

NIGERIA AT HUNDRED: THE NEED FOR THE  
USE OF CONTEXTUAL LEARNING STRATEGY  
IN FOSTERING CIVIC COMPETENCE IN  
STUDENTS

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**Abstract**

Peace and development in a nation like Nigeria demand participatory and students-centred strategies in the teaching of civic education to develop civic competence, which involves civic knowledge, attitude and skill. Civic education learning, oriented to contextual learning strategy, exposed students to more creative, active participation, meaningful and pleasant learning. This study describes the effect of contextual learning strategy on junior secondary school students' civic competence. The study adopted pretest-posttest, control group, quasi experimental design. Two hypotheses were formulated at three levels each. Data collected was analysed using both descriptive and inferential statistics. Inferential statistics includes analysis of covariance (ANCOVA) and multiple classification analysis (MCA). The hypotheses were tested at  $p < .05$  level of significance. The results show that contextual learning strategy influenced positively and significantly civic knowledge of junior secondary school students with mean score of 13.89, their civic attitude (11.82) and civic skill (60.96). It was suggested among other things that civic education curriculum should be

reviewed to incorporate the use of contextual learning strategy in the teaching of civic education concepts and that teachers should adopt this strategy instead of the conventional method of teaching.

**Key words:** Civic competence, Contextual learning Strategy

### Introduction

Although, Nigeria gained her independence from British Colonial rule in October 1<sup>st</sup>, 1960, it has been a national entity since 1914. On January 1<sup>st</sup>, 2014, made it exactly one hundred (100) years that the British colonial authorities amalgamated, what was then, two separate protectorates- the Northern Nigeria and Southern Nigeria to form the single geographical entity that has since then been known as Nigeria. Dr. Uwe Seibert of the Department of Languages and Linguistic, Faculty of Arts, University of Jos, stated that there are 646 spoken languages in Nigeria, and also there are 370 tribes in the country. How people from these different tribes will co-exist peacefully under one roof called Nigeria has been a major national question seeking answers. To some, since the British has created Nigeria through amalgamation, the country has never served any part of the country. The amalgamation created more enmity and hatred among the people that make up Nigeria.

Nigeria is currently at a crossroads; there is widespread of inter-religious crises, as well as inter and intra-ethnic violence in the country. Among these crises are the Niger/Delta crises, social/cultural religious riots in the North, call for confederacy and secession, suspicion and distrust among the various ethnic groups. Iyamu and Otete (2005) observed that Nigeria as a nation has been besieged by an array of social, economic and political problems; these include corruption, ethnicity/tribalism crises, loss of value, negative attitude to national issues, lack of patriotism, political gangsterism, immoral behaviours and a host of other practices which offend the psyche of well-meaning Nigerians and the civilized world. In line with this, Fabiyi (2009) stated that there is a general neglect of civic duties by citizens and public officers, dishonesty,

unpatriotic and disloyal practices are common among the rank and file of Nigeria citizenry. He added that many Nigerians are not law abiding, not honest and not dedicated to their duties.

Kehinde- Awoyele and Jekayinoluwa (2012) also perceived that Nigerian youths had been fingered to be at the nerve centre of the social, economic and political problems facing the country. Fabiyi (2009) opined that Nigeria is currently facing the problem of incivility and immorality. Mofoluwawo, Jarimi and Oyedele (2012) observed that youth incivility has become the order of the day, while civic virtues in all spheres of life have totally declined. The incessant cult activities in the country and the recent menace of 'Boko Haram' are the attested facts. More so, Grey (2001) stressed that experiences have shown that students are finding it increasingly difficult to live and lead desirable ways of life, particularly in the areas of human relationships, responsibility, respect, obedience and orderliness. Generally, their level of civility has remained low, a phenomenon attributable largely to the lapses of school and home.

Agu (2009) stated that various governments in Nigeria had initiated one programme or the other with a view to tackling vices and at the same time inculcate the rightful awareness, skills, values and attitude in the citizens. Such programmes include the National Youth Service Corps (NYSC) in 1973, War Against Indiscipline (WAI) in 1983, Mass Mobilisation for Self Reliance and Economy Recovery (MAMSER) in 1988 which eventually transformed to National Orientation Agency (NOA) in 1993. All these programmes contained in them elements of Citizenship Education but failed to address the societal problems because instead of improving the civic lives of citizens, the society continues to deteriorate and dig deep into moral decadence.

Events of the recent past have indicated that Nigeria is facing the trend of losing its much cherished sense of nationhood, cultural identity and indeed, hospitable spirit (Agu, 2009). There is need for urgent value re-orientation and engagement of the youths in a more articulated way through Civic Education because of the far reaching impact of these negative trends on national development. Azebamwan (2010) noted that the need arises for Nigeria to seek solution to pressing problems of national importance. The solution

is to create a society where there is unity, peace, tolerance, honesty, respect for human dignity and patriotism (Mofoluwawo et.al, 2012). More than ever before, Nigeria as a nation now needs democratically experienced and matured youths who will be leaders of tomorrow with much credibility, strong in character, ready to discharge responsibilities, defend their rights, and understand the country's constitution, politics, ethics, religion, and economy (Kehinde-Awoyele and Jekayinoluwa, 2012). In order to do these, there is the need to prepare learners, who are the leaders of tomorrow for the nation building. Kehinde-Awoyele and Jekayinoluwa (2012) buttress this view, by noting that there is an urgent need to create in learners civic competences; knowledge, right attitude and skill needed to be good citizens for a better Nigeria.

There has been a growing concern that schools are not doing enough to foster civic competence in students. Studies of recent generation of students suggest that learners are less informed about public affairs and are generally less interested in participating in politics than the generations before them (Bryer, 2005). They also displayed a lack of understanding of what it means to be citizens in a democratic society, emphasizing the rights of citizens rather than the responsibilities (Bryer, 2005). Our concern today therefore should be to fill the gaps by exposing Nigerian students to appropriate learning experiences and activities that would help to develop appropriate civic competence for effective citizenry in the society (Grey, 2001).

Agu (2009) stressed that citizenship learning cannot be achieved through rote learning, memorisation and recitation of civic or political concepts or values. It has been observed that there are deficiencies in the current way civic education is being taught in schools, as documented in literature are: passive learning, lack of training in thinking and process skills, lack of focus on right, teacher control, text bound instruction and low quality curriculum (Ajiboye, 2008). Generally, researchers and other writers also express considerable dismay over the inadequate preparation of teachers for civic education teaching and the insufficient support provided by schools (Ajiboye, 2008). Komalasari (2009) suggested that contextual teaching and learning approach should be developed as one of the alternatives for competence based curriculum in civic education.

More so, it has been observed that students schooling in the urban areas are more likely to be more competent in civic education than those schooling in the peri-urban areas. It is believed that those students in the urban are exposed to social and infrastructural amenities, they have access to good roads, ICT, television and conducive environment, while those in the peri-urban don't have the opportunity (Abdullahi, 1993, in Adelekan, 2010). Hence, it becomes imperative to investigate school location as it affects civic competence of Junior Secondary Schools.

The above situations have encouraged the researcher to conduct a study focusing on the effects of contextual learning strategy on Junior Secondary School students' civic competence. The problem that can be identified is whether the factor of contextual learning strategy in the teaching of civic education has influence on junior secondary school students, looking at their civic competence, using Ogun State, Nigeria as a case.

### Concept of Civic Education and Civic Competence

Civic Education is a social science subject dealing with the right and duties of citizens and the way of government. Mofoluwawo, et.al. (2012) defined Civic Education as a subject that deals with socialization or training of the minds of citizens in respect to their daily relations with the government and other citizens. Ajiboye (2008) defined Civic Education as explicit and continuing study of the basic concepts and values underlying democratic community and constitutional order. Civic Education according to Oladele (2009) is the type of education given to the citizens of a particular country in order to make them active and functional citizens. He further stated that Civic Education is a subject which exposes the individual to the need for imbibing positive attitude such as patriotism, peaceful co-existence, hardwork, diligence, honesty, mutual respect, love, tolerance and self-discipline. Jekayinfa, Mofoluwa and Oladiran (2010) stated that Civic Education brings benefits for schools and other educational organizations, it helps to produce motivated and responsible learners who relate positively to each other, to staff and to the surrounding community. For society, it helps to create an active and responsible citizenry, willing to participate in the life of

the nation and the wider world and play its part in the democratic process. Civic Education is no doubt an important component of education that helps learners cultivate effective skills that will enable them to be functional and active citizens who will use their rights and discharge their responsibilities with the necessary knowledge and skills.

Moreso, Agu (2009) opined that Civic Education is capable of preparing people of a country especially the youths to carry out their roles as citizens. Shettu (2011) highlighted the aims and objectives of civic education in Nigeria as follows:

1. To ensure the participation of well-informed and responsible citizens skilled in the arts of effective action and deliberation.
2. To deepen and strengthen democratic culture.
3. To ensure the protection of individual rights.
4. Forming and maintaining an intention to pursue a common good.
5. To protect individuals from unconstitutional abuses by government and from attack on their right from any source either public or private.
6. To seek the broad knowledge and wisdom that informs judgment of public affairs
7. To foster the qualities of mind and heart required for successful government within a constitutional democracy.

Akinola (2011) highlighted the general objective of Civic Education in Nigerian Secondary Schools as follows:

1. Grasp and appreciate the history and the fundamental processes of Nigerian democracy, have understanding of and awareness of public and community issues and have the ability to obtain information, think critically and enter into dialogue among others with different perspectives.
2. Participate in their communities through membership in or contributions to organisations, working to address an array of cultural, social, political and religious interest and beliefs.
3. Act politically by having the skills, knowledge, the commitment

needed to accomplish public purposes such as group problem solving, public speaking, petitioning, protesting and voting.

4. Have moral and civic virtues, such as concern for the rights and welfare of others, social responsibility, tolerance and respect and belief in the capacity to make a difference.
5. Have positive attitudes towards the welfare of others and the progress of the society through good leadership and responsible followership.

Going by the stated objectives Civic Education is an attempt at achieving in more precise terms the goals of Nigerian education. The curriculum of Civic Education consists of various virtues which include; our values (cooperation, unity, harmony, honesty, self reliance, e.t.c.), morals, rights and duties of citizenship, obligations of citizens, national consciousness and identity, promoting national unity, Nigerian constitution, representative democracy, human rights, social issues, e.t.c.

Civic competence on the other hand, is knowledge, attitude and skill which build students' abilities and make them to be participative and responsible citizens in societal and national levels (Hoskins, Villalba and Michaela, 2012). National Council of Social Studies (2013) sees civic competence as the possession of required skill, knowledge or ability to engage in active participation in societal life, school and local community activities. Civic competence is combination of knowledge, skills, attitudes and values which enable a person to perform real world tasks such as active citizenship (Hoskins et.al, 2012). Civic competence in this context is taken to mean students' understanding of the Civic Education concepts, which is measured by using "Civic Knowledge Achievement Test", Civic attitude in this context means beliefs and interest towards civic education concepts, this is measured using "Civic attitude Scale". Also, civic skill in this context involves students' ability to explain, analyse, interact, evaluate and defend a position in civic education concepts; this is measured using "Civic Skill Scale".

Hoskins, Villalba, Van and Barber (2008) define civic competence as the skills of communication, problem solving, critical and creative reflection, decision making, responsibility, respect for

others values including awareness of diversity and the attitudes and values of solidarity, human rights, equality and democracy. It highlights the importance of knowledge of the development of, and institution that reflect democracy, justice equality, citizenship and civil rights. In the article of Poynter Seminars and Info. (2002), civic competence is defined as knowing our communities in all of their diversity and complexity. This requires seeking out to people of every colour and economic stripe and philosophical persuasion in an effort to understand their values and concerns. This talks about the knowledge aspect of civic competence.

Civic competence means valuing our communities and seeing them whole, appreciating and calling attention to their strengths and capacities and to the capabilities of their people even while acknowledging and pointing out the weaknesses and liabilities and shortcomings. It is celebrating what is good while spotlighting what is wrong in the communities. It is being a candid friend of the communities. These definitions refer to the expected attitude of people towards one another. Bryer (2005) stated that some defined civic competence narrowly to include knowledge of government structure and functions and participation in the political process with acts such as voting. Others expand the definition to include participation in less obvious political actions, such as community service. Brason (2004) ascribes civic competence to effective civic education. He stated further that to have civic competence means that a person has civic knowledge, civic skills and civic disposition.

### Contextual Learning Strategy

Blanchard (2001), Bern and Erickson (2001) define contextual teaching and learning as a teaching and learning strategy that helps teachers to relate the materials taught with the real world situation and encourages the students to make correlation between their existing knowledge and its application in their lives as members of family, society and the nation. Therefore, contextual learning enables the students to relate the material content with their daily lives context to discover the meaning of concepts (Johnson, 2001). It encourages teachers to choose and/or design learning environments that incorporate as many different forms of experience as possible



(social, cultural, physical, and psychological) in working toward the desired learning outcomes.

Johnson (2002) defined contextual teaching and learning (CTL) as a system for teaching that is grounded in brain research. According to him, brain research indicates that students learn best when they see meaning in new tasks and material, and they discover meaning when they are able to connect new information with their existing knowledge and experiences. Johnson (2002) stated further that students learn best, according to neuroscience, when they can connect the content of academic lessons with the context of their own daily lives. Johnson discussed the elements of the brain-compatible contextual teaching and learning system: making meaningful connections; investing school work with significance; self-regulated learning; collaboration; critical and creating thinking; nurturing the individual; reaching high standards; and using authentic assessment. Johnson (2001) emphasized that Contextual Teaching and Learning (CTL) helps students to see the meaning in academic materials they have learnt by relating the academic subjects with their daily life context, such as their own personal, social and cultural conditions. Contextual learning is learning that goes beyond the classroom and focuses on making connections between class topics and real-world applications. When students are learning contextually, they are considering issues from their lives in the context of their class lessons. The goal is to create lifelong learners who use critical thinking skills to tackle problems.

Johnson (2001) identified eight components of contextual learning, as follows:

- (a) making meaningful connections
- (b) doing significant work
- (c) self-regulated learning
- (d) collaborating
- (e) critical and creative thinking
- (f) nurturing the individual
- (g) reaching high standards and
- (h) using authentic assessment.

Contextual learning strategy according to Sounders (1999) could be implemented using REACT, that is

- (a) Relating: Learning in life experience context;
- (b) Experiencing: Learning in searching and discovering context;
- (c) Applying: Learning when knowledge introduced in the usage context;
- (d) Cooperating: Learning through interpersonal communication and sharing context;
- (e) Transferring: learning the use of knowledge in a new situation or context.

In contextual Learning students discover meaningful relationships between abstract ideas and practical applications in a real world context. Students internalize concepts through discovery, reinforcement, and interrelationships. Contextual Teaching and Learning creates a team, whether in the classroom, lab, worksite, or on the banks of a river. Contextual teaching and learning encourages educators to design learning environments that incorporate many forms of experience to achieve the desired outcomes (Advanced Technology Environmental and Energy Centre (ATEEC Fellows), 2000). Komalasari (2009) opined that contextual learning approach is effective because it assumes that learning process would be actually occurring if the students could find meaningful correlation between abstract thinking and practical application in the real world context. In such learning experience, facts, concepts, principles and procedures as subject materials that are internalized through discovery, reinforcement, interrelationship and integrity processes.

### Statement of the Problem

Despite the intervention of the government to curb social menace in the country and to increase civic virtues, it can still be observed that Nigerian citizens lack the necessary civic competence. This has been linked to the way teachers are handling the teaching of civic education. Literature shown that the conventional teaching method

in which teachers dominate and talk in classes where students are passive and only listen are common in Nigerian schools. (Olubela, 2008) However the persistent use of this method in the classroom has led to lack of interest on the part of the learners, and the inability of the students to make connections between what they have learnt and how the knowledge will be used (Ajiboye, 2008). Students need to understand the concepts as they relate to the larger society in which they live and will work. Improving students' civic competence especially in a country like Nigeria requires certain teaching strategies that would better promote the learning of the subject, such that students will gain maximally from it, hence, promotes their civic competence and consequently, lead to achieving national goals of Nigeria. Therefore, the study investigated how junior secondary school students performed in civic competence when exposed to contextual learning strategy. The study also examined the moderating effect of school location on civic competence of these students.

### Hypotheses

The following null hypotheses were tested at  $p < .05$  level of significance in the study:-

- $H_{01}$ . There is no significant main effect of treatment on students' knowledge of civic concepts, attitude to civic concepts, and skills in civics concepts.
- $H_{02}$ . There is no significant main effect of school location on students' knowledge of civic concepts, attitude to civic concepts and skills in civic concepts.

### Method

The study adopted the pretest-posttest, control group, quasi-experimental design. Participants in this study were 359 Junior Secondary School One (JSS 1) students from four public Junior Secondary Schools that were purposively selected from Ijebu-Ode and Ijebu North-East local governments. The schools were far apart from one another in terms of geographical location, this is to prevent students' interactions across groups that were used. The schools

were also co-educational; this is to allow males and females. The Junior Secondary Schools were state government owned; this is to allow inclusion of students from different socio-economic backgrounds and ethnicity across the states. JS1 students were considered appropriate for this study because it is believed that introduction of a corrective measure should start from grassroots or from the basis. The teachers and students also have a fairly stable classroom teaching and learning environment as they were not under the pressure of preparation for the Junior Secondary School Examination. The selected concepts that were covered are also embedded in JS1 civic education curriculum. Population density, infrastructural facilities, availability of banks, standard markets, good and many roads, information technology were the criteria considered in the selection of Ijebu-Ode local government as the urban area and Ijebu North-East as the peri-urban areas. A total of four public junior secondary schools were selected from the two local government areas. Two schools were randomly selected from each of the local government areas. Two intact classes were randomly selected and used in those schools that were selected for the study.

### Treatment Implementation Teaching Guides.

#### Guide on Contextual Learning Strategy (GCLS)

The Guide on Contextual Learning Strategy (GCLS) was the teaching guide and note of lessons for the teachers that used Contextual Learning Strategy. The guide was designed looking at the activities of both the teachers and students, such that it helped them in conveying and learning the selected civic education concepts using Sounders' approach (Sounders, 1999) which touched the five key elements of successful contextual learning: Relating, Experiencing, Application, Cooperation and Transferring: "REACT". The selected concepts such as human rights, types of human rights, obligations of citizens, traffic rules and regulations and road accidents in Nigeria were the topics in the third term syllabus of JS1.

### Guide on Conventional Lecture Method (GCTM)

This instrument was developed by the researcher as a teaching guide for participating teachers in the Conventional Lecture Method Groups. It is a teacher-centered approach; it focuses more on the teacher and his activities in the classroom. The learners are passive receivers of their teacher's information.

### Response Instruments

These refer to the means through which data was collected from the participants of the study.

**Civic Knowledge Achievement Test (CKAT):-** This contained twenty (20) items multiple choice objective tests. This instrument was developed by the researcher; it was developed in such a way that it was suitable for Junior Secondary Students. The instrument consisted of two sections; Section A; comprised the demographic data of the participants, such as gender and school name. Section B was designed to elicit information in students' knowledge of civic education concepts. This was used to collect pertinent data on the level of students' knowledge of the selected civic education concepts that was taught during the course of the study.

**Civic Attitude Scale (CAS):-** This was a response instrument adapted from Mansaray and Ajiboye (1997). It consisted 20 items based on 4 point Likert Scale of Strongly Agree (SA) Agree (A) Strongly Disagree (SD) and Disagree (D). In this, items which indicated positive attitude was graded on points ranging from 4,3,2,1 (for SA, A, D and SD), while the reverse was used for negative items. This questionnaire was designed and modified to measure students' awareness of and attitude towards civic issues in the society.

**Civic Skill Scale (CSS):-** This response instrument was patterned along a 3-point Likert Scale of Always, Sometimes and Never. In these items, positive attitude was graded on points ranging from 3,2,1 (for A, S and N), while the reverse was used for negative items. This questionnaire was designed to measure civic skills of the students.

### Reliability of the Instrument

To ensure the validity of the instrument, they were administered to thirty (30) students of Molusi College in Ijebu North local government area of Ogun state to determine reliability. The reliability co-efficient of CKAT was determined using Kuder Richardson formula (KR 20) and it generated  $\alpha = .790$ . This showed that the instrument was reliable. The reliability co-efficient of CAS and CSS was determined using Cronbach Alpha method and it generated .741 and .706 respectfully. All the items showed high reliability.

### Data Analysis

Data collected was analysed using both the descriptive and inferential statistics. Inferential statistics included computing analysis of covariance (ANCOVA) which was used in testing the hypotheses and differences among groups, using pre-test scores as covariates. The Multiple Classification Analysis (MCA) was employed to find out how each of the groups performed. The hypotheses were tested at  $P < .05$  level significance.

## RESULTS

### Treatments and Students' knowledge of Civic Concepts

$H_{0_{1a}}$ : There is no significant main effect of treatment on students' knowledge of civic concepts

In testing this hypothesis, Analysis of Covariance was computed and the results were presented in Tables 1

Table 1: Summary of Analysis of Covariance on Students' Knowledge

Dependent Variables: post CKAT

Source	Type III Sum of Squares	d:	Mean Square	F	Sig.	Patial Eta Squared.
Corrected Model	3138.559 <sup>a</sup>	12	261.547	62.146	.000	.587
Intercept	1602.148	1	1602.148	380.687	.000	.421
Pre CKAT	444.683	1	444.683	105.661	.000	.168
TREATMENT	488.864	2	244.432	58.080	.000	.181
School Location	.935	1	.935	.222	.638	.000
Treatment* School Location	289.889	2	144.945	34.440	.000	.116
Error	2205.289	346	4.209			
Total	86191.000	359				
Corrected Total	5343.847	358				

a. R Squared= .587 (Adjusted RSquared = .578)

It was observed from Table1 that treatment has significant main effect on knowledge ( $F_{(2, 524)} = 58.08; p < 0.05; \zeta^2 = .18$ ). Therefore,  $H_{0_{1a}}$  is rejected.

Table 2.: Estimated Marginal Means on Knowledge across the Groups

Variable	N	Mean	Std. Error
INTERCEPT			
Pre Knowledge Score	359	11.07	-
Post Knowledge score	359	12.27	0.09
TREATMENT			
Experimental (Contextual Learning strategy)	163	13.89	.19

Control (Conventional Method of Teaching)	196	11.10	.15
SCHOOL LOCATION			
Urban area	227	12.22	.12
Peri-urban	132	12.32	.16

Those exposed to contextual strategy had higher knowledge mean score (13.89), while those exposed to conventional strategy had the low mean score (11.10). This implies that those students exposed to contextual learning strategy performed significantly better than those exposed to conventional strategy.

#### Treatment and Students' Attitude to Civic Concepts

$H_{0_{1b}}$ : There is no significant main effect of treatment on students' attitude to civic concepts

To test this hypothesis ANCOVA was computed and the result is presented in Table 3.

Table 3: Summary of Analysis of Covariance on Students' Attitude

Dependent Variables: post CAS

Source	Type III Sum of Squares	d:	Mean Square	F	Sig.	Patial Eta Squared
Corrected Model	4677.091 <sup>a</sup>	12	389.758	7.621	.000	.159
Intercept	9203.657	1	9203.657	179.961	.000	.271
Pre CAS	1076.847	1	1076.847	21.056	.000	.042
TREATMENT	1904.570	2	952.285	18.620	.000	.072
School Location	9.565	1	9.565	.187	.666	.000
Treatment*School	393.768	2	196.884	3.850	.022	.016
Location Error	24701.891	346	51.143			
Total	1698271.000	359				
Corrected Total	29378.982	358				

a. R Squared= .159 (Adjusted RSquared = .139)



It would be observed from Table 4.4 that treatment has significant main effect on attitude ( $F_{(2, 524)} = 18.62; p < 0.05; \eta^2 = .07$ ). Therefore,  $H_{0_{1b}}$  is rejected

Table 4: Estimated Marginal Means on attitude across the Groups

Variable	N	Mean	Std. Error
INTERCEPT			
Pre attitude Score	359	56.31	-
Post attitude score	359	58.06	.35
TREATMENT			
Experimental (Contextual learning Strategy)	163	57.65	.60
Control (Conventional Method of Teaching)	196	55.58	.57
SCHOOL LOCATION			
Urban area	227	57.91	.40
Peri-urban	132	58.22	.59

Those exposed to contextual learning strategy has (57.65) while those exposed to conventional strategy had the low mean score (55.58). This implies that those exposed to contextual learning strategy performed significantly better in than conventional strategy.

Treatment and Students' Skill in Civic Concepts

$H_{0_{1c}}$ : There will be no sig. main effect of treatment on students' skills in civic concepts

Table 5: Summary of Analysis of Covariance of Students Skills

Dependent Variables: post CSS

Source	Type III Sum of Squares	d:	Mean Square	F	Sig.	Patial Eta Squared.
Corrected Model	2646.304 <sup>a</sup>	12	220.525	7.019	.000	.138
Intercept	13476.010	1	13476.010	428.911	.000	.450
Pre CSS	520.007	1	520.007	16.551	.000	.031
TREATMENT	218.952	2	109.476	3.484	.031	.013
School Location	124.212	1	124.212	3.953	.047	.007
Treatment*School Location	532.162	2	266.081	8.469	.000	.031
Error	16463.610	346	31.419			
Total	1275052.000	359				
Corrected Total	19109.914	358				

a. R Squared= .138 (Adjusted RSquared = .119)

From Table 4.7., it was shown that treatment has significant main effect on skills ( $F_{(2, 524)} = 3.48$ ;  $p < 0.05$ ;  $\zeta^2 = .01$ ), therefore,  $H_{0_{1c}}$  is rejected.

Table 6: Estimated Marginal Means on Skills across the Groups

Variable	N	Mean	Std. Error
INTERCEPT			
Pre skills Score	359	45.28	-
Post skills score	359	48.25	.26
TREATMENT			
Experimental (contextual)	163	47.35	.47
Control (conventional)	196	45.29	.40
SCHOOL LOCATION			
Urban area	227	47.34	.31
Peri-urban	132	48.76	.41

Those exposed to contextual learning had higher mean score (47.35) while those exposed to conventional method of teaching had the low mean score (45.29). This implies that those exposed to contextual learning strategy performed significantly better in skills acquisition than those exposed to conventional strategy.

#### Effect of School Location on Students' Knowledge of Civic Concepts

Ho<sub>2a</sub>: There is no significant main effect of school location on students' knowledge of civic concepts.

The summary of the ANCOVA in Table 1 shows that school location has no significant main effect on students' knowledge ( $F_{(1,524)} = 0.22$ ;  $p > 0.05$ ;  $\zeta^2 = .00$ ). Therefore, Ho<sub>2a</sub> is not rejected. Table 2 shows that students from the peri-urban area had the higher civic skills mean score (12.32) compared with their counterparts at the urban area (12.22). This means that students from the peri-urban area acquired more civic knowledge than their counterparts in the urban area.

#### Effect of School Location on Students' Attitude to Civic

Ho<sub>2b</sub>: There is no significant main effect of school location on students' attitude to civic education concepts.

Table 3 shows that school location has no significant main effect on students attitude ( $F_{(1,524)} = 0.19$ ;  $p > 0.05$ ;  $\zeta^2 = .00$ ). Therefore, Ho<sub>2b</sub> is not rejected. This means that students from peri-urban and urban areas do not differ significantly in term of their attitude to civic education concepts. The estimated marginal means in Table 4 shows that peri-urban students had slightly higher positive attitude to civic education concepts with the mean score of (12.33) than their urban counterparts with the mean of (12.21). Although, this difference is not significant.

#### Effect of School Location on Students' Skills in Civic Education Concepts

Ho<sub>2c</sub>: There is no significant main effect of school location on students' skills in civic education concept.

Table 5 shows that school location has a significant main effect on students' skills in civic concept ( $F_{(1,524)} = 3.95$ ;  $p < 0.05$ ;  $\eta^2 = .01$ ). Therefore,  $H_{0c}$  is rejected.

Results in the table 6 indicate that students from the peri-urban had mean score of 48.76, while students from the urban area had mean score of 47.34. This implies that students from peri-urban area had the higher skills acquisition of civic education concepts than those from urban areas.

## Discussion of findings

### Treatment and Students' Civic Knowledge Attitude and Skills

Findings from this study revealed that there was a significant main effect of treatment on students' knowledge in Civic Education concepts. The effect was such that contextual learning strategy had outstanding effect on students' civic knowledge while conventional method had very little impact on the students' civic knowledge. Contextual learning strategy is significant in improving the knowledge of students in Civic Education. This is because contextual learning strategy encourages students to think critically and creatively in order to provide meaning to a concept. It makes learners active and makes learning interesting. This is in line with the view of Kolamasari (2009) that contextual teaching and learning approach should be developed as one of the alternatives for competence based curriculum in Civic Education. He buttresses it further that contextual learning strategy has been found to be an appropriate way to convey the many concepts that are taught in a particular in Civic Education.

The results showed that students exposed to contextual learning strategy exhibited positive attitudes to the selected Civic Education concepts than those in conventional method of teaching. This might be as a result of the opportunity to learn about real-life societal issues. It brings out the reality of situations as they concern the society. It also promotes cooperation among learners. Marx (2005) stated that contextual learning strategy promotes cooperative learning, which in turn enhances the development of courtesy and respect of differences. This means that improvement in students' achievement could improve their future attitudinal disposition.

Results also showed that students exposed to contextual learning performed significantly better in skills acquisition and demonstration than those in conventional method of teaching groups. The results might probably be due to the fact that activities involved in contextual learning strategy enabled students to learn civic education concepts with a range of valuable practical skills including problem solving, organizing, integration, cooperating and reflection. This is in line with Belisle and Sullivan (2007) who stated that students learn more when they are actively participated in the teaching and learning process.

#### Students' School Location and Students' Civic knowledge, Attitude and Skill

School location was found to have no significant effect on students' civic knowledge and attitude. However, peri-urban students performed better than urban students in civic knowledge and attitude to civic education concepts, although the differences were not significant. The result might be attributed to the fact that Peri-urban students were more dedicated to their studies and their mastery of civic education concepts was better than the urban students. Again, urban students might be distracted by what was going on in their environment which may also cause low concentration in the classroom or outside the classroom learning process. More so, teachers were able to handle the peri-urban students effectively and adequately because of their low population rate. Collection of inconvenient allowance encourages the teachers to stay at their peri-urban stations and not influencing their transfer out of the area. This reduces rapid change of subject teachers and promotes continuity in the teaching-learning process and also helps students to concentrate and not to lose focus in their minds. This finding is against the report of Boylan (1978) in Yusuf and Adigun (2010) that peri-urban schools were inferior with high staff turnover and suffered from lack of continuity in their curriculum.

## Conclusion

The development of civic competence (civic knowledge, attitude and skill) in students requires much more than traditional didactic methods of teaching. This study serves as part of efforts by educators to shift from teacher- centred instructional strategies to the more efficient, functional, practicable, result- oriented and learner-centred strategies that could provide opportunities for learners to be actively involved in the teaching- learning processes. The findings of this study have shown that the use of contextual learning strategy enhances and fosters students' civic knowledge, attitude and skill. The strategy offered ways to extend young people's attention beyond the classroom to the real world situation, and to engage them in the process of devising solutions to civic problems they will confront as they grow older in the society. Also, it was discovered that school location was not strong determinants of students' knowledge, attitude to and skill in civic issues. Hence, contextual learning strategy is very effective in the teaching and learning of Civic Education concepts.

## Recommendations

Based on the findings of this study, the following recommendations are made:

1. The Civic Education Curriculum should be reviewed to incorporate the use of contextual learning as strategy for teaching and learning Civic Education concepts.
2. Government should organize a form of training and re- training programme at the national and local levels for both junior and secondary school Civic Education teachers for the effective use of contextual learning strategy through organization of workshop, seminars and conferences
3. Seminars, workshops, symposia and conferences should be organized for student- teachers in order to expose them to the adequate competences required in using the contextual learning strategy. This will help them to effectively apply this strategy in teaching of Civic Education when they eventually graduate from the teacher training institutions.

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