SECONDARY SCHOOL STUDENTS' UNDERSTANDING OF POLITICAL STRUCTURE IN DELTA STATE

By

ɔzor, Pedro Obialor (Ph.D.)
Department of Social Science and Humanities Education, School of General Studies
Email: pedroiwuozor; Mobile Phone Number: 08026043601

ɡsley-Nwanna, Linda
Directorate of Professional Diploma in Education
Mobile Phone Number: 08037452887
&
[3]Ezugoh, Theodorah Chinelo (Ph.D.)
Department of Educational Foundations, School of Education
Email: theodorahezugoh@gmail.com; theodorahezugoh2025@gmail.com;
theodorah.ezugoh@fcetasaba-edu.ng; Mobile Phone Number: 08067529008
Federal College of Education (Technical) Asaba, Delta State
P.M.B. 1044, Asaba Delta State

Abstract

This study assessed the effectiveness of teaching Government subject in secondary schools in Delta State towards developing students' understanding of the State's political structure. Four research questions guided the study. Descriptive survey research design was employed in the study. The study population comprised all 267 Government subject teachers from the 488 public secondary schools in Delta State. The sample for this study constituted a total of 214 Government subject teachers from the public secondary schools in Delta State selected using the Krejcie and Morgan (1970) sampling table of determining sample size. The instrument for data collection was a researchers designed structured questionnaire containing 40 items and titled: "Effectiveness of Teaching Government Subject towards Developing Students' Understanding of Political Structure Questionnaire" (ETGSDSUPSQ). The questionnaire's face and contents were validated by two political science subject experts from General Studies Department and one Measurement and Evaluation expert, from Federal College of Education (Technical) Asaba, Delta State. Reliability of the instrument was established through a pilot-test, which involved distributing 15 copies of the questionnaire amongst 15 Government subject teachers from 15 public secondary schools in Delta State. Thereafter, copies of the questionnaire were collated and their scores calculated using the Cronbach Alpha formula, which yielded a reliability coefficient of 0.72. The result indicated strong internal consistency of the instrument hence; it was considered suitable for the study. Data were analyzed using mean statistics benchmarked at 2.50 and standard deviation. Findings of the study disclosed among others, aspects of Delta State political structure where secondary school students could develop an understanding through effective teaching of Government subject. Based on the findings, it was recommended among others, that priority attention should be channelled towards localisation and contextualisation of the curriculum by respective education stakeholders such as the government, curriculum planners and developers, regulatory agency like the Post Primary Education Board (PPEB) and secondary school principals.

Keywords: Effectiveness, Teaching, Government, Developing, Political, Structure

Introduction

Education plays a central role in shaping the political awareness, civic responsibility, and societal engagement of young individuals. Among the subjects taught at the secondary school level in Nigeria include government.

understanding of political structures, governance systems, constitutional frameworks and citizenship values. Government is a civic education discipline that focuses on political systems and the role of political parties, governance structures and separation of powers, public administration, the constitution, and civic rights and responsibilities (Nwankwo, 2022). Political and civic education is a core component of secondary education in Nigeria, designed to empower learners with knowledge about their rights, responsibilities, and the workings of the State. It is a cornerstone of democratic societies, and its importance has grown significantly in recent years due to increased awareness of citizens' roles in shaping governance outcomes. The Federal Republic of Nigeria (FRN, 2014) in the National Policy on Education (NPE) emphasized the need for functional education that prepares citizens for active participation in democratic processes. Teaching government as a subject is a direct implementation of this policy, especially at the senior secondary school level, where learners are introduced to both national and subnational political systems.

In Nigeria, the teaching of Government at the senior secondary school level is also a strategic educational tool designed to build politically conscious, informed, and responsible citizens. The knowledge imparted through this subject is expected to equip learners with a solid understanding of political systems, institutions and processes at both national and subnational levels, including the specific political structures of their individual states, such as, Delta State. In a federal state like Nigeria, which comprises diverse and different geopolitical zones and political subdivisions, having people from different tribes, cultural background and ethnicity, it becomes vital for secondary school students' studying government as a subject to comprehend the specific political structures governing their State. This showcases the need to assess how effectively the teaching of Government as a subject contributes in developing students' understanding of the political structure of Delta State. Besides, Government can be defined as an academic subject in Nigerian secondary schools that deals with the study of political institutions, democratic processes, public administration, electoral processes, civic rights and civic responsibilities or duties, among others. It aims at fostering political literacy and civic competence among students (Ogunna, 2020). It is from the teaching and learning of government that secondary school students develop an understanding of different arms of government like the executive, legislative and judicial as well as having knowledge of other traditional political structure existing in Delta State communities and environs. Delta State, which is located in the South-South geopolitical zone of Nigeria, just like any other State in Nigeria, operates within a tripartite political structure encompassing the executive, legislative and judicial arms of government. Delta State has a distinct political landscape shaped by its ethnic diversity, local government arrangements, and socio-political development. Understanding how power is distributed and exercised within the state, functions of local and state-level institutions, and the roles of elected officials are essential for effective political and active civic participation.

education. When properly taught, Government as a subject can serve as a platform through which students not only grasp theoretical political knowledge but also develop a practical and contextual understanding of the political structure of Delta State. Political structure can be described as the formal organization and division of powers among the executive, legislative, and judiciary within a specific political jurisdiction, such as Delta State. It includes government tiers, political institutions and administrative mechanisms (Eme & Onyishi, 2020). Political structure refers to the organized system of government and political institutions within a state or society that determines how power and authority are distributed, exercised, and regulated. It includes the arrangement and relationship of political offices, bodies, and processes that shape governance, decision-making and implementation of laws and policies. In simpler terms, the political structure is the framework that defines who holds political power, how that power is shared or separated, and the roles of different government entities in managing public affairs.

The political structure of any State has the following elements or components which includes the executive branch, responsible for implementing laws and policies and usually headed by a governor, president, or prime minister at different levels; legislative branch which is responsible for making laws, and often consists of a parliament, assembly, or council; judiciary branch which is responsible for interpreting laws and ensuring justice, and includes courts and judges; political parties and interest groups, which are organizations that represent different political views and influence government policies; the electoral system which acts as mechanisms through which representatives are chosen (elections, voting systems); local government institutions which is a subdivisions like municipalities, councils, or local authorities that handle governance at local levels; the Constitution or legal frameworks. However, the unique political experiences, historical evolution and cultural diversity of Delta State require tailored pedagogical approaches that help students internalize its governance dynamics. Teaching Government subject, when done effectively by teachers, should not only transmit theoretical knowledge but also enable students to critically engage with local governance issues, identify political actors and institutions, and appreciate the relevance of politics to everyday life (Adeyemi, 2020). Despite the inclusion of Government in the curriculum, studies (e.g. Okolo, 2019) have shown gaps in learners' understanding of their local political structures, such as those of Delta State. Several challenges as indicated by most scholars contribute to this gap, including outdated instructional methods, insufficient localized content, poor teacher preparation, poor teaching methodologies and inadequate teaching-learning resources (instructional resources) (Agu & Eze, 2021). For instance, many government teachers adopt abstract teaching methods that fail to contextualize political issues within the students' immediate political environment (Agu & Eze, 2021).

field observations and previous studies like those of Abubakar (2020), Agwu and Osuji (2021), Nwankwo (2021), Ogundele (2021), Onajite (2022), Onajite, Olaniyi, Oyerinde, Onyesom and Aina (2019), suggests that many secondary school students possess limited awareness of how governance operates at the state and local government levels. This gap is often attributed to several systemic problems including: a curriculum that inadequately integrates localized political content; teachers who may lack contextual knowledge of state-level political structures; teaching methods that emphasize rote learning over critical thinking; and inadequate instructional resources such as, up-to-date textbooks, charts and civic engagement simulations (Adebayo & Musa, 2019; Obinor, 2025; Okonkwo, 2020; Obi & Nwachukwu, 2021; Nakpodia, 2012). Moreover, many students seem to view Government as abstract and unrelated to their daily lives, which leads to low engagement and minimal retention of political knowledge (Okocha, 2022; Onwuso, Oku, Pelemo, Onumah, Bessong. Aminu and Akunokhe, 2025; Uzoechina, 2022). As a result, students complete secondary education without a concrete understanding of how political structures function in their state, thereby, diminishing their potential for future political participation and leadership. Also, students may have a theoretical grasp of political concepts but remain unaware of how governance is politically structured, administered or functions within their State. Given Nigeria's democratic aspirations, it is crucial that young people are properly socialized into the political culture of their environment.

The Federal Republic of Nigeria (FRN, 2014) having clearly emphasized the importance of preparing students for "useful living within the society," which includes fostering political awareness and participatory citizenship, as previously stated in this background, therefore, the effectiveness of teaching the Government subject must be continuously assessed and improved to ensure it meets these policy expectations, especially in terms of contextual relevance. Effectiveness in the context of this study, refers to the degree to which teaching practices in Government as a subject help students achieve learning outcomes such as understanding the political structure, participating in discussions on governance and making informed decisions as future citizens (Obasi, 2021). Secondary school students on the other hand, are learners typically between the ages of 13 and 18 who are in the post-primary education phase, preparing for higher education or vocational life, and are expected to be politically aware as emerging adults (Federal Republic of Nigeria - FRN, 2014). This study, therefore, sought to evaluate the effectiveness of teaching practices in the Government promote secondary school students' awareness and understanding of the political structure of Delta State. The study is particularly important now as Nigeria faces challenges of political apathy, low civic participation, and youth disengagement from governance processes. Empowering students with political knowledge rooted in their immediate environment can address these challenges.

Delta State context, such as, the roles of the Governor, the House of Assembly, local government councils, and traditional political institutions, they are more likely to become informed and active participants in the political system. Additionally, such understanding can have long-term implications for social justice, good governance, and sustainable development in Delta State, as future leaders and voters emerge from this group of learners as indicated in the few empirical studies like those of Ahmed (2019), Eze (2022), Ifeanyi and Ekemini (2023) and Okafor and Ogbu (2020).

Statement of the Problem

The fundamental aim of education, particularly, at the secondary school level, is to equip learners with the knowledge, skills, competence and values required for effective participation in civic life. Government, as taught in Nigerian secondary schools, is designed to provide students with an understanding and knowledge of political systems, governance processes, electoral process and civic responsibilities. It is expected to serve as a foundational tool through which students can develop a clear understanding of their immediate political environments, including the political structure of their State. In the context of Delta State, a region marked by its complex ethnic composition, political diversity, and unique governmental arrangement, it becomes increasingly important that students grasp the political frameworks and administrative systems that affect their lives. However, field observations and existing reports suggest that many secondary school students complete their education without adequately developing an understanding of how Delta State government functions, the roles of political institutions within the state, or their responsibilities as citizens. This disconnect raises concerns about the effectiveness of teaching Government as a mechanism for political education. The following issues are particularly troubling, especially, in the areas of: secondary school students lack of contextualized political education. Although the curriculum includes general topics on governance, there appears to be limited emphasis on the specific structures, operations, and challenges of the political system in Delta State.

Another critical area is ineffective teaching strategies whereby many Government teachers rely on traditional, rote-based instructional methods that fails to promote critical thinking or practical understanding of local governance processes among students. An important area is the persistent instructional and systemic barriers including other challenges such as inadequate teaching materials, lack of continuous professional development for teachers and overcrowded classrooms further hinder the delivery of effective Government education. Lastly, this area includes limited strategic direction for curriculum enhancement in which there is a notable absence of robust, evidence-based strategies tailored to improving the relevance, quality and impact of the teaching of Government in relation to students' political awareness of their State.

the actual civic and political understanding students acquire. The continued prevalence of political apathy, voter illiteracy and youth disengagement at state-level politics may be symptomatic of this misalignment. While several studies have examined the importance of civic and political education in Nigeria generally, there is a paucity of empirical studies that specifically assess the effectiveness of teaching Government in relation to secondary school students' developing understanding of the political structure at the subnational level, particularly, in Delta State. Most existing works focused on national politics or theoretical models of civic education without evaluating how effective teaching practices and curriculum implementation affect students localized political knowledge and civic participation potential. In a bid to fill up all the existing theoretical and knowledge gaps, this has warranted this present study to resolve the problem of this study by conducting a field investigation and assessing the effectiveness of teaching Government towards developing secondary school students' understanding of the political structure of Delta State.

Purpose of the Study

The purpose of this study was to assess the effectiveness of teaching Government towards developing secondary school students' understanding of the political structure in Delta State. Specifically, the study sought to:

1. Investigate aspects of Delta State political structure where secondary school students can develop an understanding through effective teaching of Government.
2. Assess whether the current teaching of Government effectively contribute to secondary school students developing an understanding of the political structure in Delta State.
3. Find out factors affecting the effectiveness of teaching Government subject impeding secondary school students towards developing understanding of the political structure in Delta State.
4. Determine the possible strategies that can be implemented for improving the effectiveness of teaching Government towards developing secondary school students' understanding of the political structure in Delta State.

Research Questions

The following research questions guided this study:

1. What aspects of Delta State political structure can secondary school students develop an understanding through effective teaching of Government as a subject?
2. How does the current teaching of Government effectively contribute to secondary school students developing an understanding of the political structure in Delta State?
3. What are the factors affecting the effectiveness of teaching Government subject impeding secondary school students towards developing understanding of the political structure in Delta State?

subject towards developing secondary school students' understanding of the political structure in Delta State?

Methods

Descriptive survey research design was employed in the study. This design according to Nworgu (2015), enables researchers to gather information from the sample of the population of the study (that is: Government subject teachers) and thereafter analyze data gathered as regards to the study. The study population comprised all the 267 Government subject teachers from the public secondary schools which are State Government-owned in Delta State (Source: Planning, Research and Statistics Department, Post Primary Education Board – PPEB, Delta State, 2024). Government subject teachers were chosen because, they have been involved in teaching the subject in the secondary school and also, were in a better position to disclose the effectiveness of teaching government subject towards developing secondary school students' understanding of the political structure in Delta State in the area of study. The sample for this study constituted a total of 214 Government subject teachers from the public secondary schools in Delta State selected using the Krejcie and Morgan (1970) sampling table of determining sample size. The sample represented eighty percent of the entire Government subject teachers' population in the State. The instrument for data collection was researchers made structured questionnaire, containing 40 items and titled: "Effectiveness of Teaching Government Subject towards Developing Students' Understanding of the Political Structure Questionnaire" (ETGSDSUPSQ). The questionnaire was organized in four clusters. The response patterns for each of the items in the research instrument were structured on a 4-point rating scale and weighted as follows: (a) Strongly Agree (SA) – 4, (b) Agree (A) – 3, (c) Disagree (D) – 2, and Strongly Disagree (SD) – 1, for answering research questions 1- 4. The questionnaire was validated by two political science subject experts from the General Studies Department and one Measurement and Evaluation expert, from Federal College of Education (Technical) Asaba, Delta State. These experts were requested to examine the items in terms of appropriateness of language, adequacy of questions in relation to the purpose of the study and research questions. The experts reviewed and affirmed the face and contents validation.

The researchers corrected the questionnaire following the directives of the experts before its final print out and distribution. Reliability of the instrument was established through a pilot-test. This method involved distributing 15 copies of the questionnaire amongst 15 Government subject teachers from 15 public secondary schools in Delta State, which were not part of the study. This was to avoid the respondents being biased when the final instrument will be distributed. The researchers who personally administered the questionnaire also waited for them to complete the questionnaire before retrieving them. Thereafter, copies of the questionnaire were collated and their scores calculated using the Cronbach Alpha formula. Results of the distributed copies of the questionnaire yielded a reliability coefficient of 0.77, 0.73, 0.70 and 0.69 respectively for each cluster, amounting to a total reliability

ensure the internal consistency for reliability of research instrument which was arranged in four clusters. The result indicated the internal consistency of the instrument, which is considered satisfactory and suitable for the study. Therefore, the reliability of the questionnaire showed that the instrument was reliable, dependable and likewise trust-worthy. Nworgu (2015) identified that the Cronbach Alpha statistical method refers to the degree of consistency with which the item of an instrument measures a given trait and provided a measure of how homogeneous or otherwise the items were. Copies of the questionnaire were administered to the respondents on face-to-face and direct, hand-delivery process by the researchers with the help of three (3) research assistants who were representatives from the three Senatorial districts and were familiar with the secondary schools sampled in the study. The research assistants were instructed and briefed concerning the purpose of the study in order to administer and retrieve the filled copies of questionnaire from the teachers. The researchers personally went to take permission from the principals before communicating with the Government subject teachers. The respondents filled all the questionnaire presented to them immediately on the spot. Distributing all printed copies of the questionnaires took the researchers a period of one week after which they were collated for analysis. A total of 214 copies of the questionnaire were distributed to the respondents and all copies were retrieved and the rate of return was at a 100%. Data were analyzed using mean and standard deviation statistics. All the copies of the questionnaire were collated and analyzed using Mean scores, Grand mean and Standard deviation for answering research questions 1-4. The decision rule for the research questions was based on the mean score, which was benchmarked on 2.50. Only mean scores which rated 2.50 and above was regarded as an indication of 'agree' in agreement with the statement. While mean scores that rated 2.49 and below was regarded as an indication of 'disagree' in disagreement with the statement. Data were also coded into the Statistical Package for Social Sciences (SPSS) for computer analysis.

Results

Research Question 1: What aspects of the Delta State political structure can secondary school students develop an understanding through effective teaching of Government subject?

Table 1: Mean Rating and SD of the Government Subject Teachers on Aspects of Delta State Political Structure where Secondary School Students Could Develop Understanding through Effective Teaching of Government Subject (N = 214 Government Subject Teachers)

S/N	**Statements: Showcase your agreement concerning the aspects of Delta State political structure where secondary school students could develop understanding through effective teaching of the subject.** Effective teaching of government subject develops students' understanding of various aspects of Delta State political structure such as the:	$\bar{x}$	SD	Decision
1.	State executive structure concerning the roles of the Governor, Deputy Governor, Commissioners, and Special Advisers	3.02	0.98	**Agree**
2.	State cabinet's decision-making process including how State laws are executed for real-world political literacy	2.87	0.89	**Agree**
3.	State Legislature with their representatives particularly the Delta State House of Assembly to illustrate how State laws are made, budget is passed, likewise public officers held accountable	3.14	0.92	**Agree**
4.	Local Government administration within the 25 LGAs having the Local Government Chairmen and Councilors, which provides a functional structure for students to understand official roles, grassroots governance, revenue allocation, including service delivery	3.00	1.07	**Agree**
5.	Traditional political institutions having traditional rulers who play cultural including advisory roles in governance	3.14	1.01	**Agree**
6.	Political Parties structure of the State where students can learn about party politics	2.91	1.05	**Agree**
7.	Electoral system of the State which includes electoral processes, elections including the role of the Independent	2.84	1.01	

8.	Citizenship which includes respect for law and order, fundamental human rights, rule of law, civic duties and obligations of citizens and payment of taxes in the State	3.16	0.93	**Agree**
9.	Separation of powers among the three arms of government: the Executive, Legislature and Judiciary, including their functions according to the Nigerian Constitution	2.91	0.99	**Agree**
10.	Public/Government-owned institutions in the State like the State Ministries, Secretariat and others including their functions	3.04	0.91	**Agree**
11.	Foreign policy and international organizations operating in the State such as the United Nations Organization like UNESCO, UNICEF, UNDP, Commonwealth of Nations, African Union, ECOWAS and others, including their roles and the membership benefits derivable from them	3.02	0.93	**Agree**
	Grand Mean and Standard Deviation	**3.00**	**0.98**	**Agree**

Results from the responses of respondents (that is, Government Teachers) as presented in Table 1 revealed that all of the items from 1 to 11 were rated above the acceptable mean score of 2.50 in agreement with the statements. None of the items was rated below 2.50 in disagreement with any of the statements. The grand mean and standard deviation of 3.00 and 0.98, showed respondents positive reactions concerning the aspects of Delta State political structure where secondary school students could develop an understanding through effective teaching of Government subject.

Research Question 2: How does the current teaching in Government subject effectively contribute to secondary school students developing an understanding of the political structure in Delta State?

Table 2: Mean Rating and SD of the Government Subject Teachers on Whether the Current Teaching in Government Subject Effectively Contribute to Secondary School Students Developing Understanding of the Political Structure in Delta State *(N = 214 Government Subject Teachers)*

S/N	**Statements: Showcase your agreement concerning how the current teaching in Government subject effectively contribute to secondary school students developing an understanding of the political structure in Delta State.** Current teaching in Government subject effectively contribute to secondary school students developing an understanding of the political structure through teachers' activities such as:	$\bar{x}$	**SD**	**Decision**
12.	The Nigerian senior secondary school curriculum is constantly consulted to effectively teach the students about the State political structure	3.10	1.03	**Agree**
13.	Varieties of government textbooks are utilized in teaching the subject likewise preparation of the note of lesson for students	3.00	0.98	**Agree**
14.	Case-study based teaching which involves referencing current State events and State-level issues are incorporated into government subject lessons to localize the content	3.01	0.86	**Agree**
15.	Use of experiential learning such as civic projects including student parliaments through student government, mock parliaments, or school debates on state political affairs, are highly encourage to create students' understanding of the State political structure	2.06	0.97	**Disagree**
16.	Collaboration with community stakeholders by engaging local politicians, traditional leaders, electoral officers or resource persons, for political talks in order to expose students to the real-world politics and governance practices, is highly explored for effective teaching the subject	2.08	0.94	**Disagree**
17.	Field trips including excursions are constantly organized for students to help develop their understanding of the State political structure	1.97	1.09	**Disagree**
18.	Contextual teaching using State and Local government examples are incorporated to enhance effective teaching of State political structure	2.91	1.11	**Agree**
19.	Interactive pedagogy through teachers uses group discussions, role plays, demonstration, group work/projects, debates, peer and self-assessment are highly utilized to promote active learning, critical thinking and understanding of the State political structure or any other subject matter	1.93	0.88	**Disagree**
20.	Lessons in the government classroom are supported through the use of ICTs or multimedia tools including online Apps like the computers, projectors, tablets, virtual online tools, films, animations, radio cassette players, interactive smartboards, digital cameras, Floor turtles, DVD's and recording systems, video conferencing, Google classroom, WhatsApp, YouTube, etc	2.07	0.96	**Disagree**
21.	Learner-centred learning is encouraged for effective teaching through constant inquiry method, discovery method, problem solving method, springboard method including supervised study	1.82	0.97	**Disagree**
22.	Independent study through homework/assignment is utilized to enhance effective teaching of the State political structure	2.77	1.11	**Agree**
	Grand Mean and Standard Deviation	**2.43**	**1.11**	**Disagree**

Results from the responses of respondents (that is, Government Teachers) as presented in Table 2 revealed that items from 12 to 14, 18 and 22 were rated above the acceptable mean score of 2.50 in agreement with the statements. All the other items from 15 to 17 and 19 to 21 was rated below 2.50 in disagreement with any of the statements. The grand mean and standard deviation of 2.43 and 1.11, showed respondents negative reactions concerning how the current teaching in Government subject effectively contributed to secondary school students developing an understanding of the political structure in Delta State. This result further indicated that the current teaching in Government subject has not effectively contributed to secondary school students developing an understanding of the political structure in Delta State.

impeding secondary school students towards developing understanding of the political structure in Delta State?

Table 3: Mean Rating and SD of the Government Subject Teachers on the Factors affecting the Effectiveness of Teaching Government Subject Impeding Secondary School Students towards Developing Understanding of the Political Structure in Delta State

(N = 214 Government Subject Teachers)

S/N	Statements: Showcase your agreement concerning the factors affecting the effectiveness of teaching Government subject impeding secondary school students towards developing understanding of the political structure. These factors include:	$\bar{x}$	SD	Decision
23	Inadequate funding to promote practical works likewise procurement of necessary instructional resources which aids effective teaching of Government	2.91	1.00	**Agree**
24	Most textbooks including instructional materials cover national politics with limited content on Delta State-specific governance	3.01	0.97	**Agree**
25	Teachers lack of updated knowledge due to poor consistent specialized training in some aspect of government education	3.13	0.93	**Agree**
26	Use of outdated teaching methods by overreliance on lecture-based including rote-learning strategies which reduces students' interest in Government as a subject, therefore, limiting their engagement likewise, critical understanding of the subject matter	3.19	0.83	**Agree**
27	Absence of instructional/teaching-learning resources like functional e-libraries, updated textbooks, government charts, civic laboratories, including, ICTs or multimedia tools	3.10	0.94	**Agree**
28	The curriculum does not allow much flexibility for teachers to adapt lessons to local events or political realities, leaving out many state-specific issues	2.99	0.96	**Agree**
29	Administrative-related problem which include poor supervision of teacher's work, lack of support for teacher efficiency in teaching, inadequate provision of teaching kits including materials and their likes	3.11	1.01	**Agree**
30	Teacher-related factor such as qualification, professionalism, low staff morale, motivation hindering teaching effectiveness	3.02	0.94	**Agree**
31	Lack of basic services especially the inability of students in the rural areas to have access to educational provision which promotes effective teaching of the subject	2.80	1.05	**Agree**
32	Large class sizes as a result of high students' population discouraging the teacher effort towards promoting effective teaching	3.04	0.89	**Agree**
	Grand Mean and Standard Deviation	**3.03**	**0.96**	**Agree**

Results from the responses of respondents (that is, Government Teachers) as presented in Table 3 revealed that all of the items from 23 to 32 were rated above the acceptable mean score of 2.50 in agreement with the statements. None of the items was rated below 2.50 in disagreement with any of the statements. The grand mean and standard deviation of 3.03 and 0.96, showed respondents positive reactions concerning the factors affecting the effectiveness of teaching Government subject impeding secondary school students towards developing understanding of the political structure in Delta State. This result showcased that certain factors affected the effectiveness of teaching Government subject in secondary schools in Delta State.

Research Question 4: What possible strategies can be implemented for improving the effectiveness of teaching Government subject towards developing secondary school students' understanding of the political structure in Delta State?

Table 4: Mean Rating and SD of the Government Subject Teachers on the Possible Strategies which can be Implemented for Improving the Effectiveness of Teaching Government Subject towards Developing Secondary School Students' Understanding of the Political Structure in Delta State

(N = 214 Government Subject Teachers)

S/N	Statements: Showcase your agreement concerning the possible strategies which can be implemented for improving the effectiveness of teaching Government subject towards developing secondary school students' understanding of the political structure in Delta State	$\bar{x}$	SD	Decision
	Localization of curriculum teaching and its flexibility with the State local contents	3.22	0.79	**Agree**
	Use of contextual examples by making references with the State environs	3.07	0.93	**Agree**
	Regular teachers' involvement in capacity building programmes on modern government education methods through workshops, conferences, seminars, guided practice, job coaching including, scholarships to boost their teaching effectiveness	3.09	0.91	**Agree**
	Engaging students using active integrated learning approaches utilizing field trips or civic excursions, case-study based learning, experiential learning, guest talks, community stakeholders' engagement, practical-based	3.25	0.79	

Adequate funding to enhance effective teaching of government subject	3.16	0.88	**Agree**
Use of ICTs or multimedia which incorporates hardware, software, social media tools, virtual or online applications to enhance effective teaching of Government in school	3.18	0.86	**Agree**
Raising government teacher morale likewise interest towards effective teaching through adequate motivation and administrative support	3.06	0.94	**Agree**
Encouraging teachers to use up-to-date likewise current textbooks to enhance effective teaching	3.28	0.90	**Agree**
Grand Mean and Standard Deviation	**3.16**	**0.88**	**Agree**

Results from the responses of respondents (that is, Government Teachers) as presented in Table 4 revealed that all of the items from 33 to 40 were rated above the acceptable mean score of 2.50 in agreement with the statements. None of the items was rated below 2.50 in disagreement with any of the statements. The grand mean and standard deviation of 3.16 and 0.88, showed respondents positive reactions concerning the possible strategies which can be implemented for improving the effectiveness of teaching Government subject towards developing secondary school students' understanding of the political structure in Delta State.

Discussion of Findings

Generally, the findings of this study disclosed aspects of Delta State political structure where secondary school students could develop an understanding through effective teaching of Government subject. The findings also indicated that the current teaching in Government subject has not effectively contributed to secondary school students developing an understanding of the political structure in Delta State, as a result of some methodologies and activities which has not been integrated into teaching. Also, it was further discovered that there are factors affecting the effectiveness of teaching Government subject; and some of the possible strategies which can be implemented for improving the effectiveness of teaching Government subject towards developing secondary school students' understanding of the political structure in Delta State are available. However, all these findings have been discussed under various subheadings.

Aspects of Delta State Political Structure where Secondary School Students Could Develop Understanding through Effective Teaching of Government Subject

The finding indicated that some of the aspects of Delta State political structure where secondary school students could develop an understanding through effective teaching of Government subject included such areas as the: State executive structure concerning the roles of the Governor, Deputy Governor, Commissioners, and Special Advisers; State cabinet's decision-making process including how State laws are executed for real-world political literacy; State Legislature with their representatives particularly, the Delta State House of Assembly to illustrate how State laws are made, budget is passed, likewise public officers held accountable; Delta State Local Government administration within the 25 LGAs having the Local Government Chairmen and Councilors, which provides a functional structure for students to understand official roles, grassroots governance, revenue allocation, including service delivery; and traditional political institutions having traditional rulers who play cultural including advisory roles in governance.

about party politics; electoral system of the State which includes electoral processes, elections including the role of the Independent National Electoral Commission (INEC); citizenship which includes respect for law and order, fundamental human rights, rule of law, civic duties and obligations of citizens and payment of taxes in the State; separation of powers among the three arms of government: the Executive, Legislature and Judiciary, including their functions according to the Nigerian Constitution; public/government-owned institutions in the State like the State Ministries, Secretariat and others including their functions; and foreign policy and international organizations operating in the State such as the United Nations Organization like UNESCO, UNICEF, UNDP, Commonwealth of Nations, African Union, ECOWAS and others, including their roles and the membership benefits derivable from them. This finding corroborates the findings of Okafor and Ogbu (2020) study on the impact of civic and government education on political awareness among Nigerian secondary school student**s** which revealed that Government subject enhances students' civic responsibilities and understanding of governance systems. The finding of this study also agrees with Eze (2022) study on the effectiveness of government subject in promoting political participation among secondary school students in South-East Nigeria which revealed that Government subject increased awareness of political rights and obligations. Ahmed (2019) study on impact of civic education on political literacy of Nigerian youths, also supported by this present study finding, confirmed that political literacy is significantly influenced by civic education. The present study finding corroborates with the findings of Ifeanyi and Ekemini (2023) study on linking government education to democratic values in Nigerian schools which indicated that respect for rule of law and equity was commonly learned values through effective teaching of government.

How the Current Teaching in Government Subject Effectively Contribute to Secondary School Students Developing Understanding of the Political Structure in Delta State

It was discovered that the current teaching in Government subject has not effectively contributed to secondary school students developing an understanding of the political structure in Delta State, as a result of some methodologies and activities which has not been integrated into teaching, such as: the use of experiential learning such as civic projects including student parliaments through student government, mock parliaments, or school debates on State political affairs, to create students' understanding of the State political structure; collaboration with community stakeholders by engaging local politicians, traditional leaders, electoral officers or resource persons for political talks in order to expose students to the real-world politics and governance practices; and field trips or excursions were not constantly organized for students' to help develop their understanding of the State political structure, among others. This finding further implies that teachers' activities such as: use of experiential learning through civic projects including student parliaments through student government, mock parliaments, or school debates on State political affairs, were not highly encouraged to create students' understanding of

demonstration, group work/projects, debates, peer and self-assessment were not highly utilized to promote active learning, critical thinking and understanding of the State political structure and other subject matters. Lessons in the government classroom were not supported through the use of ICTs or multimedia tools including online Apps like the computers, projectors, tablets, virtual online tools, films, animations, radio cassette players, interactive smartboards, digital cameras, Floor turtles, DVD's and recording systems, video conferencing, Google classroom, WhatsApp, YouTube, among others. Furthermore, learner-centred learning was not encouraged for effective teaching through constant inquiry method, discovery method, problem solving method, springboard method including supervised study. The finding indicated that the Government subject teachers only engaged in such activities as: constant consultation of the Nigerian senior secondary school curriculum to effectively teach the students about the State political structure; utilization of varieties of government textbooks in teaching the subject likewise, in preparation of the note of lesson for students; incorporation of case-study based teaching which involves referencing current State events and State-level issues into government subject lessons to localize the content; incorporation of contextual teaching using State and Local government examples to enhance effective teaching of State political structure; and utilization of independent study through homework/assignment to enhance effective teaching of the State political structure. This present study finding concurs with the findings of Nwankwo (2021) study on assessment of teaching methods in government and their influence on students' knowledge of political systems which revealed that interactive and experiential teaching methods increased students' retention and application of political knowledge. Ogundele (2021) study on teaching government for civic engagement in Southwestern Nigeria indicated that role-play and debates were effective instructional tools but poorly utilized in instructional delivery. The present study finding also complements and tallies with the findings of Rotimi, Jecklin, Collins, Verloop and Clark (1995) study cited in Onwuso et al. (2025) study on teaching effectiveness of secondary school teachers in Emohua Local Government Area of River State which found out that teaching effectiveness of teachers from secondary schools in Emohua Local Government Area was below average. Of the variables investigated, teaching experience and teachers' qualifications has a significant influence on teaching effectiveness of the secondary school teachers while gender had no significant influence.

The present study finding supports and equally flows with the findings of Onajite, Olaniyi, Oyerinde, Onyesom and Aina (2019) study on teachers' utilization of instructional materials for effective teaching of business studies in junior secondary schools in Delta State which revealed among others that business studies teachers' utilization of instructional materials such as print and non-print materials for effective teaching of the subject in junior secondary schools in Delta State was to a low extent, which was minimal.

study on the extent of the availability and accessibility of instructional media for the teaching and learning of Government in senior secondary schools in Enugu Education Zone of Enugu State, Nigeria which indicated that instructional media required for effective teaching and learning of Government in senior secondary schools in Enugu education zone are inadequate. However, the available instructional media were accessible to teachers and students during teaching and learning of Government. The findings of Onajite (2022) study on the teaching strategies employed by teachers for improving students' learning in Business Education in secondary schools in Delta State, in which this present study corroborates, also revealed among others that the teachers mostly employed the direct teaching strategies. All the other teaching strategies like the experimental, material/visual aids, interactive and the independent teaching strategies were largely not employed by the teachers in teaching business education in secondary schools in Delta State. The present study finding corroborates with the findings of Abubakar (2020) study on the pedagogical competence of teachers in teaching government in Northern Nigeria which indicated that pedagogical skill significantly impacts students' understanding.

Factors affecting the Effectiveness of Teaching Government Subject Impeding Secondary School Students towards Developing Understanding of the Political Structure in Delta State

Some factors were found to have affected the effectiveness of teaching Government subject, therefore, impeding secondary school students from developing understanding of the political structure of Delta State. According to this particular finding, the factors affecting the effectiveness of teaching Government subject include: inadequate funding to promote practical works, likewise, procurement of necessary instructional resources which aids effective teaching of Government; most textbooks including instructional materials cover national politics with limited content on Delta State-specific governance; teachers lack of updated knowledge due to poor consistent specialized training in some aspect of government education; use of outdated teaching methods by overreliance on lecture-based including rote-learning strategies which reduces students' interest in Government as a subject, therefore, limiting their engagement, likewise, critical understanding of the subject matter; absence of instructional/teaching-learning resources like functional e-libraries, updated textbooks, government charts, civic laboratories, including, ICTs or multimedia tools; the curriculum does not allow much flexibility for teachers to adapt lessons to local events or political realities, leaving out many state-specific issues; administrative-related problem which include poor supervision of teacher's work, lack of support for teacher efficiency in teaching, inadequate provision of teaching kits including materials and their likes; teacher-related factor such as qualification, professionalism, low staff morale, motivation hindering teaching effectiveness; lack of basic services especially, the inability of students in the rural areas to have access to educational provision which promotes effective teaching of the subject; and large class sizes as a result of high students' population discouraging the teacher effort towards promoting effective teaching.

challenges facing government teachers in Nigerian schools which indicated that teachers lack professional development opportunities and materials. This present study finding also corresponds with the findings of Adebayo and Musa (2019) study on the challenges in the teaching of government subject in Nigerian secondary schools which indicated that inadequate teaching materials, overcrowded classrooms, and poorly trained teachers hindered effectiveness of teaching government subject in Nigerian secondary schools. Onwuso, Oku, Pelemo, Onumah, Bessong. Aminu and Akunokhe (2025) study on factors that hinders effective teaching and learning of government in secondary schools in Owerri West L.GA of Imo State, supported by the present study, also confirmed that better understanding of what is taught, enhancement of interest of government student, having a clear picture of what is taught which makes learning real, absentmindedness, fear of asking questions in the classroom, boredom, pinging with phones, use of wrong teaching methods, teachers' inability to control student in the class. The findings further revealed that non-provision of adequate basic materials such as textbooks, lack of internal supervision of teachers and students. The present study finding also supports the findings of Shulman (1992) study cited in Onwuso et al. (2025) study on a cross-sectional case study that explores factors hampering and hindering the effective teaching and learning of tourism in the township schools Akwa Ibom State which found out and confirmed that principals and students' perception, teachers' competence and commitment, and principals' experiences about teachers regarding their enthusiasm and willingness to commit themselves and expedite effective teaching. As a result, principals are expected to be in possession of all the tools and instruments need to help teachers at harnessing of all the tools and instrument needed to help teachers at harnessing and achieving their goal. The study vehemently asserted that assisting and monitoring of teachers by principals ought to be done consistently and continuously. Principals and students seem to have the same views regarding lack of enthusiasm and commitment as an epidemic and catastrophic problems for teachers. Students avowed that principals need to select tourism teachers according to competency, dedication and specialization. Although some teachers could not refute other consternations claimed against them, however, they pinpoint lack of support from their superiors as one of their main concerns. The data also suggested that the effective teaching and learning of tourism in schools is stifled retrogressively by various factors that are related to unions. Students also illuminated factors such as shift of focus on teaching by teachers, a disregard for contact time spent in class, and virtually lack of ability to impart tourism content effectively.

The present study finding is in line with the findings of Obinor (2025) study on factors hindering effective administration in public secondary schools in Delta State, Nigeria: A case study of Udu Local Government Area which revealed that many challenges, including terrorization of authority, staffing problems, infrastructural issues, overcrowded classrooms, financial difficulties, and supervision practices, are experienced consistently across schools, suggesting the need for uniform policies.

and the community (p = 0.005), as well as, in the handling of student indiscipline (p = 0.001). These results indicate that while general solutions may be applicable to some challenges, areas such as principal-teacher/community relations indiscipline require targeted and interventions. The findings of Nakpodia (2012) study on principals and teachers' opinion on the rating of stress factors on human resources development in Delta State secondary schools, which is equally supported by the present study, confirmed that principals and teachers' opinion were on the average on their ratings of stress factors of human resources development in the schools. It also revealed that the rating of stress on human resources development as perceived by principals and teachers did not differ significantly in terms of variables of the study such as inadequate funding, community relations and workload. The present study is not at variance with the findings of Okocha (2022) on an evaluation of curriculum content of government in Nigerian secondary schools which indicated that the curriculum lacked sufficient state-specific political education.

Possible Strategies which can be Implemented for Improving the Effectiveness of Teaching Government Subject towards Developing Secondary School Students' Understanding of the Political Structure in Delta State

Finally, it was discovered through this finding some of the possible strategies which can be implemented for improving the effectiveness of teaching Government subject necessary for developing secondary school students' understanding of the political structure in Delta State, and they include: localization of curriculum teaching and its flexibility with the State local contents; use of contextual examples by making references with the State environs; regular teachers involvement in capacity building programmes on modern government education methods through workshops, conferences, seminars, guided practice, job coaching including, scholarships to boost their teaching effectiveness; engaging students using active integrated learning approaches utilizing field trips or civic excursions, case-study based learning, experiential learning, guest talks, community stakeholders engagement, practical-based learning, various learner-centered learning, including, independent study; adequate funding to enhance effective teaching of government subject; use of ICTs or multimedia which incorporates hardware, software, social media tools, virtual or online applications to enhance effective teaching of Government in school; raising government teacher morale, likewise, interest towards effective teaching through adequate motivation and administrative support; and encouraging teachers to use up-to-date, likewise, current textbooks to enhance effective teaching.

This finding conforms with the findings of Onajite, Olaniyi, Oyerinde, Onyesom and Aina (2019) study which indicated the possible strategies that improved teachers' utilization of instructional materials for effective teaching of business studies in junior secondary schools in Delta State. This included that the State Government should provide adequate budget for procurement of instructional materials in business education.

support schools with adequate instructional materials for teaching business studies. PTA in schools should assist to improvise most of the instructional materials needed for teaching business studies in schools. Principals should adopt best management, maintenance culture and strategies that will improve utilization of instructional materials in schools. Continuous training and retraining programmes should be organized for teachers to accord them with the competences in using varieties of instructional materials to teach business studies in the classroom. Instructional materials in the school should be supervised and audited constantly to ensure that they are fit to carry out their functions in teaching, among others (Onajite et al., 2019). The findings of Onwuso et al. (2025) study indicated that government should ensure that the required staff strengths are maintained in schools. Government should see to the provision of infrastructural facilities as a way of remedying the existing challenges, awarded contracts be fully sponsored to completions. When there are enough structures, the issues of overcrowded classroom will be reduced. The present study finding also corroborates with the findings of Eke (2023) study on qualitative study on the strategies for improving teachers' job effective in secondary schools in Anambra State, Nigeria which discovered that teachers need to be sponsored to attend seminars, workshops, symposium and conferences in order to achieve job effectiveness in public secondary schools in Anambra State.

Conclusion

This study examined the effectiveness of teaching Government subject in secondary schools in Delta State towards developing students' understanding of the State's political structure. The findings revealed that aspects of the political structure such as the State Executive, Legislature, Local Government administration, traditional institutions, political party systems, electoral processes, citizenship, separation of powers, public institutions, and roles of international organizations are relevant areas through which students can acquire political literacy if effectively taught. However, the current teaching practices in the Government subject have not significantly enhanced students' understanding in these areas due to the limited integration of experiential learning strategies, inadequate engagement with community stakeholders, infrequent organization of civic field trips, and minimal use of ICTs and learner-centred pedagogies. The study also identified multiple constraints affecting the effectiveness of Government subject teaching, including, inadequate funding, scarcity of Delta State-specific instructional materials, over-reliance on outdated lecture-based methods, insufficient teacher professional development, limited curriculum flexibility to address local political realities, and inadequate administrative support, among others. Nonetheless, strategies such as localization of the curriculum, adoption of contextual examples, enhanced teacher training, increased use of ICTs, and practical teaching approaches were identified as vital for improving instructional quality. If implemented, these measures have the potential to strengthen students' comprehension of the political structure, foster civic engagement, and build politically conscious citizens in Delta State.

The following recommendations have been proffered in the study;

1. Priority attention should be channelled towards localisation and contextualisation of the curriculum by respective education stakeholders such as the government, curriculum planners and developers, regulatory agency like the Post Primary Education Board (PPEB) and secondary school principals, which requires that the Government subject curriculum be adapted to incorporate more Delta State-specific political contents and examples to make teaching-learning more relevant and engaging for students to develop an understanding about the various aspects of the State's political structure.
2. Adoption of experiential and learner-centred teaching methods should be highly encouraged, demanding that Government teachers integrate active learning approaches such as mock parliaments, case-study-based lessons, school debates on State political affairs, field trips including civic excursions, interactive pedagogy through teachers use group discussions, role plays, demonstration, group work/projects, peer and self-assessment, and collaboration with community stakeholders, among others, to promote deeper understanding of the State's political structure.
3. Government subject teachers should be regularly sponsored through adequate funding to engage in continuous professional development training and retraining programmes such as: workshops, seminars, job coaching, guided practice and conferences focused on modern teaching methods, ICT integration, and State-specific political education to enhance their instructional competence and effectiveness of teaching Government subject which significantly impacts on developing students understanding of Delta State political structure.
4. Education authorities should consider effective implementation of some possible strategies such as allocation of sufficient funding and provision of adequate resources for procurement of relevant new and updated Government subject teaching/instructional materials, ICT tools and logistical support for field trips, while also ensuring equitable distribution of resources to both urban and rural secondary schools, as means for improving the effectiveness of teaching Government subject towards developing students' understanding of the State's political structure.

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