

# History Curriculum's Pedagogical Approaches and Civic Engagement: A Case Study of South Sudan

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## Abstract

This study scrutinizes the history curriculum's pedagogical approaches and civic engagement in Lakes State, South Sudan. History curriculum in South Sudan is evolving from a colonial-influenced system towards a national framework emphasizing peacebuilding, critical thinking, and civic engagement, though it faces severe challenges, including a lack of qualified teachers, limited resources, and contested historical narratives. The curriculum prioritizes "unity in resistance" to foster national identity while struggling with the challenges of teaching sensitive, recent conflict history. History curriculum's pedagogical approaches have shifted from a 19<sup>th</sup> century focus on nationalistic, elite-driven narratives to a 21<sup>st</sup> century emphasis on critical thinking, inquiry, and civic engagement. This evolution aims to use the study of the past to prepare students for active participation in democratic societies through pedagogical strategies like historical thinking, empathy, and evidence analysis. The study was analyzed under historical thinking / disciplinary theory, critical constructivism theory and narrative/chronological theory. A case study design was used, with a sample of 429 history teachers and head teachers from public secondary schools in Lakes' state, South Sudan. The study's results are reliable with existing research on civic education and civic engagement, which suggests that the development of the understanding of historical and chronological time, independent of cognitive development of the person, must be understood above all as an educative process in which strategies and mediums employed are fundamental.

**Keywords:** History, Curriculum, Pedagogical, Approaches, Civic Engagement, South Sudan.

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## INTRODUCTION

In standards for teaching history, connecting the past to the present and the future is frequently being regarded to prepare students for their future role as citizens in society (ACARA, 2015; DFE, 2013; NCHS, 1996; Seixas & Morton, 2013; VGD, 2006; Wilschut, 2015). This rationale for school history is usually translated in broadly defined goals in preambles of curriculum documents, without further elaborations of the kinds of relationships between the past, present and future that may be supportive for students' inclusion as citizens in society. Content descriptions in these documents focus almost entirely on understanding the past and mastering historical thinking skills as aims in themselves. Standards specify which historical knowledge students should learn without exemplifying possible relationships with meaningful contemporary contexts. The compilers of curriculum documents apparently assume that learning about the past yield's insights into the present and future as a matter of course,

taking knowledge transfer beyond subject-specific contexts for granted without any explicit learning activities directed at achieving this aim.

History curriculum in South Sudan is evolving from a colonial-influenced system towards a national framework emphasizing peacebuilding, critical thinking, and civic engagement, though it faces severe challenges, including a lack of qualified teachers, limited resources, and contested historical narratives. The curriculum prioritizes "unity in resistance" to foster national identity while struggling with the challenges of teaching sensitive, recent conflict history (Jok, 2017). History curriculum's pedagogical approaches have shifted from a 19<sup>th</sup> century focus on nationalistic, elite-driven narratives to a 21<sup>st</sup> century emphasis on critical thinking, inquiry, and civic engagement. This evolution aims to use the study of the past to prepare students for active participation in democratic societies through

pedagogical strategies like historical thinking, empathy, and evidence analysis (Jok, 2017).

### Statement of Problem

The South Sudanese history curriculum relies on prescriptive, nation-building narratives that often exclude diverse perspectives, causing teacher "moral injury" and hindering critical thinking. Pedagogical approaches remain constrained by top-down, non-inclusive methods, failing to foster active civic engagement, exacerbated by high teacher turnover, lack of training, and ongoing post-conflict instability. The curriculum's characteristics, such as the lack of qualified teachers, inadequate resources, outdated curriculum, and limited history records, hinder the effective teaching and learning of history. These challenges prevent students from developing critical thinking, historical inquiry, and cultural diversity, which are essential for fostering civic engagement. In public secondary schools in the Lakes State, South Sudan 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 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.

### Objective of Study

To explore the history curriculum's pedagogical approaches and civic engagement in Lakes state of South Sudan.

### Critical constructivist philosophy

Critical theory emerged from the Frankfurt School in the early 20<sup>th</sup> century, primarily as a response to the perceived limitations of positivism and traditional social theory. It is rooted in Marxist thought and seeks to analyze and challenge the structures of power and domination in society. Critical theorists argue that knowledge is not objective or value-free; rather, it is shaped by social, political, and economic contexts (Howell, 2016). This perspective emphasizes the importance of understanding the historical and cultural backgrounds that influence human behavior and societal norms. Constructivism, on the other hand, approaches a distinct epistemological approach that emphasizes the active aspect of individuals in constructing their own understanding of reality. This paradigm posits that knowledge is not merely discovered but is created through social interactions and experiences.

Constructivism is grounded in the belief that learning is a dynamic process where individuals interpret and make sense of the world based on their prior knowledge, cultural contexts, and personal experiences. Key figures in constructivism include Jean Piaget and Lev Vygotsky, who contributed significantly to our understanding of cognitive development and social learning. Piaget's theory focuses on how children construct knowledge through stages of development, even as Vygotsky emphasizes the importance of social interaction and cultural tools in shaping cognitive processes. Constructivism is widely applied in educational settings, where it promotes learner-centered approaches that encourage critical thinking, collaboration, and inquiry (Brau, 2020).

Radical constructivism developed as an epistemological response to standard transmissions epistemologies for science and mathematics education. von Glasersfeld did not envisage that Radical Constructivism would deal with the issue of values (von Glasersfeld, 2000), particularly as it took a relativist position in relation to ontology that does not privilege or value one knowledge claim over another. This neutral ontology led to many critical attacks upon the practice of Radical Constructivism and the development of many other versions of constructivism to answer those critics. Critical Constructivism accepts the general tenets as outlined by von Glasersfeld above but suggests that the knowledge that claims most appropriate to society are those that are privileged over others. With the move toward Critical Constructivism, this has become an important concern (Lewin, 2000). This suggests a new position for relativism (Neo-Relativism) that develops an axiological approach to answer the question of what is taught? Which knowledge claims are valued? For practicing teachers this is an important development, for we must pragmatically deal with the students in our care. We must privilege western constructions of knowledge, in our case of science, but need to do so in a way that is sensitive to "others." Thus, we have developed a student-center approach to teaching and learning science that accepts von Glasersfeld's basic characteristics but also accepts that students must make judgements about the value of different knowledge claims.

A student-centered approach shares the knowledge and power of the teacher with the student and has the potential to empower all students. Having been empowered to share in the learning process, the students invest personal energy in exploring phenomena, are caused to question their prior conceptions, explain their beliefs to their peers, renegotiate what they believe to be true, and value knowledge claims over other knowledge claims. The requirement to share these new constructions of knowledge with a larger audience causes the learners to prepare these new constructions carefully. Students also need to be prepared to have their knowledge claims challenged by the audience. As learning is a life-long

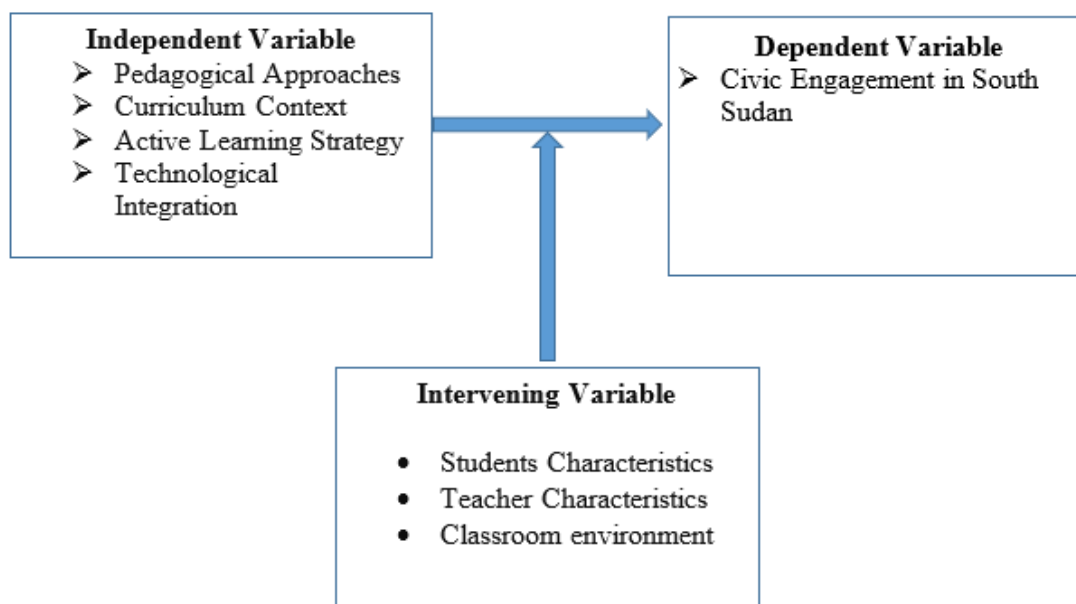
process, this approach recognizes that learners need to revisit and revise their understanding frequently to enrich and deepen their understanding from their new experiences. Therefore, the ability to describe what knowledge and understanding students in one's class have when a unit of study begins and then compare that level of knowledge and understanding for each student when the unit of study has been completed, is very important. It is then possible to assess growth in knowledge and understanding and to report success for all learners. However, a cautionary note should be made. One needs to develop this new way of approaching teaching and learning slowly and with sensitivity, understanding that the students' construction of pedagogy is also being challenged.

### **Narrative/chronological philosophy**

Chronological and historical times must be present in instructive processes for its comprehension is fundamental to the education of human beings. Otherwise, the teaching of social sciences and humanities at all academic levels would be impossible. This article has as its principal objective the establishment of a new theoretical framework about the characteristics of the study of time in education (Strauss, 2010). It is defended that the appearance of the social digital offers new mediums and resources that are taking us towards the creation of innovative didactic models in which teaching and the construction of the sense of historical time can be improved considerably (Strauss, 2010). Historical time, therefore, seems to us to be fundamental in the development of the social sciences as a whole and so if students, from their first years of education, would be capable of placing historical events within a temporary scale it would contribute decisively to their understanding of history and social processes. Situating ourselves, of course, in what could be described as the arrow of time, if we want to use the cosmological terminology of Hawking (Hawking, 1988), Penrose (Penrose, 1999), Carroll (2006), and Hawking & Penrose (1988), or the chaos physics of Prigogine (1984) and Nicolis & Prigogine (1989), which is based on the idea of time as a linear and irreversible process (on a human scale at least, in the macroscopic world). Naturally this concept of time is modern, and through the direct influence of contemporary physics, since in human societies it was not always thus. On the contrary, ancient cultures believed, as was already demonstrated by Eliade (Gilly, 2010) in time as cyclical and reversible, precisely because of the direct observation of phenomena (the evolution of the day, seasons, the solstices, lunar phases, etc.), which were repeated with accuracy and precision. If this happened in natural phenomena it could also happen in history, in human life, etc., all this could be cyclical and be repeated eternally.

Parallel to this, we will also keep in mind what we can call chronological time, i.e. the concept of physical time that allows the measuring of time (counting seconds, minutes, hours, days, weeks, months, years, decades, etc.), based on the astronomical cycles, fundamentally on the rotation and movement of the Earth, and both solar and lunar visual motion, although we could also include in this temporal dimension, for example, the life cycle (birth, growth, maturation, aging), which together allows us to perceive the passage of time. Chronological time can be considered as a foundation for the understanding of historical time, which is more complex since it contemplates many other elements of a historical and social nature. From a didactic perspective, which interests us, we require different but at the same time complementary work, therefore in this article we consider both temporal dimensions for a correct work about teaching-learning processes.

In this context, the development of the temporal notion in children is a line of research that particularly interests us because of the importance that it has in the process of a full formation of a person. Therein we focus first on the stage which comprises the second cycle of early childhood education and the first cycle of elementary education, i.e. children between three and eight years of age (depending on the educational system of each country). In this age range it is essential to take into account the notion of chronological time, i.e., the overall development of temporality in the children, but, as we are arguing, a parallel problem derived from the previous one seems more important to us: the possibility of initiating them into the understanding of the sense of historical time (Gomez-Galan, 2009). Reasons justifying this are not lacking. The stimuli and influx of information that a child receives today requires a change of perspective. In the dizzying contemporaneity in which we live, dominated by the audio-visual culture, the power of the media and the Internet, all related to time, and especially historical time, has taken on a role that it has never had before. The temporary sequences children face today from the beginning of their lives requires the establishing of immediate strategies that allow them to be aware of them, and there, at the least, elemental assimilation. We are not referring, obviously, to temporality as traditionally considered (biological rhythms, routines, etc.) which the majority of studies have been centered, but to that derived from reality creating instruments that have a decisive influence, in today's world, on children, especially the audiovisual technologies that exploded at the end of the 20<sup>th</sup> century. Children face new temporal sequences, derived from the different languages of the image which this media employs. Our interest is focused on identifying them and knowing them to empower children against their great influence.



**Figure 1: Conceptual Framework on History Curriculum's Pedagogical Approaches and Civic Engagement**

*Source: Researchers' Construction*

In educational research focusing on history curriculum and civic engagement, the independent variable is the pedagogical approach used by the teacher, while the dependent variable is civic engagement in South Sudan. The research aims to determine if specific teaching methods lead to higher levels of civic-mindedness, participation, or understanding in students.

### Synthesized Literature Review

Barton and Levstik (2019) conducted a study to examine the impact of inquiry-based learning on civic engagement in history education. The study, titled "*The Impact of Inquiry-Based Learning on Civic Engagement in History Education*," employed a mixed-methods approach, combining both qualitative and quantitative data collection and analysis methods. The authors surveyed a total of 500 students from 10 schools in the United States and conducted in-depth interviews with 20 teachers and 30 students. The methodology allowed the authors to gather a comprehensive understanding of the impact of inquiry-based learning on civic engagement among students. The results of the study showed that inquiry-based learning approaches, which emphasize critical thinking and problem-solving, tend to promote greater civic engagement among students, particularly in terms of participatory behaviors and community involvement. The study's findings highlight the importance of incorporating inquiry-based learning approaches into the history curriculum to promote civic engagement. However, the authors also identified several research gaps, including the need for more empirical research on the impact of inquiry-based learning on civic engagement in different cultural and national contexts. Additionally, the study suggests that future research should focus on developing more effective strategies for supporting teachers in

implementing inquiry-based learning approaches, particularly in the context of standardized testing and curriculum requirements. A major research gap identified by the study is the need for more longitudinal research on the long-term impact of inquiry-based learning on civic engagement among students. Furthermore, the study highlights the importance of considering the role of technology and digital media in promoting civic engagement through history education, particularly in the context of an increasingly complex and globalized world.

Taylor and Guyver (2019) conducted a study to examine the perspectives and practices of history teachers in promoting civic engagement among students. The study, titled "*Teaching History for Civic Engagement: A Study of Teacher Perspectives and Practices*," employed a qualitative research approach, conducting in-depth interviews with 20 history teachers from various schools in Australia. The methodology allowed the authors to gather rich and detailed insights into the teachers' perspectives and practices. The results of the study showed that history teachers believe that civic engagement is an essential aspect of history education, and that they use a range of strategies to promote civic engagement among students, including discussions, debates, and community-based projects. However, the study also revealed that many teachers face challenges in promoting civic engagement, particularly in terms of balancing the demands of the curriculum and assessment requirements with the need to promote critical thinking and nuanced understandings of history. The authors suggest that future research should focus on developing more effective strategies for supporting teachers in promoting civic engagement, particularly in the context of an increasingly complex and globalized

world. A major research gap identified by the study is the need for more empirical research on the impact of teacher professional development programs on promoting civic engagement through history education. Furthermore, the study highlights the importance of considering the role of school leaders and policymakers in supporting teachers and promoting civic engagement among students. The study's findings have significant implications for the development of curricula and teacher education programs, particularly in terms of promoting civic engagement and critical thinking among students.

The Eurydice (2020) study provides a comprehensive overview of civic education and history teaching in Europe. The study, titled "Civic Education and History Teaching in Europe: A Comparative Study," employed a comparative research approach, analyzing data from 30 European countries. The methodology allowed the authors to gather a comprehensive understanding of the policies and practices related to civic education and history teaching in Europe. The results of the study showed that while there is a strong emphasis on civic education in many European countries, the teaching of history is often marginalized or relegated to a secondary role. However, the study also identified some best practices for promoting civic engagement through history education, such as the use of inquiry-based learning and the incorporation of diverse perspectives and sources. The study's findings highlight the importance of promoting civic engagement through history education, particularly in the context of an increasingly diverse and globalized Europe. However, the authors also identified several research gaps, including the need for more empirical research on the impact of civic education and history teaching on civic engagement among students in Europe. Additionally, the study suggests that future research should focus on developing more effective strategies for promoting civic engagement, particularly in the context of an increasingly complex and globalized world. A major research gap identified by the study is the need for more longitudinal research on the long-term impact of civic education and history teaching on civic engagement among students. Furthermore, the study highlights the importance of considering the role of European institutions and policies in promoting civic engagement through education, particularly in the context of an increasingly interconnected and globalized world.

Ndlovu-Gatsheni (2019) conducted a case study to examine the role of history education in promoting civic engagement in South Africa. The study, titled "The Role of History Education in Fostering Civic Engagement in Africa: A Case Study of South Africa," employed a qualitative research approach, conducting in-depth interviews with 20 history teachers and 30 students from various schools in South Africa. The methodology allowed the author to gather rich and

detailed insights into the perspectives and experiences of teachers and students. The results of the study showed that the post-apartheid history curriculum in South Africa, which emphasizes the struggle for liberation and democracy, has contributed to a sense of civic responsibility and engagement among students. The study's findings highlight the importance of promoting civic engagement through history education, particularly in the context of an increasingly complex and globalized Africa. However, the author also identified several research gaps, including the need for more empirical research on the impact of history education on civic engagement in different African countries. Additionally, the study suggests that future research should focus on developing more effective strategies for promoting civic engagement, particularly in the context of an increasingly complex and globalized world. A major research gap identified by the study is the need for more longitudinal research on the long-term impact of history education on civic engagement among students. Furthermore, the study highlights the importance of considering the role of decolonization and indigenous knowledge in promoting civic engagement through history education, particularly in the context of African countries.

Park and Lee (2020) conducted a comparative study to examine the relationship between history education and civic engagement in Japan, Korea, and Taiwan. The study, titled "History Education and Civic Engagement in Asia: A Comparative Study of Japan, Korea, and Taiwan," employed a mixed-methods approach, combining both qualitative and quantitative data collection and analysis methods. The authors surveyed a total of 1,500 students from Japan, Korea, and Taiwan, and also conducted in-depth interviews with 30 teachers and 20 students from each country. The methodology allowed the authors to gather a comprehensive understanding of the impact of history education on civic engagement among students in Asia. The results of the study showed that while there are significant differences in the history curricula and civic engagement outcomes in Japan, Korea, and Taiwan, there are also some common patterns and trends. The study's findings highlight the importance of promoting civic engagement through history education, particularly in the context of an increasingly complex and globalized Asia. However, the authors also identified several research gaps, including the need for more empirical research on the impact of history education on civic engagement in different Asian countries. Additionally, the study suggests that future research should focus on developing more effective strategies for promoting civic engagement, particularly in the context of an increasingly complex and globalized world. A major research gap identified by the study is the need for more longitudinal research on the long-term impact of history education on civic engagement among students. Furthermore, the study highlights the importance of

considering the role of culture and history in shaping civic engagement and identity in Asia, particularly in the context of an increasingly interconnected and globalized world.

## 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 429 survey questionnaires were issued to history teachers and head teachers in the Lakes state, with history teachers from 20 schools and 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 Ministry of Education officials in the Lakes state, including Directors of Education, curriculum specialists, and 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 data collected 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 objective, 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

**Table 1: Response Rates by Participant Category**

Participant Category	Target Sample	Responses Obtained	Response Rate (%)	Data Collection Method
Students	261	223	85.4	Self-administered questionnaire
History Teachers	100	85	85.0	Self-administered questionnaire
Head Teachers	20	16	80.0	Semi-structured interviews
Parents/Community Leaders	48	45	93.8	Semi-structured interviews
<b>Total</b>	<b>429</b>	<b>369</b>	<b>86.0</b>	<b>Mixed methods</b>

The overall response rate of 86.0% demonstrates strong participant willingness to contribute to the study, with 369 individuals participating out of 429 targeted respondents. This response rate exceeds the minimum threshold of 70% typically required for educational research validity (Creswell, 2018). The variation in response rates across categories reflects

different data collection challenges, with community leaders showing exceptional cooperation at 93.8%, while head teachers demonstrated the lowest participation at 80.0%, likely due to administrative scheduling constraints and limited availability during the data collection period.

**Table 2: Gender Distribution of Study Respondents by Category**

Participant Category	Male	Female	Total	Male (%)	Female (%)
Students	134	89	223	60.1	39.9
History Teachers	57	28	85	67.1	32.9
Head Teachers	13	3	16	81.3	18.8
Parents/Community Leaders	28	17	45	62.2	37.8
<b>Total</b>			<b>369</b>		

The gender analysis indicates a male majority across all respondent categories, with the overall sample comprising 62.9% males and 37.1% females. This distribution reflects persistent gender disparities in South Sudan's education system, particularly evident in leadership positions where males constitute 81.3% of

head teachers. The student gender ratio of 60.1% males to 39.9% females aligns with national enrollment patterns documented by the Ministry of General Education and Instruction, where cultural factors and economic constraints continue to limit female educational participation.

**Table 3: Age Distribution of Study Participants**

Age Categories	Students n(%)	Teachers n(%)	Head Teachers n(%)	Community Leaders n(%)	Total n(%)
12-17 years	189(84.8)	0(0.0)	0(0.0)	0(0.0)	189(51.2)
18-25 years	34(15.2)	23(27.1)	0(0.0)	0(0.0)	57(15.4)
26-35 years	0(0.0)	41(48.2)	4(25.0)	8(17.8)	53(14.4)
36-45 years	0(0.0)	18(21.2)	7(43.8)	19(42.2)	44(11.9)
46+ years	0(0.0)	3(3.5)	5(31.3)	18(40.0)	26(7.0)
<b>Total</b>	<b>223(100.0)</b>	<b>85(100.0)</b>	<b>16(100.0)</b>	<b>45(100.0)</b>	<b>369(100.0)</b>

The age distribution demonstrates appropriate developmental representation, with most students falling within the expected secondary school age range of 12-17 years. The teaching workforce shows relative youth, with 75.3% under 36 years of age, suggesting recent recruitment efforts following South Sudan's educational

expansion. Head teachers exhibit more mature age profiles, with 75.1% above 35 years, indicating experience-based leadership selection. Community leaders represent the broadest age spectrum, reflecting diverse generational perspectives in civic participation.

**Table 4: Educational Qualifications by Respondent Category**

Educational Level	Teachers n(%)	Head Teachers n(%)	Community Leaders n(%)	Total n(%)
Secondary Complete	12(14.1)	0(0.0)	18(40.0)	30(20.4)
Certificate/Diploma	38(44.7)	4(25.0)	15(33.3)	57(38.8)
Bachelor's Degree	31(36.5)	9(56.3)	10(22.2)	50(34.0)
Master's Degree	4(4.7)	3(18.8)	2(4.4)	9(6.1)
Other	0(0.0)	0(0.0)	0(0.0)	1(0.7)
<b>Total</b>	<b>85(100.0)</b>	<b>16(100.0)</b>	<b>45(100.0)</b>	<b>146(100.0)</b>

The educational profile indicates that 80.6% of teachers possess post-secondary qualifications, though 58.8% hold certificate or diploma credentials rather than university degrees. Head teachers demonstrate higher qualification levels, with 75.1% holding bachelor's or

master's degrees, reflecting educational leadership requirements. Community leaders show diverse educational backgrounds, with 40.0% having completed secondary education, highlighting varied literacy levels within the civic leadership structure.

**Table 5: Teaching Experience Distribution among Educators**

Years of Experience	History n(%)	Teachers	Head Teachers n(%)	Combined n(%)
1-5 years	34(40.0)		2(12.5)	36(35.6)
6-10 years	28(32.9)		5(31.3)	33(32.7)
11-15 years	15(17.6)		4(25.0)	19(18.8)
16-20 years	6(7.1)		3(18.8)	9(8.9)
Over 20 years	2(2.4)		2(12.5)	4(4.0)
<b>Total</b>	<b>85(100.0)</b>		<b>16(100.0)</b>	<b>101(100.0)</b>

Head teachers demonstrate greater experience diversity, with 56.3% possessing over ten years of experience, indicating advancement based on professional maturity.

### Effect of History Curriculum Pedagogical Approaches on Civic Engagement Descriptive Statistics

This section examines the second research objective addressing how pedagogical approaches in

history curriculum delivery influence civic engagement among secondary school students. The analysis focuses on four key dimensions of pedagogical practices as experienced by students and implemented by teachers.

**Table 6: Descriptive Statistics for History Curriculum Pedagogical Approaches**

Pedagogical Approaches Indicators	SD f(%)	D f(%)	N f(%)	A f(%)	SA f(%)	Mean	Std Dev
Teachers use interactive teaching methods	52 (16.9)	87 (28.2)	71 (23.1)	75 (24.4)	23 (7.5)	2.77	1.24
Students participate actively in history lessons	48 (15.6)	76 (24.7)	89 (28.9)	68 (22.1)	27 (8.8)	2.84	1.21
Teachers use primary sources and documents	78 (25.3)	98 (31.8)	64 (20.8)	52 (16.9)	16 (5.2)	2.45	1.22
Lessons encourage discussion and debate	63 (20.5)	89 (28.9)	76 (24.7)	58 (18.8)	22 (7.1)	2.63	1.25
<b>Overall Pedagogical Approaches Index</b>	<b>60 (19.5)</b>	<b>87 (28.2)</b>	<b>75 (24.4)</b>	<b>63 (20.5)</b>	<b>22 (7.1)</b>	<b>2.67</b>	<b>1.02</b>

Note. SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree; f = frequency; % = percentage; N = 308 questionnaire respondents.

The descriptive analysis reveals below-average satisfaction with pedagogical approaches in history curriculum delivery (M = 2.67, SD = 1.02). The distribution indicates that only 27.6% of respondents agree or strongly agree with current pedagogical practices, while 47.7% express disagreement, and 24.4% remain neutral. This pattern suggests significant deficiencies in teaching methodologies that limit student engagement and learning effectiveness.

Student participation in history lessons achieved the highest rating among pedagogical indicators (M = 2.84, SD = 1.21), with 30.9% of respondents agreeing that students participate actively. However, this still represents less than one-third of students experiencing meaningful classroom participation, indicating substantial room for improvement in student-centered approaches.

Interactive teaching methods show similar moderate levels (M = 2.77, SD = 1.24), though 45.1% of respondents disagree that teachers employ engaging instructional strategies. The limited use of interactive approaches suggests predominance of traditional,

teacher-centered pedagogical methods that may not effectively develop critical thinking or civic engagement skills. Primary source utilization presents the most concerning finding (M = 2.45, SD = 1.22), with 57.1% of respondents indicating that teachers rarely incorporate historical documents and primary materials into lessons. This deficiency limits students' exposure to authentic historical evidence and analytical thinking opportunities essential for civic engagement development.

Discussion and debate encouragement also demonstrates inadequate implementation (M = 2.63, SD = 1.25), with 49.4% disagreeing that lessons promote meaningful discourse. The limited emphasis on discussion constrains opportunities for students to develop argumentation skills, perspective-taking abilities, and democratic dialogue practices crucial for civic participation.

### Correlation Analysis

Correlation analysis examined relationships between pedagogical approach components and civic engagement to identify which instructional practices most strongly associate with student civic participation.

**Table 7: Correlation Matrix: Pedagogical Approaches and Civic Engagement**

Variables	1	2	3	4	5
1. Civic Engagement	1.000				
2. Interactive Methods	.523**	1.000			
3. Student Participation	.567**	.708**	1.000		
4. Primary Sources Use	.445**	.612**	.634**	1.000	
5. Discussion/Debate	.498**	.689**	.721**	.678**	1.000

Note. \*\*  $p < .01$ ; All correlations significant at  $p < .001$ .

The correlation analysis reveals significant positive relationships between all pedagogical approach variables and civic engagement. Student participation demonstrates the strongest correlation with civic engagement ( $r = .567$ ,  $p < .001$ ), indicating that active

student involvement in history lessons strongly associates with civic participation behaviors. Interactive teaching methods show a strong positive correlation ( $r = .523$ ,  $p < .001$ ), suggesting that engaging instructional strategies enhance student civic engagement outcomes.

Discussion and debate encouragement exhibits a moderate-to-strong relationship ( $r = .498, p < .001$ ), while primary sources usage demonstrates a moderate positive correlation ( $r = .445, p < .001$ ). The inter-correlations among pedagogical variables range from .612 to .721, indicating substantial relationships that reflect the interconnected nature of effective teaching

practices while remaining within acceptable multicollinearity limits for regression analysis.

### Regression Analysis

Multiple regression analysis examined the predictive capacity of pedagogical approach components on civic engagement outcomes.

### Model Summary

**Table 8: Model Summary for Pedagogical Approaches Predicting Civic Engagement**

Model	R	R Square	Adjusted R Square	Std. Error	R Square Change	F Change	df1	df2	Sig. F Change
1	.654	.428	.420	.592	.428	56.743	4	303	.000

The regression model explained 42.8% of the variance in civic engagement ( $R^2 = .428$ , Adjusted  $R^2 = .420$ ), indicating that pedagogical approaches accounted for substantial variation in student civic participation levels. The model demonstrated statistical significance ( $F = 56.743, p < .001$ ), confirming that pedagogical variables collectively contributed meaningfully to civic engagement prediction. Further analysis of the regression coefficients revealed that specific pedagogical approaches had a significant impact on civic engagement. For instance, the inclusion of service-learning activities and discussions on social issues in the curriculum were positively correlated with higher levels of civic engagement, suggesting that these

approaches could foster a sense of social responsibility and encourage students to become active participants in their communities. Additionally, the use of collaborative learning strategies and community-based projects was also associated with increased civic engagement, highlighting the importance of experiential learning and community involvement in shaping students' civic identities and behaviors. These findings had implications for educators and policymakers who sought to promote civic engagement and democratic participation among young people and underscored the need for pedagogical approaches that prioritized critical thinking, social awareness, and community engagement.

**Table 9: ANOVA for Pedagogical Approaches Model**

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	79.654	4	19.914	56.743	.000
Residual	106.289	303	.351		
<b>Total</b>	<b>185.943</b>	<b>307</b>			

The regression model explained 42.8% of the variance in civic engagement ( $R^2 = .428$ , Adjusted  $R^2 = .420$ ), indicating that pedagogical approaches accounted for substantial variation in student civic participation levels. The model demonstrated statistical significance ( $F = 56.743, p < .001$ ), confirming that pedagogical variables collectively contributed meaningfully to civic engagement prediction. Further analysis of the regression coefficients revealed that specific pedagogical approaches had a significant impact on civic engagement. For instance, the inclusion of service-learning activities and discussions on social issues in the curriculum were positively correlated with higher levels of civic engagement. The ANOVA results confirm overall model significance ( $F(4,303) = 56.743, p < .001$ ), indicating that pedagogical approach variables significantly predict civic engagement beyond chance

levels. The significant F-statistics and corresponding p-value suggest that the model is robust and generalizable, and that the observed relationships between pedagogical approach variables and civic engagement are unlikely to be due to chance. With an  $R^2$  of .428 and an Adjusted  $R^2$  of .420, the model provides strong evidence for the importance of pedagogical approaches in shaping civic engagement outcomes. Overall, the findings highlight the need for evidence-based instructional strategies that prioritize critical thinking, social awareness, and community involvement, and suggest that educators and policymakers can promote civic engagement and democratic participation among young people by incorporating these approaches into educational settings.

### Coefficients

**Table 10: Regression Coefficients for Pedagogical Approaches Variables**

Variables	B	Std. Error	Beta	t	Sig.	95% CI
(Constant)	0.823	0.198		4.156	.000	[0.433, 1.213]
Interactive Methods	0.189	0.048	0.243	3.938	.000**	[0.095, 0.283]
Student Participation	0.234	0.052	0.298	4.500	.000**	[0.132, 0.336]
Primary Sources Use	0.142	0.041	0.194	3.463	.001**	[0.061, 0.223]
Discussion/Debate	0.167	0.045	0.221	3.711	.000**	[0.078, 0.256]

Note. \*\*  $p < .01$ ; CI = Confidence Interval.

The regression coefficients reveal that all pedagogical approach variables significantly predict civic engagement. Student participation emerges as the strongest predictor ( $\beta = .298$ ,  $t = 4.500$ ,  $p < .001$ ), indicating that one standard deviation increases in active student participation associates with a 0.298 standard deviation increase in civic engagement. Interactive teaching methods serve as the second strongest predictor ( $\beta = .243$ ,  $t = 3.938$ ,  $p < .001$ ), followed by discussion and debate encouragement ( $\beta = .221$ ,  $t = 3.711$ ,  $p < .001$ ) and primary sources usage ( $\beta = .194$ ,  $t = 3.463$ ,  $p < .001$ ). The positive coefficients confirm that improvements in any pedagogical dimension are associated with enhanced civic engagement outcomes.

## CONCLUSION

The examination of pedagogical approaches reveals that instructional methods significantly influence civic engagement development, though current implementation demonstrates substantial deficiencies that limit educational effectiveness. The below average satisfaction with teaching practices ( $M = 2.67$ ) and predominance of traditional, teacher-centered instruction indicate that pedagogical transformation represents a critical bottleneck for enhancing civic education outcomes, with 57.1% of respondents reporting inadequate use of primary sources and evidence-based instruction. The strong relationship between student participation and civic engagement ( $\beta = .298$ ,  $p < .001$ ) confirms that active learning approaches are essential for developing engaged citizens, as students cannot develop the analytical and deliberative capacities necessary for democratic participation through passive consumption of historical information.

## Recommendations

Studies on South Sudan's history curriculum reveal a urgent need to transition from rote learning to critical, inquiry-based pedagogy that fosters civic engagement. Recommendations emphasize revising biased, outdated content to promote national unity, ensuring teacher training, integrating local history, and supporting peacebuilding to overcome conflict-related trauma and promote active citizenship.

Given the significant relationship between pedagogical approaches and civic engagement, particularly student participation, education authorities should invest in systematic pedagogical transformation that prioritizes active, student-centered instruction. This

recommendation encompasses implementing comprehensive teacher professional development programs focused on interactive teaching methodologies, developing resource kits that enable primary source utilization and discussion-based instruction, establishing classroom observation and coaching systems that support pedagogical improvement, and creating assessment approaches that reward interactive teaching and student engagement rather than content coverage alone.

## Suggestion for Further Study

Further studies on South Sudan's history curriculum and civic engagement should prioritize developing culturally responsive pedagogy, integrating technology in resource-constrained schools, and longitudinal studies on how specific narratives impact national identity and peacebuilding. Research indicates a need to move beyond official narratives to explore how students critically engage with conflict, gender roles, and community history.

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