

CITIZENSHIP EDUCATION AND CIVIC  
CONSCIOUSNESS AMONG SECONDARY  
SCHOOL STUDENTS IN KWARA STATE

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Abiodun Eunice OLATIDE & Rufus A. ALONGE  
Dept of Educational Foundations and Management,  
Faculty of Education, Ekiti State University, Ado-Ekiti, Nigeria.

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**Abstract**

The purpose of the paper is to examine the position of teaching citizenship education and the need for civic consciousness among secondary school students in Kwara State. The sample consisted of 25 secondary school randomly selected from five Local Government. A questionnaire was used to collect data which was analysed using frequency counts, percentages and Pearson Product Movement Correlation. The results revealed significant influence on teaching citizenship education and development of civic consciousness in any of the secondary schools. The findings were discussed in addition to specific topic and modules as well as means to teach them while recommendations were made to include links on local learning and to global ones. Teaching the subject would also ensure that students have socio-political, legal and economic education.

**Introduction**

The importance of teaching citizenship Education and civic consciousness is to sensitize students particularly the youth and entire community at large, on skills acquisition, appropriate societal values such as integrity, honesty democracy, social justice, rights

and duties. The discipline gives knowledge that provide enough understanding on responsible citizenship, awareness on national, cultural and religious values in society, both nationally and internationally.

Citizenship education is the knowledge or level of awareness that an individual should acquire for living a decent life. It also means that, man has been sensitized virtue of activities that are taught to be valuable, such values are moral, code of conduct in our society and manner of behavior in any given community. Man will acquire the knowledge formation of habits skills and training in a desirable pattern to be fitted in a decent society.

The Federal Government of Nigeria in 2004 identifies the objective of social studies to include the creation and awareness of physical as well as social environment. These include the natural life of human being, manmade activities, the cultural values and the spiritual resources for development to capacity requirement level. One of the objectives of teaching citizenship education is a reform which could be picked from a particular activities or a process through solitary conferment that allows one to know his or her own right and responsibilities. This will also enable man to be brought back from a state of turpitude into which he has lapses into a morally acceptable reformed manner. Also the acquisition of relevant body of knowledge and information that is essential for personal development. Knowledge that will enhance positive contribution for betterment of mankind.

The objective of citizenship education also stresses the development of a sympathetic appropriation of our diversity and interdependence of all members of the local community into wider national and international communities. Students are able to be positively developed into attitudes of togetherness, appropriate values of honesty, high integrity, hard work, justices and fire play, which contributes to the development of our nation.

In summary, Citizenship Education:

- 1) Teacher's skills and aspiration for volunteering and engaging in Local issues.
- 2) Links local learning and action to global ones

- 3) Equip students to undertake enquires into issues and problems of local, national and international relevance.
- 4) Ensures that all students have social, political, legal and economic education
- 5) Teachers teach the role of citizens in political and judicial systems in order that they may take responsible action as citizens.

Citizenship education has been defined as various duties that must be fulfilled in another words. It is legal link between the democratic community and various individual Patrick (1999) further highlighted the duties as well as responsibilities of a responsible citizens, as paying taxes serving in the countries such as in ones village and localities. As a citizen one must have responsibility to recognize, identify and also overcome contradictions of ideals that has to do with equality rights of all citizen e.g. unjust denial of persons or group rights. Participation in government, fair treatment in the court of law. According to Mokwunye (1999) asserted that citizenship education as the process of inculcating habits, values skills that are essential for survival and for human development. Thus both students and teacher needs to combine the citizenship objective with education. Okorodudu (1996) has it that; attitudes about ways of life, developing consistent with those attitudes.

Also having skills which are requisites for an individual to become a responsible citizen in a democratic state. According to these definition, it will be appropriate for various schools, principals, teacher and counselors to inculcate the right type of attitude to the students. This will help the nation to cope with various social problem in our society. Gather (2000) stated that citizenship education is not just a subject in the curriculum, but a set of value and attitudes that requires a change in the culture of many schools which involve linking schools with their wider communities. He went further that the ethos of the whole school is critical. If citizenship education is to be of value that can perceived as credible by the wider community.

### The Concept of Civic Education

Chapin et al (1978) sees civic Education as the knowledge that offers opportunities for individuals to benefit from various privileges that emerges socially, morally and politically. In order words, civic education teaches skills and values which a child or individual need to enable him to be functional and responsible so as to contribute to the development of the nation Southerland (1978) pointed out that civic education of an instructional designs which examine human life. Organizes knowledge and experience about world which we live, endorse that it has largely grown out of our attempts to understand and perhaps, control man's social environment and world at large. However, students will be well equipped through the school curriculum to enable them function well as a good citizen of this country as well as carry them further in life. Abisola (2004) asserted the role of civic studying which will help to study good citizenship. The education that will be require to be active as a responsible people in any community. The National council for social studies (2001) observed that effective citizen as the one that has knowledge skills that required attitude with which a citizen must possess to assume an office. Also the ability to actualize the knowledge through the participation and development in various level of endeavor in life. Mezieobi (2011) defined civic education as systematic education that would enable a citizen to function well in governmental and democratic society.

The ultimate aim of civic education is however summarized as a developed and a responsible citizens, who will be committed to the skills, values as well as the principles of Nigeria constitution as a whole. Akinjide (2006) in his view expatiated the abundance blessings which is endowed in this country in term of human, revenue, capital e.t.c He emphasized the need to include the citizenship education in the school curriculum, which will enable citizens to acquire the necessary enlightenment for desirable human being. Medo (2000) in his own contributions has it that early part of child's education is layed in the foundation given by parents in the home. Meyers (1992) submitted that the idea of introducing children to various norms, skills values and traditions of his own culture will go along way, when he grows, these will become

permanent in the children. Ogundare and others (2001) refer to Man as a central figure and centre of discourse in social studies, which would not have been his existence hence man's culture is not static but dynamic. It changes particularly in attitude and values of people. Social studies as a subject plays an important role in inculcating the right cultural value the teaching of desirable attitudes in our various society, that has been designed in the curriculum of social sciences in which social studies is an integral part. Banks (2005) asserted that the major fact which the study of civic and citizenship education is expected to achieve is by impacting a decent behavior to citizen as well as mediating social political affairs of the people in society and students in general. The implementation of this values and skills will ensure good conduct in any democratic society.

### Statement of the Problem

It has been generally observed that youths in recent times do not attaché importance to societal values, such as lack of honesty, discipline, respect for elders as the order of the day. The study aimed at creating enable environment that can promote good integrity cooperation that can enhance better growth and national development. To this end, the following research questions was generated for the study.

- 1) What is the perception of citizenship education among our students?
- 2) What is the level of Civic consciousness among our students?
- 3) What are the relative effect of citizenship education on civic consciousness in our schools?

The general level of students citizenship education and civic consciousness are thereby itemized.

S/N	Items	Responses			
		Yes	%	No	%
1	Students learn political, legal and economic education	136	90	64	10
2	Students learn skills, values, aspirations, for volunteering engagement	142	71	58	29
3	Understand citizens duties, rights and responsibilities	132	81	68	19
4	Links local with global learning	100	50	100	50
5	Reflects on diverse ideas opinions and beliefs	128	72	72	28
6	Understand contemporary and controversial issues	120	75	80	25
7	Explore, creative, approaches to problems and issues.	140	70	40	30

The study seeks to provide data that would show that the non-teaching of certain modules of citizenship education had contributed to this study. The above showed that students reaction as to whether certain suitability are measured on the basis for citizenship education and civic consciousness. The table clearly shown that respondents are provided with suitable training for civic consciousness as well as citizenship educational equipment.

### Research Hypotheses

In order to accomplish the purpose of this paper, the following research hypotheses were raised to pilot the study:

1. There is no significant relationship between the perception of students on citizenship education in Kwara State secondary schools.
2. There is no significant relationship between student's perception and civic consciousness in schools in Kwara State.
3. There is no significant relationship between citizenship

## education and civic consciousness in Kwara State Secondary Schools.

### Method

A descriptive survey research design was adopted in the study. The population of the study consisted of all the secondary schools in Kwara State. The sample for this study consisted 25 schools made up of both single and co-educational schools.

Instrument consisted item on effective form of learning citizenship education was self-constructed questionnaire titled citizenship education and civic consciousness questionnaires (CECC) was used, the data collected were analyzed using frequency counts, percentages and Pearson Product Moment Correlation. The questionnaire was given to two test experts in the area of test and measurement for face and content validity while test re-test was to ensure the reliability. Samples was made at interval of reliability. Samples was made at interval of one week on few students to test the reliability of the instrument. Data were analysed with co-efficient high enough for reliability purpose.

### Results

Hypothesis 1: There is no significant relationship between the perception of student on citizenship education in our school in Kwara State.

Table 1: Analysis of Variance of Student's Perception and Citizenship Education.

Source of variation	SS	Df	Ms	F cal	F critical
Between group	28.2864	2	14.1432	1.5882	0.2099
within group	810.3519	92	8.9050		
Total	838.6383	94			

Table 1 shows that F-calculated is greater than the f-critical, this implies that the hypotheses is rejected. Hence there is significant

relationship between students perception and citizenship education in schools in Kwara State.

Hypothesis 2: There is no significant relationship between student’s perception of and civic consciousness in Kwara State Schools.

Table 2: Analysis of Variance of Student’s Perception and Civic Consciousness.

Source of variation	SS	Df	Ms	F cal	F critical
Between group	.4220	2	.2110	.9783	.0219
within group	837.9780	87	9.6319		
Total	838.4000	89			

Table revealed that the f-cal 9.783 is greater than the f-critical .0219 which means there is a significant relationship between student’s perception and civic consciousness in secondary schools in Kwara State.

Hypothesis 3: There is no significant relationship between citizenship education and civic consciousness in our schools in Kwara State.

Table 3: Analysis of Variance between Citizenship Education and Civic Consciousness

Source of variation	SS	Df	Ms	F cal	F critical
Between group	55.4854	2	54.62542	6.6452	1.87912
within group	12.3625	96			
Total	67.8479	98			

Table 3 also revealed that the f-cal 6.64152 is greater than the f-critical table of 1.877912 which means that there is significant



relationship between citizenship education and civic consciousness in our schools in Kwara State.

### Discussion

The findings from the study revealed that there is a strong relationship between students perception of citizenship education and students perception of civic consciousness. Also these is a strong relationship between citizenship education and civic consciousness in various schools in Kwara state.

It further showed that all suitability such as political, legal and economic of education which is supposed to be known are taught to students in our various schools. Also the skills and aspirations needed by students to enable them engage in voluntary services in communities are learnt too. The knowledge that can sustain students in the local issues in our nation as well as international level, such that beliefs and diverse ideas and opinions will be addressed within them. Students will understand their duties, rights and responsibilities to enable them function as a good citizen of this country. Fabiyi (2009) Falade (2010) discovered low level of political participation in some local government area in Ondo State. Also Akintunde (2004) objective of civic education cannot be adequately achieved through concept learning alone. All knowledge acquired needed to be put to practice and actions.

### Conclusion and Recommendations

There are differences between knowledge acquired and the one that are permanently practicable in the society. Such as voting rights and community development services demonstrating high level of civic responsibilities.

It is therefore follows that Respect for elders, laws and right of individuals, civics responsibilities and obligations that can be fostered in schools and community should be tutored among youths by parents.

Government should encourage enlightenment campaign which could sensitizes the member of various communities regularly on promoting relevant and desirable services on political issues.

## References

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