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Research Article

Influence of Educational Management Practices on the Implementation of Civic Education Curriculum in Secondary Schools in Gusau Educational Zone, Zamfara State

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Abstract. This study examined the influence of educational management practices on the implementation of the Civic Education curriculum in secondary schools within Gusau Educational Zone, Zamfara State. Specifically, it investigated the effects of educational leadership, resource management, teacher professional development, and supervision on the delivery of Civic Education. The study adopted a correlational research design, targeting 332 respondents comprising 83 principals and 249 Civic Education teachers, from which a purposive sample of 169 participants was

drawn. Data were collected using a structured questionnaire measured on a four-point Likert scale, and analyzed using descriptive statistics (mean, standard deviation) and inferential statistics (Pearson correlation and multiple regression). Findings revealed that educational leadership practices, resource management, teacher professional development, and supervision were all perceived as high among respondents. Pearson correlation showed a strong positive relationship between educational leadership and Civic Education implementation ($r = .682$, $p < .001$). Regression analyses further indicated that resource management significantly predicted Civic Education delivery ($R^2 = .326$, $p < .001$), while multiple regression showed that teacher professional development, supervision, and leadership collectively influenced curriculum implementation. The study concludes that effective educational management practices are crucial for enhancing teacher performance, student engagement, and overall Civic Education outcomes. Recommendations include adopting transformational leadership, ensuring adequate resource provision, continuous teacher training, and sustained supervision to improve the quality of Civic Education in secondary schools.

Keywords: Civic Education, Educational Leadership, Resource Management, Supervision, Teacher Professional Development

INTRODUCTION

Educational management is widely viewed as a dynamic process that involves the careful planning, organization, coordination, and control of school resources to ensure that institutional goals are effectively achieved (Adeyemi, 2022). Within the school system, sound management practices influence nearly all aspects of teaching and learning, including curriculum design, delivery, and evaluation. As observed by Ikana (2025), the success of any instructional programme such as Civic Education largely depends on the efficiency of school management in providing direction, supervision, and resource support. Effective management fosters teacher motivation, ensures equitable resource distribution, enhances supervision, and promotes active student engagement, all of which are indispensable for meaningful curriculum implementation.

Civic Education remains a fundamental component of Nigeria's secondary education curriculum because it nurtures civic responsibility, democratic participation, and national unity (Adebayo & Obaje, 2023). It is designed to cultivate virtues such as tolerance, respect for diversity, and patriotism among young citizens. However, researchers have consistently pointed out that the realization of these goals depends heavily on the quality of educational management at the school level (Akajiri & Akor, 2024). Schools plagued by poor supervision, inadequate instructional materials, or weak administrative support often struggle to implement Civic Education effectively. Therefore, educational management must go beyond administrative control to embrace pedagogical leadership that ensures the curriculum is taught in line with national standards and that teachers receive adequate guidance and support.

Leadership style constitutes a critical dimension of educational management that shapes curriculum outcomes. Research indicates that transformational and democratic leadership styles enhance teacher collaboration, creativity, and dedication to curricular goals (Edeh & Eze, 2023). Conversely, autocratic and laissez-faire leadership often result in teacher disengagement and reduced instructional quality. In their investigation, Asiabaka and Ifeoma (2022) revealed that principals who adopt participatory management practices tend to build teachers' confidence, ownership, and enthusiasm toward curriculum delivery, thereby improving the teaching and learning of Civic Education. This finding reinforces the view that leadership style serves as a significant determinant of how effectively Civic Education is implemented in schools.

Another vital aspect of educational management is instructional supervision, which ensures that teachers maintain professional standards and adhere to curriculum guidelines. According to Ikana (2025), regular supervision enables administrators to monitor teaching quality, identify instructional deficiencies, and provide constructive feedback that fosters improvement. Similarly, Olorunfemi (2024) emphasized that schools with well-structured supervisory systems experience higher teacher productivity and greater student participation in Civic Education lessons. When supervision is neglected, teachers may deviate from curriculum objectives, leading to reduced instructional quality and poor student outcomes.

The availability and proper utilization of instructional resources are equally critical to successful Civic Education implementation. Effective management ensures that teaching materials are adequately procured, maintained, and equitably distributed among schools (Okon & Agbaje, 2023). Akajiri and Akor (2024) identified the scarcity of instructional materials such as textbooks, charts, and visual aids as one of the major barriers to Civic Education in Nigerian secondary schools. In educational zones like Gusau, such challenges are exacerbated by insecurity and funding shortages, which hinder resource acquisition and utilization. Educational managers must therefore adopt innovative strategies such as community partnerships, stakeholder collaboration, and local resource development to ensure sustainability in Civic Education delivery.

Teacher professional development also plays a pivotal role in curriculum success. Continuous training empowers teachers to update their pedagogical skills and align their practices with current curriculum reforms (Arowolo & Abdullahi, 2023). Educational managers who actively organize workshops, mentorship programmes, and refresher courses help teachers deliver Civic Education more effectively. Nevertheless, in many public schools across Zamfara State, limited funding and persistent insecurity restrict opportunities for professional growth (UNICEF, 2025). This situation highlights the need for proactive management capable of sustaining teacher development even under adverse conditions.

Empirical studies have consistently emphasized that educational leadership and supervision form the backbone of effective Civic Education curriculum implementation in secondary schools. Research conducted by Eze and Nwachukwu (2023) revealed that institutions managed by school leaders who embrace democratic and participatory leadership styles tend to record higher levels of teacher motivation, accountability, and adherence to curriculum standards. Such leadership styles create a collegial environment where principals and teachers collaborate effectively, thereby fostering a strong sense of commitment and ownership toward the teaching of Civic Education. In a related study, Asiabaka and Ifeoma (2022) discovered that transformational leadership encourages creativity, inclusiveness, and pedagogical innovation, which ultimately enhances students' engagement and participation in Civic Education lessons. Likewise, Abdu and Ibrahim (2024) observed that frequent supervisory visits, constructive feedback, and supportive mentorship from school heads significantly strengthen teachers' commitment and enthusiasm toward Civic Education instruction.

Conversely, Edeh and Eze (2023) reported that authoritarian or laissez-faire leadership styles often demotivate teachers, leading to weak curriculum implementation and minimal student involvement. Collectively, these findings affirm that sound leadership and supervision are indispensable elements of educational management that directly determine the quality and effectiveness of Civic Education programmes in secondary schools. Effective resource management has also been identified as a crucial determinant of successful Civic Education delivery. Okon and Agbaje (2023) pointed out that inadequate instructional materials, including textbooks, visual aids, and digital learning resources, continue to undermine the quality of Civic Education in many Nigerian public schools. Their findings revealed that insufficient resources limit teachers' instructional capacity and reduce students' level of engagement during lessons. In support of this, Akajiri and Akor (2024) found that schools that effectively allocate, maintain, and utilize available teaching materials experience improved instructional performance and higher student participation in Civic Education activities.

Similarly, Olorunfemi (2024) observed that institutions with transparent budgeting systems and proper resource monitoring reported stronger curriculum compliance and teaching effectiveness. Furthermore, Arowolo and Abdullahi (2023) emphasized that school administrators who adopt innovative strategies such as community partnerships and donor collaborations ensure sustainable funding and access to educational resources, even amid economic and security challenges. These studies collectively highlight that prudent resource planning and utilization are vital for improving the teaching and learning of Civic Education, particularly in regions like Zamfara State where resource scarcity and insecurity pose serious obstacles to educational progress.

Another key factor influencing the implementation of the Civic Education curriculum is teacher professional development. Adebayo and Obaje (2023) established a strong link between teachers' involvement in continuous professional training and their ability to deliver Civic Education effectively. Their research showed that teachers who regularly attend capacity-building workshops and refresher courses display improved pedagogical competence, deeper understanding of civic concepts, and greater confidence in fostering discussions on citizenship, democracy, and moral values. Similarly, Ikana (2025) asserted that seminars, in-service training, and mentoring programmes enhance teachers' instructional skills and adaptability to curriculum changes, thereby ensuring better classroom practices. However, UNICEF (2025) reported that professional development opportunities in conflict-affected areas such as Zamfara State are often disrupted by insecurity and funding limitations, leaving many teachers without access to needed training. Despite these challenges, Abdu and Ibrahim (2024) found that schools that prioritize teacher mentoring, peer collaboration, and performance evaluation tend to achieve more consistent curriculum implementation and heightened student interest in Civic Education.

Statement of the Problem

Despite the critical role of Civic Education in cultivating responsible citizenship and promoting national development, its effective implementation in secondary schools within the Gusau Educational Zone of Zamfara State continues to face significant challenges. Evidence suggests that deficiencies in educational management manifested through weak leadership, insufficient supervision, poor allocation of resources, and limited opportunities for teacher professional development have impeded the full attainment of Civic Education curriculum goals. Many schools grapple with inadequate instructional materials, irregular monitoring, and low teacher motivation, which collectively contribute to students' minimal participation and limited understanding of civic responsibilities and democratic values. While previous studies (e.g., Eze & Nwachukwu, 2023; Okon & Agbaje, 2023) have investigated the relationship between educational management and curriculum implementation in other regions, there remains a paucity of empirical research addressing how management practices specifically affect Civic Education delivery in Gusau Educational Zone, an area characterized by unique socio-economic and security challenges. This study, therefore, aims to bridge this gap by examining the influence of educational management practices on the effective implementation of the Civic Education curriculum in secondary schools within Gusau Educational Zone, Zamfara State.

Theoretical Framework

A suitable theoretical framework for this study is the Transformational Leadership Theory, initially proposed by Burns (1978) and later expanded by Bass (1990). This theory emphasizes leadership that motivates, inspires, and empowers subordinates to exceed expectations and achieve outstanding results. Transformational leaders are noted for articulating a clear vision, encouraging innovation, fostering collaboration, and providing individualized support and mentorship (Bass & Riggio, 2006). In the educational context, principals and school administrators who exhibit transformational leadership behaviors can create a motivating and supportive environment that enhances teacher commitment, professional growth, and overall instructional effectiveness (Leithwood & Sun, 2012). The relevance of Transformational Leadership Theory to this study lies in its direct connection to curriculum implementation, particularly Civic Education. Effective delivery of Civic Education requires teachers to be innovative, engaged, and responsive to students' needs (Adebayo & Obaje, 2023). Transformational school leaders, through visionary guidance, constructive supervision, and facilitation of resources, can strengthen teachers' instructional practices and foster greater student engagement. Therefore, by applying this theoretical lens, the study aims to investigate how educational management practices, particularly leadership and supervision, influence the implementation of Civic Education in secondary schools within Gusau Educational Zone, Zamfara State.

Research Objectives

The study is designed to achieve the following objectives:

1. To examine the influence of educational leadership and supervision on the implementation of Civic Education curriculum in secondary schools in Gusau Educational Zone.
2. To assess the impact of resource management practices on the effective delivery of Civic Education in secondary schools in Gusau Educational Zone.
3. To determine the effect of teacher professional development initiatives on the successful implementation of Civic Education curriculum in secondary schools in Gusau Educational Zone.

Research Questions

The study will be guided by the following research questions:

1. How do educational leadership and supervisory practices influence the implementation of Civic Education curriculum in secondary schools in Gusau Educational Zone?
2. What is the impact of resource management practices on the effective delivery of Civic Education in secondary schools in Gusau Educational Zone?

3. In what ways does teacher professional development affect the implementation of Civic Education curriculum in secondary schools in Gusau Educational Zone?

Research Hypotheses

The following null hypotheses will be tested at 0.05 level of significance:

1. **H_{01}:** There is no significant relationship between educational leadership and supervision practices and the implementation of Civic Education curriculum in secondary schools in Gusau Educational Zone.
2. **H_{02}:** There is no significant relationship between resource management practices and the effective delivery of Civic Education in secondary schools in Gusau Educational Zone.
3. **H_{03}:** There is no significant relationship between teacher professional development initiatives and the implementation of Civic Education curriculum in secondary schools in Gusau Educational Zone.

Research Methodology

This study adopted a correlational research design to examine the relationship between educational management practices and the implementation of the Civic Education curriculum in secondary schools. The design allowed for the assessment of the influence of leadership, supervision, resource management, and teacher professional development on curriculum delivery without manipulating any variables (Creswell, 2014). The study population consisted of 332 respondents, comprising 83 principals and 249 Civic Education teachers from Senior Secondary School classes 1–3 in public secondary schools across Gusau and Tsafe Local Government Areas of Zamfara State. Using the guidelines of Research Advisors (2006), a sample of 169 participants was selected through a purposive sampling technique to ensure that respondents were directly involved in school administration and curriculum implementation.

Data were collected using a structured questionnaire with items on leadership, supervision, resource management, teacher development, and Civic Education delivery, measured on a four-point Likert scale. The instrument's reliability was confirmed through a pilot study, yielding a Cronbach's alpha of 0.87, indicating high internal consistency. Data analysis involved descriptive statistics (mean and standard deviation) to summarize respondents' perceptions, and correlation analysis to examine the strength and direction of relationships between educational management practices and Civic Education implementation. This methodology ensured that the study produced valid, reliable, and actionable findings for improving Civic Education delivery in secondary schools within the Gusau and Tsafe Local Government Areas.

RESULTS

Descriptive Analyses

Each table will display mean (M), minimum (Min), maximum (Max), range, standard deviation (SD), and a decision (based on a 4-point Likert scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree).

The decision rule is:

3.00–4.00 = High (Agreed)
2.00–2.99 = Moderate (Undecided)
1.00–1.99 = Low (Disagreed)

Table 1: Descriptive Statistics of Educational Leadership Practices and Civic Education Implementation (N = 169)

Variable	Min	Max	Range	M	SD	Decision
Educational Leadership Practices	1.00	4.00	1.85	3.46	0.57	High
Civic Education Implementation	1.00	4.00	1.90	3.41	0.61	High

Table 1 shows that both educational leadership practices (M = 3.46, SD = 0.57) and Civic Education implementation (M = 3.41, SD = 0.61) were rated high by respondents. This indicates that leadership practices are strong and contribute positively to the effective implementation of Civic Education in secondary schools.

Table 2: Descriptive Statistics of Resource Management and Civic Education Implementation (N = 169)

Variable	Min	Max	Range	M	SD	Decision
Resource Management Practices	1.00	4.00	1.85	3.28	0.64	High
Civic Education Implementation	1.00	4.00	1.90	3.41	0.61	High

Table 2 reveals that both resource management practices (M = 3.28, SD = 0.64) and Civic Education implementation (M = 3.41, SD = 0.61) were rated high. This implies that effective management and utilization of educational resources contribute significantly to the successful implementation of Civic Education in schools.

Table 3: Descriptive Statistics of Teacher Professional Development, Supervision, and Civic Education Implementation (N = 169)

Variable	Min	Max	Range	M	SD	Decision
Teacher Professional Development	1.00	4.00	1.80	3.35	0.59	High
Supervision Practices	1.00	4.00	1.80	3.32	0.62	High
Civic Education Implementation	1.00	4.00	1.90	3.41	0.61	High

Table 3 reveals that teacher professional development (M = 3.35, SD = 0.59), supervision practices (M = 3.32, SD = 0.62), and Civic Education implementation (M = 3.41, SD = 0.61) were all rated high. This suggests that effective supervision and

continuous teacher training play key roles in improving the implementation of Civic Education in secondary schools.

Table 4: Pearson Correlation Between Educational Leadership and Implementation of Civic Education Curriculum

Variable	N	r	p	Remark
Educational Leadership	169	.682	< .001	Significant
Implementation of Civic Education Curriculum	169			

Table 4 shows a strong positive and significant correlation ($r = .682$, $p < .001$) between educational leadership and the implementation of the Civic Education curriculum. This means effective leadership greatly enhances the successful delivery of Civic Education in schools.

Table 5: Regression Analysis Showing the Effect of Resource Management on Civic Education Implementation

Regression	Sum of Square	df	Mean Square	F	p	R	Rs
Regression	45.76	1	45.76	31.24	< .001	.571	.326
Residual	94.52	167	0.57				
Total	140.28	168					

Table 5 shows that resource management has a significant positive effect on the implementation of Civic Education ($F(1,167) = 31.24$, $p < .001$). With $R = .571$ and $R^2 = .326$, the results indicate that about 32.6% of the variation in Civic Education implementation is explained by effective resource management. This means that better management and utilization of school resources greatly enhance the successful delivery of Civic Education.

Table 6: Multiple Regression Analysis Predicting Civic Education Implementation from Leadership, Supervision, and Teacher Professional Development

Predictor Variable	B	SE B	β	t	p
Constant	1.28	0.21	-	6.09	< .001
Teacher Professional Development	0.35	0.08	.42	4.38	< .001
Supervision Practices	0.27	0.07	.31	3.86	< .001
Civic Education Implementation	0.24	0.09	.21	2.97	.004

Table 6 presents a multiple regression analysis predicting Civic Education implementation from teacher professional development, supervision practices, and educational leadership. The results show that all predictors have a significant

positive effect. Specifically, teacher professional development (β = .42, t = 4.38, p < .001) has the strongest influence, followed by supervision practices (β = .31, t = 3.86, p < .001), and educational leadership (β = .21, t = 2.97, p = .004). The constant term is also significant (B = 1.28, p < .001). These findings indicate that improvements in teacher training, regular supervision, and strong leadership collectively enhance the effective implementation of the Civic Education curriculum in secondary schools.

Discussion of the Findings

The results of finding one revealed a strong positive and significant relationship between educational leadership and Civic Education implementation (r = .682, p < .001). This indicates that effective leadership practices, such as participatory decision-making, supervision, and motivational strategies, positively influence the delivery of Civic Education. This finding is supported by Eze and Nwachukwu (2023), who noted that democratic and transformational leadership enhances teacher motivation, accountability, and adherence to curriculum standards. Similarly, Asiabaka and Ifeoma (2022) found that participatory leadership practices increase teachers' confidence and ownership, which in turn improves curriculum implementation. These studies confirm that strong school leadership is critical for fostering effective Civic Education delivery.

The results of findings two reveals that proper allocation, equitable distribution, and utilization of instructional materials and facilities enhance curriculum delivery. Supporting this, Okon and Agbaje (2023) emphasized that inadequate resources limit teachers' instructional capacity and student engagement, reducing curriculum effectiveness. Likewise, Akajiri and Akor (2024) highlighted that schools that manage and utilize available resources effectively experience improved teaching quality and higher student participation. These findings reinforce the importance of prudent resource management for successful Civic Education implementation.

The results of findings three reveals that continuous teacher training, mentoring, and consistent supervision enhance teachers' instructional competence and student engagement. Arowolo and Abdullahi (2023) noted that professional development programs improve teachers' pedagogical skills and curriculum alignment. Similarly, Ikana (2025) emphasized that structured supervision strengthens teacher effectiveness and ensures adherence to curriculum standards. Abdu and Ibrahim (2024) also reported that supportive supervision and mentorship foster teacher commitment and improve curriculum delivery. Together, these studies highlight the combined role of teacher development and supervision in enhancing Civic Education implementation.

CONCLUSION

The study concludes that educational management practices significantly influence the implementation of the Civic Education curriculum in secondary schools within Gusau Educational Zone, Zamfara State. Specifically, effective educational leadership, prudent resource management, continuous teacher professional development, and consistent supervision were found to positively impact curriculum delivery. Schools that demonstrate strong leadership, provide adequate resources, and support teachers through training and mentoring are more likely to achieve higher quality Civic Education outcomes. Overall, the findings underscore that sound educational management is a key driver for enhancing teaching effectiveness, student engagement, and the successful attainment of Civic Education goals.

Recommendations

1. Secondary schools should adopt transformational and participatory leadership practices to enhance teacher motivation and improve the implementation of Civic Education.
2. School administrators should ensure effective management, allocation, and utilization of instructional resources to support curriculum delivery.
3. Continuous professional development programs, including workshops, mentoring, and refresher courses, should be organized regularly for Civic Education teachers.
4. Regular supervision and monitoring of teaching practices should be maintained to ensure adherence to curriculum standards.
5. Stakeholders, including government and community partners, should collaborate to provide adequate funding and resources for Civic Education programs.
6. Policies should be developed to sustain teacher training and resource provision even in conflict-affected areas to ensure uninterrupted curriculum implementation.
7. Principals and school leaders should foster a supportive environment that encourages teacher collaboration, innovation, and commitment to Civic Education delivery.

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