



## CIVIC EDUCATION AND INTERNAL POLITICAL EFFICACY OF STUDENTS IN OLUYOLE LOCAL GOVERNMENT, OYO STATE

**Akinkunmi A. Akinlabi**

Department of Political Science, Faculty of Social Sciences,

Obafemi Awolowo University, Ile-Ife, Osun state.

[akinkunmi643@gmail.com](mailto:akinkunmi643@gmail.com)

### Cite this article:

Akinkunmi A. Akinlabi (2022), Civic Education and Internal Political Efficacy of Students in Oluyole Local Government, Oyo State. African Journal of Social Sciences and Humanities Research 5(3), 15-27. DOI: 10.52589/AJSSHR-1FEH0BWE.

### Manuscript History

Received: 24 May 2022

Accepted: 19 June 2022

Published: 7 July 2022

### Copyright © 2022 The Author(s).

This is an Open Access article distributed under the terms of Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International (CC BY-NC-ND 4.0), which permits anyone to share, use, reproduce and redistribute in any medium, provided the original author and source are credited.

**ABSTRACT:** *Internal political efficacy is one of the causal factors for political participation. Nigeria, with low political engagement, on many occasions has developed several approaches aimed at promoting internal political efficacy, which includes the introduction of Civic Education into primary and secondary school curriculum. This is designed to instil political knowledge that enhances the internal political efficacy of the students for future participation in the political process. The study is thus an attempt to ascertain the possibility of improved internal political efficacy of the students through the study of Civic Education in Oluyole Local Government Area of Oyo State using descriptive survey research design. Data were collected through the distribution of questionnaires to two hundred and eighty-two (282) students drawn from ten secondary schools in the local government. The result reveals that the study of Civic Education in school promotes political knowledge and internal political efficacy of the students.*

**KEYWORDS:** Political participation, internal political efficacy, political socialization, civic education.



## INTRODUCTION

Political participation is the engagement of the citizens in the political process of the democratic state, thereby making it one of the major features of representative democracy. It is a means by which the idea of popular rule in representative democracy is entrenched and sustained. Thus, political participation—which includes voting, protest, membership of political parties, engagement in political discussion—is an essential catalyst for the sustainability of representative democracy in a state. The entrenchment of political participation in a democratic state is influenced by the level of political socialization of the citizens (Ugwu & Mgbo, 2010; Schwarzer, 2011; Koskimaa & Rapeli, 2015). Political socialization, the transmission of political values into the citizens of a given state, is a process of instilling political knowledge and value into the citizens for the purpose of driving political participation among the citizens of the state (Owen, 2008; Aisien & Odoemelam, 2013; Olasupo, 2015; Ogunola, 2018). This process of transferring political knowledge about political system is carried out through the various agents of political socialization which include political parties, family, peer group, mass media, civil organisations and school.

The roles of these agents of political socialization in building active participatory citizenry in representative democracy cannot be overemphasized. They are important in the transmission of knowledge that promote political participation. One of such agents that is regarded as a primary transmitter of political knowledge to the younger citizens is school (Ogunola, 2018). Apart from family, the school is also an elementary actor which drives the process of political socialization among the students through learning and discussions between the teachers and the students. Consequently, the students through learning and discussions develop civic skills and knowledge which help in integrating them into the political system. Supporting this, Bandura (1994:11) argued that school is “the place where children develop the cognitive competencies and acquire the knowledge and problem-solving skills essential for participating effectively in the larger society.” Through the involvement of the students in political discussions and the teaching of subjects such as Citizens’ Education, History, Social Studies and Civic Education in the school, the students are expected to acquire political knowledge and also exhibit the values that prepare them for future involvement in the political activities of the state (Dassonneville, Quintelier, Hooghe & Claes, 2012; Campbell & Niemi, 2015). This political knowledge acquired by the students serve as the precursors for right behaviours that stimulate the psychological process of the students for future participation in the politics of the state. Therefore, the psychological process created from the knowledge acquired in the school forms the internal political efficacy of the students.

Internal political efficacy of the students is the self-confidence of the students to understand the political system and use the knowledge about the political system to engage in the political process of the state. Such perceptions are influenced by the political socialization process of the students through learning in the course of study in the school. Hence, internal political efficacy and political socialization are expected to promote political participation of the students. In this regard, studies (Abramson & Aldrich, 1982; Finkel, 1985; Schulz, 2005; Van Zomeren, Postmes & Spears, 2008; Schulz, Ainley, Fraillon, Kerr & Losito, 2010; Reichert, 2016) have shown that internal political efficacy and political knowledge drive political participation among the citizens. As postulated by Schulz (2005), in the process of political socialisation during childhood and adolescence, the acquisition of political efficacy is often seen as crucial for future participation as an active citizen in a democracy. Supporting this,



Reichert (2016: 223) asserted that “both political knowledge and internal political efficacy are precursors of political participation.”

On the part of Nigeria, there is low level of internal political efficacy and participation among the citizens since the return of the country to democratic rule in 1999 (Falade, 2014; Duru, 2017). The decline in the percentage of voter turnout in Nigeria’s presidential election from 53.68% in 2011 to 43.65% in 2015 and 34.75% in 2019 is an indication of low political participation and efficacy among Nigerians (IDEA, 2019; INEC, 2019). In addition, the Afrobarometer Round 8 Survey in Nigeria (2020) shows that only 50.9% of respondents occasionally discuss political matters, 37.2% respondents attend community meeting, 36.1% agree that they can join others to raise issues, while 17.3% participate in demonstrations and protest march. This low political engagement is not dissociated from the undemocratic tendencies, violence, deception and unfulfilled promises by political leaders and uncertainties that characterize the political system (Falade, 2014). In order to overcome the low political efficacy and political engagement, the Nigerian state adopted various mechanisms that include the introduction of Civic Education as a subject into the primary and secondary school curriculum in 2007. This was done to enhance learners’ ability to imbibe and exhibit democratic skills and values in order for the students to function adequately in the process of democratic participation in Nigeria (Fan, Ekpo & Ita, 2008; Ajibade, 2011; Okunloye, 2019). To achieve this aim, the subject, Civic Education, is structured into three sections that cover “National Ethics, Discipline, Rights and Obligations” in the first section while the second and third sections centre on the “Emerging Issues in the Society” and “Governmental System and Processes” respectively. The third section of the curriculum titled “Governmental System and Processes” revolves around topics like Structure and Functions of Government; Democracy, Rule of Law and National Development; Political Apathy; Civil Society and Popular Participation; and Public Service in Democracy (Civic Education Curriculum). Certainly, this section is formulated to inculcate the students with democratic values and also enrich their political knowledge of Nigeria’s political process before they graduate from secondary schools.

Expectedly, this political socialization of the students through the teaching of Civic Education in both primary and secondary schools is projected to spawn the internal political efficacy of the students into political participation in the future. This is premised on the role of Civic Education in shaping students into responsible political actors. With the introduction of Civic Education into the school curriculum as an instrument to socialize the students for future engagement in politics and democratic process, it is therefore pertinent to ascertain the actualization of the set aim in students. Hence, the study answers the following questions:

- i. Has the study of Civic Education improved the political knowledge of students in Oluyole Local Government of Oyo State? and
- ii. To what extent has the political knowledge acquired through the study of Civic Education promoted the internal political efficacy of the students in Oluyole Local Government of Oyo State?

To answer these questions, the study is schemed into six sections. This introductory part is followed by a review of the relation between Civic Education, political education and internal political efficacy in the second section. Research methodology and result are in the third and fourth sections of the study respectively. The final section which is the conclusion of the study is preceded by the discussion of the result in the fifth section.



## **CIVIC EDUCATION, POLITICAL KNOWLEDGE AND INTERNAL POLITICAL EFFICACY**

Political knowledge centres on the information applicable to the political process and system of a country. It entails the information about the nature and operations of the political structures that exist in a particular political system. Thus, political information is the major element for the political socialization process of the citizens. As a major element of political socialisation, political knowledge is defined as the range of factual information about politics that is stored in long-term memory (Delli Carpini & Keeter, 1996). This definition points to the fact that political knowledge is the citizens' cognition of the political events and processes within the state. Therefore, it forms the bases for political relations of the citizens with the state and their political perception of governance. Supporting this, Owen and Soule (2015) opined that a strong political knowledge base leads to the development of political attitudes in individuals that are predicated on more than just emotion, and which foster the comprehension of how their own interests fit into a complex political system. Due to the importance of political knowledge in citizens' political lives, literature has established positive relations between political knowledge and political participation of the citizens in political system and process. Studies by Galston (2001); Dassonneville, Quintelier, Hooghe and Claes (2012); Finkel, (2013); Owen and Soule (2015); Neundorf, Niemi, and Smets (2015); and Campbell and Niemi (2015) all established positive relation between political knowledge and political participation. For example, Owen and Soule (2015), in their investigation into the connection between political knowledge and different forms of political engagement, concluded that there is a positive relation between political knowledge and political participation (contacting, voting, campaign engagement, community engagement, digital engagement, and activism). Hence, the engagement of citizens in the political system is spurred by the degree of the political knowledge acquired by the citizens.

The process of acquiring political knowledge about a country is not solely exclusive of school and the contents of curriculum alone. Rather, political environment and other agents of political socialization are also instrumental in transmitting political knowledge to the younger citizens (Campbell 2006). However, Campbell (2006) did not undermine the role of school in modelling the younger citizens into active political participants in the future. In the light of this, Galston (2001); Owen, Soule and Chalif, (2011); Dassonneville, Quintelier, Hooghe and Claes, (2012); Owen and Soule (2015); Campbell and Niemi (2015); Neundorf, Niemi and Smets, (2015) all show that schools promote the culture of political participation and interest among the students through the teaching of subjects such as Civic Education. These studies conclude that Civic Education enriches the students with political knowledge that prepare them for political engagement. Civic Education is one of the school subjects that provides the knowledge needed to facilitate both civic and political engagement of the students. It is both formal and informal training transmitted to the students to develop in them the knowledge, values and skills needed for effective participation in the political process and the civil society. Therefore, the study of Civic Education in school is expected to provide the learners with useful information on their rights, responsibilities and requirements for political engagements with the purpose of enabling the citizens to make meaningful contributions to the political system (Finkel, 2000; Ajibade, 2011).

The analysis of Civic Education in relations to political knowledge and participation in literature appears in three folds. Literature discussions revolve around three facets of Civic Education that include formal Civic Education, an open classroom climate and active learning



strategies (Galston, 2001; Dassonneville, Quintelier, Hooghe & Claes, 2012; Neundorf, Niemi & Smets, 2015; Owen & Soule, 2015). These three facets of Civic Education have been tested in relations to political knowledge, participation and efficacy. For instance, Delli Carpini and Keeter (1996); Verba, Scholzman and Brady, (1995) as cited in Dassonneville, Quintelier, Hooghe and Claes, (2012) agreed that the formal Civic Education—cognitive methods of classroom instruction—promotes political knowledge which stimulates the students to be more strongly interested in politics, and the functioning of political institutions. Supporting this, Dassonneville, Quintelier, Hooghe and Claes (2012) also argued that the formal Civic Education has a “cognitive effect on pupils” leading to political participation of the students.

With respect to open classroom climate, different works of literature argue that a democratic civic culture is not a function of factual knowledge but rather it depends on the level at which the basic democratic attitudes and normative expectations are practised in the school and class discussions (Torney-Purta, Lehmann, Oswald & Schulz, 2001; Campbell, 2008; Flanagan & Stout, 2010; Dassonneville, Quintelier, Hooghe & Claes, 2012). This school of thought posits that the inculcation of democratic values into the students is as a result of the existence of democratic practices in the school and likewise class activities. Dassonneville, Quintelier, Hooghe and Claes (2012) summarised this view that the presence of an open classroom climate will have an effect on students’ efficacy and trust levels. In his opinion, Torney-Purta (2002) submitted that the climate of the classroom—how free students feel to express their opinions and have them discussed and respected—underlies student attitudes, political engagement, and even political knowledge. Proponents of “open classroom climate” submit that the democratic environment of the school and classroom serve as the best method of instilling the civic and political skills that prepare the students for future democratic behaviours.

Lastly, the third facet of Civic Education is the use of active learning strategies which include the method used in disseminating the political knowledge to the students. Galston (2004); Torney-Purta (2002); Torney-Purta and Vermeer (2006); Campbell (2006); and Dassonneville, Quintelier, Hooghe and Claes (2012) all submitted that the students acquire the political knowledge and skills through active participation in society and taking up their role and responsibilities as citizens in society and in democratic procedures. Here, it is argued that the involvement of the students in the democratic process of the state serves as the impetus for political efficacy of the students. This is to lead to political knowledge of the students which drives participation or the intention to participate in civic life.

Thus, political knowledge is established to be the catalyst that translates internal political efficacy of the citizens into political participation. Internal political efficacy is defined as the individuals’ feelings that have the capacity to bring changes to the political system through participation in democratic decision-making processes of their states (Sullivan & Riedel, 2001; Saris & Torcal, 2009; Sarieva, 2018; Schulz, 2005; Reichert, 2016). The internal political efficacy of individuals centres on the feeling of self-confidence of the individual to engage in politics for the purpose of influencing the states’ political system. This feeling entails the readiness of the citizens to perform their civic duties, the ability of the citizens to acquire the needed political knowledge about the politics of the state, and the usage of the political knowledge acquired by the citizens to engage in politics in order to contribute to the political process (Pinkleton & Austin, 2001; Schulz, 2005; Reichert, 2016). Hence, internal political efficacy involves the willingness of the citizens to use their political knowledge to participate in political process and likewise the belief that such participation would bring changes to the political process. Supporting this argument, Reichert (2016:221) argued that “political



knowledge stimulates the individual's sense of internal political efficacy, which operates as a mediator by transmitting a substantial amount of that knowledge's impact on actual participation in politics."

The magnitude of political knowledge and internal political efficacy of an individual are both precursors for political participation of the citizens in the political system. Consequently, studies (Schulz, 2005; Solhaug, 2006; Saris & Torcal 2009; Reichert, 2016; Sarijeva, 2018) explore the role of both political knowledge and internal efficacy in promoting political participation and interest. This is affirmed by Reichert's (2016) conclusion that political knowledge raised internal political efficacy, thereby contributing to the willingness to participate politically, which in turn increased the likelihood that a citizen would participate in politics. Supporting Reichert (2016), Solhaug (2006) submitted that self-efficacy (internal political efficacy) and knowledge play vital roles in civic practice and political participation. For Schulz (2005), he measures the degree of the impact of political knowledge and interest on political efficacy. Schulz (2005) submitted that judgments about one's own ability to act politically (internal political efficacy) are rather influenced by interest than actual knowledge. He also further posited that participation in political discussions with peers and parents has consistently strong effects on feelings of internal efficacy.

Evidence from literature reveals positive relations between Civic Education and political knowledge which stimulates internal political efficacy in the students. In addition, review shows that political knowledge and efficacy are two concepts that influence political participation of the citizens in the political system. On the basis of this, this study investigates the effect of "formal Civic Education" on political knowledge and internal political efficacy of the students after completing the syllabus of Civic Education for six years in secondary school. This is with the view to predicting the future participation of the students in the political system.

## RESEARCH METHODOLOGY

The study adopted descriptive survey research design in order to measure the internal political efficacy of the study population. The population for the study is the Senior Secondary School III students at Oluyole Local Government of Oyo State, Nigeria. These students of Senior Secondary School III were purposively selected because they had covered almost all the expected contents of the Civic Education syllabus. Hence, a sample size of two hundred and eighty-two (282) students was drawn from ten secondary schools, both public and private, within the study area. The selection of the schools was done using multistage sampling technique. Firstly, the secondary schools in the local government were stratified into the urban and rural dichotomies as stipulated on the local government website. The urban centres include areas along Lagos-Ibadan Express Road, Old Lagos Road, New Garage and Orita Odo Ona Elewe while the rural settlements include areas in Ayegun, Idi Ayunre, Abanla, Onipe, Arapaja village and Olojuoro (<https://oyostate.gov.ng/oluyole-local-government>). Based on this stratification, six secondary schools comprising four public schools and two private schools were drawn from the urban while four secondary schools consisting of three public schools and one private school were selected from the rural area using simple random sampling method. For the sample size of each school, the selection was based on the availability and the willingness of students to partake in the study. The names of the schools and the sampled size of various schools are shown below in Table 1.



The research instrument is a questionnaire on the influence of formal Civic Education on Internal Political Efficacy of Students in Oluyole Local Government, Oyo State. Ten items were listed for the students to answer from five options using Likert five point type scale: Strongly Agree (SA) = 4, Agree (A) = 3, Neutral (N) =2, Disagree (DA) =1 and Strongly Disagree (SD) = 0. The ten items were designed in line with the measurements adopted by Schulz (2005) and Sarieva (2018). The reliability test for the ten items was carried out using Cronbach's Alpha ( $\alpha=0.643$ ). Hence, two of the items were aimed to ascertain whether formal Civic Education affects the students' political knowledge about Nigeria while the remaining eight items test whether formal Civic Education affects both personal and collective internal political efficacy of the students. The data generated in the study were analysed using the descriptive statistical instrument that includes tables, frequency, percentage, and mean through Statistical Package for Social Sciences (version 20).

## RESULT

In respect of the demographic distribution, the sample is classified into gender (male/female, mean=0.45), age (14-16, 17-19, and 20 and above), location of sampled schools (urban/rural) and class (SSS3). The demographic result presented in Table 2 below shows that 126 (44.7%) of the respondents are males while 156 (55.3%) are females. The distribution of schools reveals 6 and 4 schools in urban and rural areas respectively.

For Civic Education and political knowledge of the students about the Nigerian political system, the result shows that most of the respondents (231; 82.5%) agree that the study of Civic Education has improved their knowledge of Nigeria's political space while 31 (11.1%) disagree and 19 (6.8%) were indifferent. Also, 228 (82.3%) of the sampled students show that Civic Education has made it easy for them to understand political discussion while 24 (8.7%) disagree and 25 (8.9%) show indifference. The political knowledge of the respondents improves with the study of Civic Education throughout their academic years in school. The percentage and frequency indicate that many of the students agree that the study of Civic Education enhances their ability to understand political discussion easily and also, they have acquired additional knowledge about the political process of Nigeria. This result is represented in Table 3 below.

Table 4 shows the responses of students regarding the study of Civic Education and collective political efficacy. According to the result, 166 (59.7%) of the respondents believe that the study of Civic Education makes them feel that citizens can collectively influence government's policy making process while 61 (22%) disagree and 51 (18.3%) show indifference. On the democratization of Nigeria through collective efforts of the citizens, 200 (72.2%) of the respondents agree that the study of Civic Education makes them feel that the democratic process of Nigeria can be promoted through collective efforts while 47 (17%) disagree and 30 (10.8%) are indifferent. The result, arguably, shows positive relations between the study of Civic Education and collective political efficacy.

**Table1: Name of Schools and Sample Size**

S/ N	Name of Schools	Private/ Public	Urban /Rural	Number of Females = 156 (55.3%)	Number of Males = 126 (44.7%)	Total = 282
1.	Moslem Grammar School, Odinjo Ibadan	Public	Urban	23 (60.5)	15 (39.5)	38
2.	Community Grammar School, Agbamu, Sanyo, Lagos-Ibadan Expressway, Ibadan.	Public	Urban	32 (61.5)	20 (38.5)	52
3.	Daarul Hikmah College, Odinjo, Ibadan	Private	Urban	11 (57.9)	8 (42.1)	19
4.	Yekini Adejojo College, Boluwaji, Lagos-Ibadan Expressway, Ibadan	Private	Urban	3 (27.3)	8 (72.7)	11
5.	Molete High School, New Garage, Ibadan	Public	Urban	12(48)	13(52)	25
6.	Prospect High School, Abanla, Ibadan	Public	Rural	8 (38.1)	13 (61.9)	21
7.	Community Secondary School, Ayegun, Ibadan	Public	Rural	14 (51.9)	13 (48.1)	27
8.	Dominion College, Ayegun, Ibadan	Private	Rural	15 (88.2)	2 (11.8)	17
9.	Olojuoro Grammar School, Olojuoro, Ibadan	Public	Rural	12 (46.1)	14 (53.9)	26
10.	Community Grammar School, Aba Alfa, Ibadan	Public	Urban	26 (56.5)	20 (46.5)	46

**Source:** Author's Field Work (2020)

**Table 2: Demographic Presentation of Respondents**

Variable	Class	Total	Percentage
Gender	Males	126	44.7%
	Females	156	55.3%
Age	14-16	134	47.5%
	17-19	143	50.7%
	20 and above	5	1.8%
School Locations	Urban	6	60%
	Rural	4	40%
Class	SSS3	282	100%

**Source:** Author's Field Work (2020)



**Table 3: Representation of Respondents' Perceptions on Political Knowledge**

Questions	Strongly Agree %	Agree %	Strongly Disagree %	Disagree %	Neutral %	Mean
The study of Civic Education has made me Know more about Nigeria	140 (49.8%)	91 (32.4%)	7 (2.5%)	24 (8.5%)	19 (6.8%)	3.19
Understand most political discussions easily	119 (42.2%)	110 (39%)	11 (3.9%)	17 (6%)	25 (8.9%)	3.1

**Source:** Author's Field Work (2020)

Respondents opine that the study of Civic Education promotes the feeling that citizens can collectively influence the political system. Arguably, it can be deduced from the result that the political knowledge acquired from the study of Civic Education enhances the collective political efficacy of the respondents.

On the part of internal personal efficacy, the result shows that the study of Civic Education promotes self-confidence of the students to partake in the Nigerian political system. As shown in Table 5 below, 192 (69.3%) of the respondents agree that the study of Civic Education made them feel they can influence the enactment of laws, 212 (75.2%) believe they can contribute to political discussion with the study of Civic Education, and 213 (76.6%) believe they can express their political opinion freely and publicly. The result indicates a high level of personal political efficacy of the students. Many of the respondents opine that the study of Civic Education creates self-confidence to participate and influence the political process of the country. The responses from Table 5 shows that the political knowledge acquired in the course of learning Civic Education promotes personal political efficacy of the respondents.

**Table 4: Civic Education and Internal Collective Efficacy**

Questions	Strongly Agree %	Agree %	Strongly Disagree %	Disagree %	Neutral%	Mean
The study of Civic Education has made me Feel that citizens can collectively influence government's policy making	71 (25.5%)	95 (34.2%)	26 (9.4%)	35 (12.6%)	51 (18.3%)	2.54
Feel that citizens can collectively promote democratization of Nigeria	107 (38.6%)	94 (33.9%)	25 (9%)	21 (7.6%)	30 (10.8%)	2.86

**Source:** Author's Field Work (2020)



## DISCUSSION

This study contributes to the existing literature on the effect of the political knowledge acquired during the study of Civic Education on internal political efficacy of the students (Schulz, 2005; Solhaug, 2006; Reichert, 2016). The study expected that the teaching of Civic Education should contribute to the political knowledge of the students and stimulate the confidence of the students to participate in Nigerian political system. This is premised on earlier works of literature that established a positive relationship between the subject Civic Education and political knowledge. In line with the conclusions of Owen and Soule (2015) and Neundorf, Niemi and Smets (2015), this study found evidence which underlines the importance of Civic Education in promoting political knowledge and internal political efficacy.

**Table 5: Civic Education and Internal Personal Efficacy**

Questions	Strongly Agree %	Agree %	Strongly Disagree %	Disagree %	Neutral %	Mean
The study of Civic Education has made me						
Feel that I can influence the enactment of new laws	92 (32.9%)	103 (36.8%)	20 (7.1%)	29 (10.4%)	36 (12.9%)	2.78
Feel that I can contribute to political discussions	104 (36.9%)	110 (39%)	15 (5.3%)	15 (5.3%)	38 (13.5%)	2.97
Feel that democracy is preferable to other forms of government	104 (36.9%)	92 (32.6%)	19 (6.7%)	41 (14.5%)	26 (9.2%)	2.78
Feel that I can express my political opinion freely and publicly	109 (39.1%)	97 (34.8%)	22 (7.9%)	22 (7.9%)	29 (10.4%)	2.89
Feel that I can support a political candidate freely	113 (40.2%)	103 (36.7%)	14 (5%)	13 (4.6%)	38 (13.5%)	3.02
Feel that I need to be a law abiding citizen	145 (51.8%)	84 (30%)	12 (4.3%)	12 (4.3%)	27 (9.6%)	3.21

**Source:** Author's Field Work (2020)

The introduction of Civic Education into school curriculum has proven to improve the students' knowledge about Nigeria and its political system. Data from the sampled population indicate that the students believe their knowledge about the Nigerian state has increased with the study of Civic Education. This means the political socialization of the students through the teaching of the subject opens the sampled population to the political process and structure of the Nigerian state. Responses to the two questions asked on whether the study of Civic Education has improved the students' political knowledge of Nigeria show that more than half of the sampled population attested to the improvement of their political knowledge about Nigerian political system. As expected of school, being an agent for transmitting political knowledge to students, the result affirms the role of schools in the political socialization through the teaching



of Civic Education. Ultimately, the schools are able to instil the needed political knowledge by the students to function within Nigerian political system.

This political knowledge acquired by the students from the study of Civic Education is expected to model their political consciousness and promote their internal political efficacy. As argued by Reichert (2016) that political knowledge stimulates the individuals' sense of internal political efficacy, it can be deduced from the result that the students in the study show that the study of Civic Education promotes their internal political efficacy—both personal and group efficacy. Responses show that the knowledge acquired while studying Civic Education creates the feeling of capabilities to understand the political processes, engage in the political processes either individually or as a group, and promote democratic values in the state.

## CONCLUSION

Political knowledge and internal political efficacy are interwoven factors for future political participation of the students in the political system. The political knowledge acquired through the study of Civic Education intensifies internal political efficacy of the students and as a result, prepares them for future political participation. In this regard, this study interrogates whether the introduction of Civic Education into secondary school curriculum contributed to improved political knowledge and the effects of this on the internal political efficacy of the students in Oluyole Local Government of Oyo State. The study has shown that the study of Civic Education in both private and public schools in the local government has resulted in improved political knowledge of the students in the local government. Evidently, the improved political knowledge of the students under the study facilitated stronger internal political efficacy. The introduction of Civic Education into school curriculum promoted the cognitive understanding of the students about the Nigerian political system. Hence, many students have developed the capabilities needed to engage in Nigerian political system in the future. Based on this findings, the study concludes that the introduction of Civic Education into school curriculum proves to be a positive strategy towards engendering the desires to engage in politics among the students.

## REFERENCE

- Abramson, R., and Aldrich, H., 1982. The decline of electoral participation in America. *American Political Science Review*, 76(3), 502-521.
- Afrobarometer Round 8 survey in Nigeria NOI poll. Accessed from <https://afrobarometer.org/publications/summary-results-afrobarometer-round-8-survey-nigeria-2020>
- Aisien, E., and Odoemelam, U., 2013. Political socialization and nation building: The case of Nigeria. *European Scientific Journal*, 9(11), 237-253
- Ajibade, S., 2011. Civic education: A veritable tool for promoting responsible citizenship in Nigeria. *Nigerian Journal of Social Studies*, 14 (2); 68-76
- Campbell, D., 2008. Voice in the classroom: How an open classroom climate fosters political engagement among adolescents. *Political Behavior*, 30 (4): 437-454.



- Campbell, D. E., 2006. *Why we vote: How schools and communities shape our civic life*. Princeton: Princeton University Press.
- Campbell, D., and Niemi, R., 2016. Testing civics: state-level civic education requirements and political knowledge. *American Political Science Review* 110(3), 495-511
- Dassonneville, R., Quintelier, E., Hooghe, M., and Claes, E., 2012. The relation between civic educations political attitudes and behaviour: a two-year panel study among Belgian late adolescents. *Applied Developmental Science*, 16(3) 140-150
- Delli Carpini, M., and Keeter, S., 1996. *What Americans know about politics and why it matters*. New Haven, CT, USA: Yale University Press.
- Duru, A., 2017. Measuring citizen attitudes towards civic and political participation in Nigeria: a descriptive approach. *Africology: The Journal of Pan African Studies*, 10(2), 142-150
- Falade, A., 2014. Political participation in Nigerian democracy: a study of some selected local government areas in Ondo state, Nigeria. *Global Journal of Human-Social Science: Political Science*, 14(8), 17-23
- Fan, F., Ekpo, D., and Ita, B., 2008. Towards enhancing moral and religious instructions in primary schools. *Journal of Teacher Education*, 9 (1), 51-62.
- Finkel, E., 1985. Reciprocal effects of participation and political efficacy: A panel analysis. *American Journal of Political Science*, 29(4), 891-913.
- Galston, W., 2001. Political knowledge, political engagement, and civic education. *Annual Review of Political Science*, 4, 217-234.
- Institute for Democracy and Electoral Assistance, (2019). Voter Turnout Database on Presidential Election in Nigeria. Accessed from <https://www.idea.int/data-tools/country-view/231/40>
- Kolln, A., Esaiasson, P., and Turper, S., 2013. *External efficacy and perceived responsiveness – same, same or different?* Paper Presented at Annual Conference of the Elections, Public Opinion and Parties (EPOP) Specialist Group, Lancaster, United Kingdom.
- Koskimaa, V., and Rapeli, L., 2015. Political socialization and political interest: the role of school reassessed. *Journal of Political Science Education*, 11(2), 141-156
- Morrell, M., 2003. Survey and experimental evidence for a reliable and valid measure of internal political efficacy. *Public Opinion Quarterly*, 67, 589-602
- Neundorf, A., Niemi, G., and Smets K., 2015. *The compensation effect of civic education on political engagement: how civics classes make up for missing parental socialization* (Nuffield College Working Papers Series in Politics). Nuffield College.
- Ogunola, A., 2018. Socialization and the Nigerian child: Context and implications. *East African Scholars Journal of Education, Humanities and Literature*, 1(1), 40-46
- Okunloye, W., 2019. Students' perception of difficulty levels of senior secondary school civic education curriculum content in Osun state, Nigeria. *International Journal of Indonesian Education and Teaching*, 3(2), 41-51
- Olasupo, M., 2015. The impact of political socialization on 2015 general election: Reflections on Nigerian state. *IOSR Journal of Humanities and Social Science*, 20(7), 77-83
- Owen, D., 2008. *Political socialization in the twenty-first century: recommendations for researchers*. Paper presented at the conference on The Future of Civic Education in the 21<sup>st</sup> Century, cosponsored by the Centre for Civic Education and the Bundeszentrale für politische Bildung, James Madison's Montpelier, September 21-26, 2008.



- Owen, D., and Soule, S., 2015. Political knowledge and dimensions of political engagement. *Paper prepared for presentation at the Annual Meeting of the American Political Science Association, San Francisco, CA, September 3-6, 2015.*
- Owen, D., Suzanne, S., and Chalif, R., 2011. "Civic education and knowledge of government and politics." Paper prepared for presentation at the Annual Meeting of the American Political Science Association, Seattle, Washington, September 1-4.
- Pinkleton, B., and Austin, E., 2001. Individual motivations, perceived media importance, and political disaffection. *Political Communication*, 18(3), 321-334.
- Reichert, F., 2016. How internal political efficacy translates political knowledge into political participation: evidence from Germany. *Europe's Journal of Psychology*, 12(2), 221–241
- Sarieva, R., 2018. How to measure perceived political efficacy? a three-component scale. *Psychology. Journal of the Higher School of Economics*, 15(3); 477-490.
- Saris, E., and Torcal, M., 2009. *Alternative measurement procedures and models for political efficacy*. Universitat Pompeu Fabra-Research and Expertise Centre for Survey Methodology
- Scheufele, D., and Nisbet, M., 2002. Being a citizen online: new opportunities and dead ends. *The Harvard International Journal of Press/Politics*, 7(3), 55.
- Schulz, W., 2005. *Political efficacy and expected political participation among lower and upper secondary students: a comparative analysis with data from the IEA civic education study*. Paper prepared for the ECPR General Conference in Budapest, 8 - 10 September 2005.
- Schulz, W., Ainley, J., Fraillon, J., Kerr, D., and Losito, B., 2010. *ICCS 2009 international report: civic knowledge, attitudes, and engagement among lower-secondary school students in 38 countries*. Amsterdam: International Association for the Evaluation of Educational Achievement (IEA).
- Solhaug, T., 2006. Knowledge and self-efficacy as predictors of political participation and civic attitudes: with relevance for educational practice. *Policy Futures in Education*, 4(3), 265-278.
- Sullivan, J., and Riedel, E., 2001. Efficacy: Political. In *International encyclopaedia of the social and behavioural sciences* (2001 ed., pp 4353-4356). New York: Elsevier Science Ltd.
- Torney-Purta, J. (2002). The school's role in developing civic engagement: A study of adolescents in twenty-eight countries. *Applied Developmental Science*, 6(4), 203-212.
- Torney-Purta, J., and Vermeer, L., 2006. *Developing citizenship competencies from kindergarten through grade 12: a background paper for policymakers and educators*. Denver: Education Commissions of the States.
- Torney-Purta, J., Lehmann, R., Oswald, H., and Schulz, W., 2001. *Citizenship and education in twenty-eight countries: civic knowledge and engagement at age fourteen*. Amsterdam: IEA
- Ugwu, O., and Mgbo, O., 2010. The impact of political socialization on political participation: a Nigerian view point. *Continental Journal of Social Sciences*, 3, 44-49
- Van Stekelenburg, J., and Klandermans, B., 2010. *The social psychology of protest*. Retrieved from <http://www.surrey.ac.uk/politics/research/researchareasofstaff.Pdf>
- Van Zomeren, M., Postmes, T., and Spears, R., 2008. Toward an integrative social identity model of collective action: a quantitative research synthesis of three socio-psychological perspectives. *Psychological Bulletin*, 134(4), 504-535.