, 5 Curriculum Specialists, and 5 Education Inspectors. The officials highlighted the lack of trained teachers as a major challenge, with one Director of Education noting, "We don't have enough teachers who are qualified to teach history, and even those who are qualified, they lack the necessary resources to deliver the curriculum effectively." Another Curriculum Specialist emphasized, "The history curriculum is not well-taught because teachers are not well-equipped with the skills and knowledge to teach it."

The officials also cited the outdated curriculum and lack of relevant textbooks as significant challenges. An Education Inspector stated, "The history curriculum we are using is outdated, and it does not reflect the

current needs and context of our country. We need a curriculum that is relevant to our students' lives and experiences." A Curriculum Specialist added, "We lack textbooks and other teaching materials that are relevant to our country's history and culture. This makes it difficult for teachers to teach the subject effectively." Furthermore, the officials highlighted the impact of conflict and displacement on the education system, with one Director of Education noting, "The conflict has disrupted the education system, and many schools have been closed or destroyed. This has made it difficult for us to implement the curriculum effectively."

The officials also emphasized the need for teacher training and support, with one Education Inspector stating, "We need to provide our teachers with regular training and support to enable them to teach the history curriculum effectively. This includes providing them with the necessary resources and materials to deliver the curriculum." A Curriculum Specialist added, "We need to make the history curriculum more engaging and relevant to our students' lives. This can be achieved by incorporating more interactive and participatory teaching methods, such as discussions, debates, and role-plays." As one Director of Education noted, "If we can address these challenges, we can improve the teaching and learning of history in our schools, and our students will be better equipped to understand their country's history and culture, and to become active citizens in the future."

**Table 12: Regression Analysis Results - Teaching of History Curriculum and Civic Engagement**

| Analysis Component | Values                                       | Statistical Measures |
|--------------------|--|----------------------|
| Model Summary      | R  | 0.82                 |
|                    | R Square                                     | 0.67                 |
|                    | Adjusted R Square                            | 0.65                 |
|                    | Std. Error of Estimate                       | 0.25                 |
| ANOVA              | F-Statistic                                  | 20.51                |
|                    | Significance                                 | 0.001                |
|                    | df   | 3,97                 |
| Coefficients       | Constant ( $\beta_0$ )                       | 1.92                 |
|                    | Teaching of History Curriculum ( $\beta_1$ ) | 0.41                 |
|                    | t-value                                      | 4.25                 |
|                    | Significance                                 | 0.001                |

The regression analysis results for the relationship between the teaching of history curriculum and civic engagement are summarized in Table 12. The model summary statistics indicate a strong positive correlation between the two variables, with a correlation coefficient (R) of 0.82. This suggests that approximately 82% of the variation in civic engagement can be explained by the teaching of history curriculum. Additionally, the R-squared value of 0.67 indicates that about 67% of the variation in civic engagement is explained by the model, while the adjusted R-squared value of 0.65 provides a more conservative estimate of the model's explanatory power. The standard error of estimate is 0.25, which represents the average distance

between the observed and predicted values of civic engagement.

The ANOVA results provide further evidence of the significance of the relationship between the teaching of history curriculum and civic engagement. The F-statistic of 20.51 is highly significant ( $p < 0.001$ ), indicating that the model is a good fit to the data. The degrees of freedom for the F-statistic are 3 and 97, which represents the number of predictors in the model (excluding the constant term) and the sample size minus the number of predictors, respectively. The significance level of 0.001 indicates that the probability of obtaining the observed F-statistic (or a more extreme value) by

chance is less than 1 in 1,000. This suggests that the relationship between the teaching of history curriculum and civic engagement is highly unlikely to be due to chance.

The coefficients table provides more detailed information about the relationship between the teaching of history curriculum and civic engagement. The constant term ( $\beta_0$ ) is 1.92, which represents the expected value of civic engagement when the teaching of history curriculum is zero. The coefficient for the teaching of history curriculum ( $\beta_1$ ) is 0.41, which indicates that a one-unit increase in the teaching of history curriculum is associated with a 0.41-unit increase in civic engagement. The t-value for this coefficient is 4.25, which is highly significant ( $p < 0.001$ ), indicating that the relationship between the teaching of history curriculum and civic engagement is highly unlikely to be due to chance. Overall, these results suggest that the teaching of history curriculum is a significant predictor of civic engagement, and that educators should prioritize this aspect of education to promote civic engagement among their students.

## DISCUSSION OF THE FINDINGS

The relationship between civic education and civic engagement among secondary school students is a complex and multifaceted issue. According to empirical studies, civic education has a positive impact on civic engagement, but the quality and content of civic education vary significantly across countries. For instance, a study by Schulz, Ainley, Fraillon, Kerr, and Losito (2010) found that countries with a more inclusive and comprehensive approach to civic education, such as Finland and Denmark, tend to have higher levels of civic engagement among students. On the other hand, countries with a more fragmented and limited approach to civic education, such as Italy and Mexico, tend to have lower levels of civic engagement. The study highlights the importance of a well-structured and comprehensive civic education program in promoting civic engagement among secondary school students.

Another study by Torney-Purta, Lehmann, Oswald, and Schulz (2001) examined the civic knowledge, attitudes, and engagement of 9- to 14-year-old students in 28 countries. The researchers found that civic knowledge and attitudes are strongly related to civic engagement, and that the quality and content of civic education play a crucial role in shaping civic engagement among students. The study emphasizes the need for educators and policymakers to prioritize the development of comprehensive civic education programs that incorporate critical thinking, civic knowledge, and community engagement. Similarly, a study by Bangura and Nabie (2020) found that a more inclusive and comprehensive civic education program is necessary to promote youth civic engagement in post-conflict societies, such as South Sudan and Rwanda. The

study highlights the importance of incorporating critical thinking, human rights, and civic responsibilities into the History Curriculum to promote civic engagement among secondary school students.

The studies also highlight the challenges and opportunities of teaching History in public secondary schools in South Sudan. For instance, a study by Ayok and Oluoch (2019) found that the History Curriculum in Lakes State tends to be overly focused on traditional and cultural aspects, with limited attention to critical thinking and civic engagement. The researchers concluded that the current History Curriculum and teaching methods in Lakes State may not be effective in promoting civic engagement among secondary school students. Similarly, a study by Mabior and Deng (2018) found that education plays a crucial role in promoting youth civic engagement in South Sudan, but the current curriculum and teaching methods may not be effective in achieving this goal. The studies recommend that the History Curriculum should be revised to incorporate more critical thinking and civic engagement components, and that teachers should be trained to use innovative pedagogies that promote active learning and community engagement.

The empirical studies also suggest that History education plays a significant role in promoting civic engagement in Africa, but the curriculum and teaching methods vary across countries. For instance, a study by Ochieng' and Kileo (2020) found that the History Curriculum in South Sudan tends to be more focused on nationalistic and patriotic themes, whereas Kenya and Tanzania place greater emphasis on regional and global perspectives. The study highlights the importance of revising the History Curriculum to incorporate more critical thinking and civic engagement components, and training teachers to use innovative pedagogies that promote active learning and community engagement. Similarly, a study by Dut and Jok (2019) found that a revised History Curriculum is necessary to promote civic engagement and reconciliation in post-conflict South Sudan. The study recommends that the History Curriculum should be revised to incorporate more critical thinking, civic engagement, and reconciliation components, and that teachers should be trained to use innovative pedagogies that promote active learning and community engagement.

## CONCLUSIONS AND RECOMMENDATIONS

### Conclusions

The study on the relationship between civic education and civic engagement among secondary school students has yielded several conclusions. Firstly, the research suggests that civic education has a positive impact on civic engagement, but the quality and content of civic education vary significantly across countries. The study found that countries with a more inclusive and comprehensive approach to civic education, such as Finland and Denmark, tend to have higher levels of civic

engagement among students. In contrast, countries with a more fragmented and limited approach to civic education, such as Italy and Mexico, tend to have lower levels of civic engagement. The study emphasizes the importance of a well-structured and comprehensive civic education program in promoting civic engagement among secondary school students. The researchers also found that civic knowledge and attitudes are strongly related to civic engagement, and that the quality and content of civic education play a crucial role in shaping civic engagement among students.

The study also highlights the need for educators and policymakers to prioritize the development of comprehensive civic education programs that incorporate critical thinking, civic knowledge, and community engagement. The researchers conclude that a revised History Curriculum is necessary to promote civic engagement and reconciliation in post-conflict societies, such as South Sudan and Rwanda. The study recommends that the History Curriculum should be revised to incorporate more critical thinking, civic engagement, and reconciliation components, and that teachers should be trained to use innovative pedagogies that promote active learning and community engagement. Additionally, the study suggests that future research should investigate the potential of community-based projects and service-learning programs in promoting civic engagement and reconciliation among secondary school students. Overall, the study provides valuable insights into the relationship between civic education and civic engagement, and highlights the need for educators and policymakers to prioritize the development of comprehensive civic education programs that promote critical thinking, civic knowledge, and community engagement.

### Recommendations

The study on the relationship between civic education and civic engagement among secondary school students provides several recommendations for educators, policymakers, and stakeholders. Firstly, the researchers recommend that civic education should be prioritized in the school curriculum to promote civic engagement among students. This can be achieved by developing comprehensive civic education programs that incorporate critical thinking, civic knowledge, and community engagement. The study also suggests that the History Curriculum should be revised to include more critical thinking, civic engagement, and reconciliation components, particularly in post-conflict societies such as South Sudan and Rwanda. Additionally, the researchers recommend that teachers should be trained to use innovative pedagogies that promote active learning and community engagement, such as service-learning and community-based projects.

The study also recommends that future research should investigate the potential of community-based projects and service-learning programs in promoting

civic engagement and reconciliation among secondary school students. Furthermore, the researchers suggest that the role of other subjects, such as civics and social studies, in promoting civic engagement should be explored. The study also highlights the need for more empirical studies on civic education in diverse contexts, including post-conflict societies and developing countries. Through implementing these recommendations, educators and policymakers can promote civic engagement and reconciliation among secondary school students, and ultimately contribute to the development of a more informed and active citizenry. Overall, the study provides valuable insights and recommendations for promoting civic education and civic engagement among secondary school students, and highlights the importance of prioritizing civic education in the school curriculum.

### Suggestions for Further Research

1. Investigating the Impact of Digital Technologies on Civic Education: With the increasing use of digital technologies in education, it would be beneficial to explore how online platforms, social media, and other digital tools can be leveraged to enhance civic education and promote civic engagement among secondary school students.
2. Comparing civic education approaches across different cultural and national contexts: This study highlighted the importance of considering the cultural and national context in which civic education takes place. Future research could undertake a comparative analysis of civic education approaches in different countries or regions, examining how cultural, historical, and political factors shape civic education priorities and practices.
3. Assessing the long-term effects of civic education on adult civic engagement: While this study focused on the civic engagement of secondary school students, it is essential to investigate the long-term effects of civic education on adult civic engagement. This could involve conducting longitudinal studies that follow students from secondary school into adulthood, examining whether civic education experiences during adolescence predict later civic participation, volunteering, and other forms of civic engagement. This research could provide valuable insights into the enduring impact of civic education and inform strategies for promoting lifelong civic engagement.

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