
INCULCATING RIGHT VALUES AND ATTITUDES ON STUDENTS TOWARDS TEACHING AND LEARNING OF CIVIC EDUCATION IN NIGERIAN SCHOOLS

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Abstract

Civic education is often taught ineffectively, lacking a practical focus on governmental dynamics. Despite its potential to combat corruption and address social ills in Nigerian secondary schools by instilling crucial values, norms, attitudes, and behaviours, its full impact is not realized. This study investigated the teaching and learning of civic education in Nigerian schools. A survey research design was employed, guided by three specific research questions. A total of 200 respondents were selected using stratified random sampling techniques. Data were collected using a self-developed questionnaire and analysed with descriptive statistics (percentages, means, and standard deviations) and Pearson Product-Moment Correlation Analysis, with statistical significance set at the 0.05 level of significance. The study showed that teachers' perception of positive societal changes when students were effectively taught civic education's core values. Furthermore, the study underscored the necessity of thorough concept clarification by teachers for successful implementation. Therefore, it was recommended that civic education teachers prioritize effective classroom practices, possess strong content knowledge, and uphold a clear understanding of civic

education's inherent values to foster the development of civic competence, knowledge, and skills in students.

Keywords: Attitude, Civic Education, Values, Teaching and learning, Nigerian schools

Introduction

Societies worldwide grapple with various challenges, and Nigeria is no exception. Education is widely regarded as a fundamental tool for addressing complex social, political, and economic issues. In Nigeria, civic education has been strategically introduced into the school curriculum to cultivate leadership skills, instil positive values, and foster attitudes essential for sustainable national development. This aligns with the global perspective that views education as a potent catalyst for change and progress (Obanya, 2003; Adebisi, 2020).

Recognizing this, the Nigerian government formally integrated Civic Education into the national school curriculum. While elements of civic awareness existed within Nigeria's traditional indigenous education, the subject was officially named and formalized with the 9-year Basic Education Curriculum (BEC) introduced in 2001. This initiative aimed to nurture young Nigerians into valuable, responsible, and dependable citizens capable of contributing significantly to national development. Paradoxically, a persistent deficit in core values such as integrity, diligence, self-reliance, honesty, and strong moral principles remains prevalent among many Nigerians—qualities traditionally expected to be transmitted across generations. This deficiency, as noted by Ainabor (2014), significantly influences citizens' thought processes and behaviours, potentially fostering a societal culture detrimental to progress.

The National Policy on Education (2014) underscores national development as a primary goal of Civic Education. The subject is designed to educate citizens on their rights and responsibilities, alongside governmental obligations. Beyond individual awareness, Civic Education also actively fosters national unity, tolerance, respect, self-governance, and participatory democracy, encouraging the adoption of positive values and engagement in decision-making at all

societal levels (Odanye, 2014). Nduka (2010) further posits that effective Civic Education is instrumental in a nation's ability to reclaim eroded values and mitigate pervasive socio-economic challenges. Consequently, it is argued that a robust and diligent approach to teaching Civic Education in schools could significantly alleviate Nigeria's economic difficulties and similar global issues.

Despite these laudable objectives and governmental intent, the anticipated outcomes of Civic Education in Nigeria have not been fully realized, primarily due to persistent challenges within the education system. These impediments include a shortage of qualified Civic Education teachers, inadequate classroom infrastructure, and the prevalence of outdated pedagogical methods that diminish teaching effectiveness. Furthermore, an over-reliance on traditional, resource-poor classroom environments, coupled with large class sizes, hinders individualized attention and effective instruction (Olowo, 2022; Olowo et al., 2025).

Further exacerbating these challenges, researchers have highlighted specific pedagogical shortcomings. Odejebi and Adeyemi (2009) noted that ineffective instruction stems from teachers' insufficient emphasis on real-world governmental dynamics. Colombi (2010) pointed to poor teaching methodologies, inadequate content knowledge, and even teacher personality issues as factors contributing to student disengagement and underperformance. Echoing this, Gullforle and Brady (2014) observed an over-reliance on didactic "talk and chalk" methods, which stifle student creativity. Gbadamosi (2013) similarly argued that a lack of active student involvement negatively impacts learning outcomes. Pervasive challenges like these necessitate a focused intervention, leading to the present study's examination of how to effectively foster appropriate values and attitudes among students through the teaching of Civic Education in Nigerian schools. The specific objectives of this study are to:

- i. examine teachers' perceptions of the values embedded in the teaching and learning of Civic Education in secondary schools;
- ii. assess teachers' knowledge of Civic Education content in the teaching and learning process in secondary schools; and

- iii. examine the classroom practices adopted by teachers in the teaching and learning of Civic Education in secondary schools.

Research Questions

The following research questions were raised to guide the study:

- i. What are the teachers' perceptions of the values in teaching and learning of civic education in secondary schools?
- ii. What is the knowledge of teachers' content in teaching and learning of civic education in secondary schools?
- iii. What are the teachers' classroom practices in teaching and learning of civic education in secondary schools?

Methods

A descriptive survey research design was utilized in this study to explore students' values and attitudes concerning the teaching and learning of Civic Education. This design proved appropriate as it facilitates the gathering of information from a large population without variable manipulation, thus enabling the observation and understanding of participants' natural opinions and behaviours. The study's target population consisted of students offering Civic Education in public secondary schools throughout Ondo State. From this population, ten public secondary schools located in the Akoko Southwest Local Government Area were chosen. A simple random sampling technique ensured each selected school had an equal probability of inclusion, thereby leading to a fair and unbiased sample.

A self-designed questionnaire titled "Inculcating the Right Values and Attitudes on Students Towards the Teaching and Learning of Civic Education Questionnaire (IRASTLCEQ)" was utilized. The questionnaire comprised two main sections: Section A gathered personal details from respondents, including school name, gender, age, and religion. Section B comprised fifteen statements designed to assess students' values and attitudes, with responses recorded on a 4-point Likert scale ranging from Strongly Agree (4) to Strongly Disagree (1). The collected data underwent both descriptive and inferential statistical analysis. Descriptive statistics, including mean, percentage, and standard deviation, were utilized to summarize the

responses. For hypothesis testing, the Pearson Product Moment Correlation (PPMC) was applied at a 0.05 level of significance.

Results

Research Question One: What is the teacher's perception of the values in teaching and learning of Civic education in secondary school?

Table 1: Teachers Perception of the Values in Teaching and Learning of Civic Education in Secondary Schools

S/N	Items	SA		A		D	SD		\bar{x}	Decision
		F	%	F	%	F	F	%		
1	Teacher clarification of concept is needed for easy implementation	71	35.5	92	46.0	20	17	8.5	3.08	High
2	Student must engage in brainstorming activities and necessary discussion techniques	79	39.5	74	37.0	29	18	9.0	3.07	High
3	Students must be given opportunity to work freely	72	36.0	92	46.0	21	15	7.5	3.11	High
4	Teacher and students are free to ask questions but not answer it yourself	75	37.5	81	40.5	31	13	6.5	3.10	High
5	Interaction discussion must make teachers and students to build on answer	78	39.0	81	40.5	23	18	9.0	3.10	High
Grand Mean									3.09	High

Source:*Field Survey, 2024*

Table 1 details the responses to research question three, which sought to ascertain teachers' perceptions regarding the values inherent in Civic Education pedagogy. Analysis of Item 1 revealed a significant consensus, with 163 respondents (81.5%) affirming the importance of teachers' conceptual clarification for practical classroom application, while 37 (18.5%) expressed disagreement. The mean score for this item was 3.08, denoting a high level of agreement. Item 2 similarly demonstrated strong affirmation, as 153 respondents (76.5%) concurred that students should engage in brainstorming activities and

utilize discussion techniques in Civic Education classes. Conversely, 47 respondents (23.5%) dissented. This item yielded a mean score of 3.07, reinforcing the high level of agreement.

For Item 3, 164 respondents (82.0%) agreed that students should be afforded opportunities for independent and autonomous work during lessons, with 36 respondents (18.0%) disagreeing. A mean score of 3.11 for this item indicated a robust positive perception. Item 4 further showed that 156 respondents (78.0%) agreed that both educators and learners should be encouraged to ask questions freely, albeit without self-answering. Forty-four respondents (22.0%) held a differing view. The mean score for Item 4 was 3.10, signifying a high degree of concurrence.

In Item 5, 159 respondents (79.5%) assented to the proposition that reciprocal interaction and discussion between teachers and students facilitate the development of shared understanding from individual answers. Forty-one respondents (20.5%) disagreed. The mean score of 3.10 underscored a high perception of collaborative learning's utility. The aggregated grand mean score of 3.09 collectively demonstrates that teachers within the studied region possess a high perception of the fundamental values within Civic Education's instructional framework. This finding suggests a prevalent belief among teachers in the critical importance of fostering interaction, conceptual understanding, independent thought, and participatory pedagogical approaches in Civic Education contexts.

Research Question Two: What is the knowledge of teachers' content in teaching and learning of civic education in secondary schools?

Table 2: Knowledge of Teachers' Content in Teaching and Learning of Civic Education in Secondary Schools

S/N	Items	SA		A		D		SD		\bar{x}	Decision
		F	%	F	%	F	%	F	%		
6	Teacher do preach changes on how to solve school	75	37.5	95	47.5	14	7.0	16	8.0	3.15	High
7	Teacher gives majority of class time to practice of materials	80	40.0	73	36.5	33	16.5	14	7.0	3.10	High

S/N	Items	SA		A		D		SD		\bar{x}	Decision
		F	%	F	%	F	%	F	%		
8	The teacher plans transition to follow logically between activities	96	48.0	75	37.5	15	7.5	14	7.0	3.27	High
9	Teacher emphasizes coverage of lesson content at the expense of clarity	75	37.5	78	39.0	25	12.5	22	11.0	3.03	High
10	Teachers ask students questions to maintain their attention and interest	87	43.5	76	38.0	17	8.5	20	10.0	3.15	High
Grand Mean										3.14	High

Source: *Field Survey, 2024*

Table 2 illustrates participants responses to research question two, designed to assess teachers' content knowledge in Civic Education. Analysis of Item 6 revealed that 170 respondents (85.0%) affirmed teachers' role in encouraging innovative solutions and improvements to school problems, with 30 respondents (15.0%) expressing disagreement. A mean score of 3.15 for this item substantiated a high level of agreement. Pertaining to Item 7, 153 respondents (76.5%) assented to the notion that teaching Civic Education with appropriate values can engender positive societal transformation, while 47 respondents (23.5%) dissented. The mean score of 3.10 for this item similarly indicated a high degree of consensus. Item 8 elicited particularly strong agreement, with 171 respondents (85.5%) endorsing the prioritization of academic qualifications in the selection of political leaders, contrasted by 29 respondents (14.5%) who disagreed. This item's mean score of 3.27 reflected a high level of pertinent knowledge. Lastly, Item 9 demonstrated that 153 respondents (76.5%) agreed that political leaders should be held responsible for their obligations, with 47 respondents (23.5%) disagreeing. This item also yielded a high mean score of 3.03, signifying considerable agreement. In Item 10, 163 respondents (81.5%) agreed that teachers would like their students to challenge and change unfair practices in society, while 37 respondents (18.5%) disagreed. The mean score was 3.15, further supporting the presence of strong knowledge among teachers. The grand mean score for all five

items was 3.14, which indicates a high level of knowledge of Civic Education content among teachers in secondary schools within the study area. This suggests that most teachers possess solid understanding and mastery of the subject matter, enabling them to guide students effectively in both civic values and academic outcomes.

Research Question Three: What are the teachers' classroom practices in teaching and learning of civic education in secondary schools?

Table 3: Teachers' Classroom Practices in Teaching and Learning of Civic Education in Secondary Schools

S/N	Items	SA		A		D		SD		\bar{x}	Decision
		F	%	F	%	F	%	F	%		
11	Teacher asks questions and provide corrective feedbacks	98	59	21	24					3.14	High
		48.0	29.5	10.5	12.0						
12	Teacher gives majority of class time to practice of materials	58	86	38	18	9.0				2.92	Moderate
		29.0	43.0	19.0							
13	The teacher plans transition to follow logically between activities	63	81	33	23					2.93	Moderate
		31.5	40.5	16.5	11.5						
14	Teacher emphasizes coverage of lesson content at the expanse of clarity	64	98	26	12	6.0				3.07	High
		32.0	48.0	13.0							
15	Teachers ask students questions to maintain their attention and interest	75	95	14	7.0	16	8.0			3.14	High
		37.5	47.5								
Grand Mean										3.04	High

Source: *Field Survey, 2024*

Table 3 presents participant responses to research question three, which sought to evaluate teachers' classroom practices in secondary school Civic Education. For Item 11, a significant majority of respondents (157, or 77.5%) agreed that teachers incorporate questions and provide corrective feedback during lessons, while 45 respondents (22.5%) disagreed. This item recorded a mean score of 3.14, indicative of a high level of consensus among

participants. Regarding Item 12, 144 respondents (72.0%) concurred that teachers dedicate most of the class time to practicing taught content, in contrast to 56 respondents (28.0%) who disagreed. The mean score for this item was 2.92, reflecting a moderate level of agreement. Similarly, for Item 13, 144 respondents (72.0%) also agreed that teachers plan transitions between classroom activities in a logical and seamless manner, with 56 respondents (28.0%) dissenting. This item's mean score of 2.93 likewise indicated moderate agreement. Item 14 revealed that 162 respondents (80.0%) agreed that teachers tend to prioritize covering lesson content, sometimes at the expense of clarity. Conversely, 38 respondents (19.0%) disagreed with this practice. The mean score of 3.07 for this item suggests a high level of agreement. In Item 15, an overwhelming majority of 170 respondents (85.0%) agreed that teachers use questions to maintain student attention and interest throughout lessons, while only 30 respondents (15.0%) disagreed. This item also yielded a robust mean score of 3.14, signifying strong agreement.

Overall, the grand mean score of 3.04 suggests that the level of teachers' classroom practices in Civic Education within secondary schools in the study area is generally high. This outcome implies that teachers are effectively utilizing strategies such as questioning, providing feedback, engaging students, and thoughtfully planning lessons, though some specific areas indicate scope for enhancement.

Discussions

The results showed that most of the respondents agreed that teachers ask students questions and give corrective feedback. This finding supports what Bernard (2016) said—that Civic Education should help young people become politically informed by discussing real social issues. According to Bernard, simply teaching students to follow the law without helping them understand how bad laws can be changed or better ones created may result in inactive citizens rather than active ones. This finding is also in line with Alyssa and Brittany (2010), who found that students respond well to open-ended questions. These types of questions allow students to share their opinions and thoughts, making the classroom more interactive. However, the same study noted that many teachers were not using these kinds of questions

effectively. Instead, they often asked rhetorical questions, which do not encourage active student participation.

Furthermore, the results revealed that most respondents believed that teachers see positive changes in society when students are taught the values of Civic Education. This agrees with Lawal (2014), who emphasized that passing on the right knowledge, values, attitudes, and societal norms to students helps them become useful members of society. It also equips them with the skills they need to survive and contribute to future generations. This result is also supported by Azebamwan (2010), who believed that the lessons learned in Civic Education form the foundation of a stable democracy. According to him, responsible citizens are essential for the success of democratic governance.

The findings also showed that most respondents agreed that teachers need to clearly explain concepts to help students understand and apply them easily. This supports King (1997), who explained that while character training and citizenship education can be included in the school curriculum, how they are taught is also important. Similarly, Lee (2001) stated that no matter how much a person learns about being a good citizen or is inspired by moral values, it becomes useless if these lessons are not practiced in everyday life. The goal of Civic Education, according to Lee, should be to encourage students to act, not just to know.

Conclusion

In conclusion, introducing Civic Education into Nigeria's school curriculum is a commendable initiative. Civic Education can help students gain the knowledge, values, skills, and attitudes they need to become responsible citizens in any part of society. It can also help them develop positive character traits like obedience, fairness, honesty, hard work, tolerance, and cooperation—qualities that benefit the whole society. However, this study found that many Civic Education teachers lack strong content knowledge and clear understanding of the subject. Therefore, teachers should receive special training to prepare them to teach Civic Education effectively. Also, classroom environments should be well-structured and supportive of democratic learning, with open communication and

mutual respect between teachers and students.

Recommendations

It is recommended that the government implement professional development programs, such as seminars and workshops, aimed at enhancing teachers' instructional practices and deepening their conceptual understanding of Civic Education, thereby improving the quality of its delivery. Additionally, Students should empower to take part in the society efficaciously as informed active, responsible and critical members of the society. In-service programmes on Civic Education should be organize for those who are currently teaching Civic Education in our school. Besides, All stake holders in the education sectors, both the Government, the private, Non-governmental organization (NGO) should be involved in the designing and development of Civic Education programme.

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