



## ASSESSING THE IMPACT OF CIVIC EDUCATION ON THE DEVELOPMENT OF LEADERSHIP CAPACITY AND NATIONAL CONSCIOUSNESS OF MIDDLE AND UPPER BASIC EDUCATION LEARNERS IN OKITIPUPA, ONDO STATE, NIGERIA

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**ABSTRACT:** *It is the critical role of formal Civic Education at the Basic Educational levels to create national consciousness as well as to develop and reinforce leadership capacity of learners to create a much more enduring foundation for sustainable national integration. This research assessed the actual impact of Civic Education on the Middle and Upper Basic Education (M&UBE) learners in Okitipupa metropolis and its environs: Igbokoda and Irele. Survey and experimentation methods were adopted while questionnaires and interviews were the instruments used for data collection. The study found that the leadership capacity and national consciousness development components of the current Civic Education among learners within this scope of study are extremely inadequate. The study recommended a review of the Civic Education curriculum content, training of personnel and adoption of integrated learning methodology effective Civic Education experience for M & UBE learners.*

**KEYWORDS:** Civics, Education, Leadership, Learners, Nation-building, Nigeria.



## INTRODUCTION

In a democratic political system, the instrumentality of Civic Education in the formation of the enlightened citizenry required for sustaining democratic principles cannot be overemphasised. Civic Education is expected to facilitate the formation of civil qualities on the basis of new knowledge, skills and values that help individuals to solve emerging problems; adapt to changing socio-economic and political conditions; represent and protect their rights and interests; and respect the interests and rights of others. These qualities are fundamental to national integration which is required for political stability, peaceful cohabitation and sustainable development. If Nigeria must maximise its political, social and economic potentials, then, national integration becomes a necessity which cannot be compromised. Considering the strategic socio-political and economic position that Nigeria occupies within regional and global contexts, achieving political cohesion within its borders is a positive development for the nation, region and the global community.

Guaranteeing national integration in a bid to promote peaceful and inclusive societies, and to reduce all forms of violence and foster democratic culture in Nigeria requires that education, and Civic Education in particular becomes more responsive by helping the child to imbibe requisite civic dispositions, values and skills for building and living in a more integrated nation as well as developing and reinforcing leadership capacity of learners to establish a much more enduring foundation for sustainable national cohesion. But the right leadership would not emerge without systematically developing the capacity of the people for political participation and governance because leadership could either be learnt or perfected through conscious effort of training or education of members of the society – beginning from childhood (Adekeye, 2022). This would only be possible with quality Civic Education which reflects in the content of the curriculum, qualifications and competence of teachers, methods of delivery and the overall learning environment of learners.

Against this background, this paper attempts to assess the impact of formal teaching and learning of Civic Education in developing leadership capacity and national consciousness among Basic Education Levels (BELs) learners. The emphasis on children of Basic Educational Levels (Middle and Upper Basic) is due to the fact that the struggle against the perpetuation of the current manifestations of divisive rhetorics and activism along ethnic nationalities and religious identities would not only be holistic but also enduring if the children population is positioned at the center of this national project. In other words, it would be more productive if the negative tendencies of nepotism, xenophobia, and ethnocentrism are disapproved while patriotic values and national consciousness are reinforced at such an early stage of personality development. The emphasis is on the assumption that it is easier to raise a democratic people than trying to break the entrenched rules of previous generations.

Finally, the paper notes that the painful gap between the proposed objectives of Civic Education and the real outcomes or impact on the young learners in Nigeria may necessitate a review of the effectiveness of the curriculum content, the pedagogical methods and the learning conditions in achieving the set objectives. The justification for this study therefore, is the need for a more impactful civic awareness programme for Nigerian children to develop necessary national consciousness and leadership capacity for nation-building.



## THEORETICAL UNDERPINNING

The adoption of liberal democracy as the ‘acceptable’ political system as well as a public culture constitutes one of the major socio-political transformations in Nigeria. Therefore, understanding and acquiring the democratic ideals by all citizens regardless of age and gender have become sacrosanct. The role of education –and Civic Education- in birthing and managing this social change or transformation cannot be overemphasised. It is a truism that education is the most powerful weapon we can use to change the world. Education is an activity or a process that consists of cultivating certain dispositions which include skills, abilities, knowledge, attitude, beliefs, values and character (Frankena et al., 2002). It could be described as the totality of mental, physical, psychological, social and the overall development of the individual person in relation to others and the society at large (Adeyeye & Adekeye, 2016). Likewise, Civic Education has been perceived as any formative endeavour to teach the knowledge, skills or dispositions required for citizenship (Peterson, 2011). Civic Education constitutes an element of education that makes the society to function well, provide for law and authoritative mandate, sociable harmony and peaceful co-habitation of citizens (Aristotle, 1988) as well as regulates the direction and impact of social transformations.

Consequently, Civic Education can be defined as the provision of information and learning experiences to equip and empower citizens to participate in democratic processes. The United Nations Development Programme (UNDP) defines Civic Education as that learning, which enables an individual to effectively participate in democratic and developmental processes at both local and national levels (UNDP, 2004). It is a public, socially-oriented system of continuous education and upbringing aimed at building civic competence, democratic culture, and satisfying the needs for socialization in the interests of the individual, civil society and the rule of law (Simwa, 2022; Smith *et al.*, 2002). The main goal of Civic Education could be considered as the formation of civil qualities on the basis of new knowledge, skills and values that help individuals to solve emerging problems, adapt to changing socio-economic and political conditions, represent and protect their rights and interests, respecting the interests and rights of others (Aristotle, 1988; Finkel, 2002; Shabani, 2013; Crittenden & Levine, 2018; Enyiaka et al., 2018).

There are noticeable concerns about the effectiveness of Civic Education in Nigeria with regards to its ability to transmit and foster values that determine capacity, behaviours, attitudes, reactions specific to responsible citizens. The failure of Civic Education could be blamed on the critical components of the education system, which included: teachers, educational facilities, government and society. Pedagogical gaps, lack of appropriate professionals on the field of study, less emphasis and attention on developing proper skills of enquiry and communication of the learners, the absence of democratic simulations and learning at schools, lack of appropriate and updated teaching methodology and materials are real factors that have hampered the realization of the set of national ideals and aspirations of peaceful, united and prosperous nation.

The inability of the informal learning environment of the child to reinforce the expected outcomes of the formal Civic Education poses a major challenge to the effectiveness of Civic Education. The soundness and the essence of any educational system depend upon the coherence and mutual interrelationship of its diverse component parts (Akinpelu, 2005). Accordingly, to talk of the nation’s educational system in respect of only the formal school



educational system, as it is the case presently, is to commit the fallacy of mistaking the part for the whole. Therefore, using the special civic awareness learning provides the golden opportunity to address some of the pedagogical gaps and methodological lapses already identified in this literature review.

Other challenges to effective Civic Education are: shortage of required funds which leads to obsolete texts, insufficient supplies, and restricted access to technology (Williams *et al.*, 2019; Levy *et al.*, 2023). The lack of financial resources also makes it difficult for schools (public and private) to get required resources for effective teaching of Civic Education (Igbokwe, 2015; Obiagu, 2019). The quality of teachers of Civic Education is of great importance. Some teachers who teach the subject are graduates of other unrelated disciplines. There is no regular training, workshop or conference for the Civic Education teachers. These platforms are necessary for teachers to remain updated, develop professional networks and enhance their capacities/for increased productivity.

## RESEARCH METHODOLOGY

Descriptive survey research design, random sampling/observation and experimentation were used for the study. The total population of the study was 268 which consisted of 213 middle and upper basic education learners, 22 teachers from selected primary and secondary schools in Okitipupa and Ilaje Local Government Areas of Ondo State, Nigeria and 33 selected parents of upper basic education learners from the same study area. At the first phase of data collection, a questionnaire was designed and administered by trained research assistants to 260 pupils and students of middle and upper basic educational levels in schools across major towns of Ondo South district: Okitipupa, Irele, and Igbokoda. The questionnaire was designed to:

- measure the learners' civic knowledge of their communities and Nigeria;
- decipher leadership qualities in the learners of middle and upper basic educational levels;
- determine the research subjects' preferred methods of learning; and to
- determine the prevalent teaching methods used by Civic Education teachers in Okitipupa and its environs.

Only 213 copies of the questionnaire administered to learners were returned which represented 81.92% response rate.

Field samples were collected as we observed and interviewed 22 Civic Education teachers at different classes of Civic Education at the middle and upper basic education levels from selected private and public schools in Okitipupa. The purpose for this was to ascertain the prevalent teaching and learning contexts of Civic Education within the metropolis. Thirty (33) M&UBE learners from schools in Okitipupa metropolis were enrolled into a specialised Civic Education and awareness programme where an integrated approach of indoors and outdoors learning was used. Selection of learners reflected ethnic, religious and gender diversity of the Metropolis in order to expose learners to an environment that typified the



cultural composition of Nigeria. The structured civic awareness teaching and learning took 10 weeks of the entire research period of 44 weeks. This was followed by a 3-month leadership internship where the schools were committed to assign the trained learners responsibilities for a period of three (3) months of which they were monitored and assessed. A post-engagement questionnaire was designed and administered to determine the outcome of the application of the specialised civic awareness learning programme.

## RESULTS

Table 1 indicates that M&UBE level learners in Okitipupa and environs possess very low knowledge/awareness about community and national issues in Nigeria. Out of the 29 components of the civic knowledge of their communities and Nigeria, result shows an average mean higher than the criterion mean (2.5) in only three components: contributions of Nigerian artists, musicians, writers, and other cultural icons to the country's identity (2.73); significance of the Nigerian police force in maintaining law and order (2.64); Nigeria's educational system and the importance of education for national development (2.59). 103 (48.35%) out of 213 respondents claimed not to have any knowledge about historical events and milestones that have shaped Nigeria. 117 (54.92%) respondents have no knowledge about Nigeria's diverse cultural heritage. 137 (64.32%) respondents claimed not to have any knowledge about Importance of democracy and how it functions in Nigeria. 131 (61.50%) respondents claimed not to have any knowledge about the Nigerian Constitution and its significance in governing the country. 141 (66.20%) respondents have no knowledge about the importance of civic duties, such as paying taxes and obeying laws, in building a strong nation. 168 (78.87%) respondents have no knowledge about Nigeria's economy and the different sectors that contribute to its growth. With the average mean of 1.77 which is lower than the criterion mean of 2.50, it can be affirmed that the civic awareness of learners in M&UBE levels in Okitipupa and environs is low. This result was not expected considering the fact that many of the criteria that were tested are contained in the current Civic Education curriculum for M&UBE learners.

Table 2 reveals that the existence of leadership qualities in learners of M&UBE levels in Okitipupa is very low. More than 50% of the respondents deny that they possess 20 out of the 22 leadership qualities that were tested. Only team work (128 and 60.1%) and empathy (111 and 52.1%) are leadership traits that respondents fairly agreed to possess. "Aggregate" leadership quality prevalence among the respondents is negative with a result of 37.80%.

As revealed in Table 3, the majority of learners in M&UBE levels in Okitipupa and environs (114/ 53.5%) and mean value of 2.51/3.00 indicated visual aids such as diagrams, charts, and videos as their most preferred learning method. This is followed by field trips and hands-on experiences outside the classroom (2.48); multimedia presentations and interactive slideshows (2.40); physical activities and movement-based exercises (2.32); interactive online platforms and educational games (2.24); case studies and analysing real-world examples (2.11); role-play and simulations (2.09); reading textbooks and written materials (2.09). Other learning methods, in order of preference, fall below the average mean of 1.95 which is also lower than the criterion mean of 2.00.





Table 4 shows the extent at which Civic Education teachers in Okitipupa make use of teaching methods to achieve desirable learning outcomes. Twenty-two Civic Education teachers were interviewed. The average mean (1.87) is lower than the criterion mean (2.50); an indication that the extent Civic Education teachers in Okitipupa make use of diverse teaching methods is low. The result reveals that all the Civic Education teachers interviewed make use of textbooks and notes with a mean of 4.00. This is followed by personal experiences and reflection (2.95); physical activities and movement-based exercises (2.64); role-play and simulations (2.45); discussions and engaging in class debates (2.41). Notably, falling below the average mean (1.85) and criterion mean (2.50) are: hands-on activities and experiments (1.36); field trips and hands-on experiences outside the classroom (1.23); interactive online platforms and educational games (1.23); multimedia presentations and interactive slideshows (1.23); and visual aids such as diagrams, charts, and videos (1.18).

**Table 1: Extent to which Learners in M&UBE Levels in Okitipupa and Environs Possess Civic Knowledge of their Communities and Nigeria**

<b>Civics of communities and Nigeria</b>	<b>Very high knowledg e (4)</b>	<b>Adequate knowledg e (3)</b>	<b>Fair knowle dge (2)</b>	<b>No knowled ge (1)</b>	<b>Mean (X)/4</b>
Contributions of Nigerian artists, musicians, writers, and other cultural icons to the country's identity.	28	113	51	17	2.73
Significance of the Nigerian police force in maintaining law and order.	44	67	72	23	2.64
Nigeria's educational system and the importance of education for national development.	41	65	81	23	2.59
Different levels of government in Nigeria (federal, state, and local).	46	44	83	39	2.46
Arms of government in Nigeria and their roles.	12	80	110	11	2.44
Importance of peaceful coexistence and resolving conflicts in a non-violent manner.	28	49	88	42	2.30
Roles and responsibilities of traditional rulers or chiefs in Nigerian communities.	13	71	51	72	2.12
Historical events and milestones that have shaped Nigeria.	12	58	40	103	1.90
Importance of accountability and transparency in governance.	12	53	30	118	1.81
Opportunities to promote unity and national cohesion in Nigeria.	12	33	41	97	1.78
Significance of national symbols such as the Nigerian flag and national anthem.	12	26	71	101	1.76
Importance of human rights in Nigeria.	12	23	76	102	1.74
Important national events or holidays in Nigeria.	12	39	33	118	1.73
Initiatives that promote sustainable development in Nigeria	11	37	47	115	1.73
Nigeria's diverse cultural heritage.	13	35	42	117	1.73



Community projects and initiatives that aim to improve my local area.	2	31	84	96	1.71
Importance of democracy and how it functions in Nigeria.	8	29	36	137	1.56
Nigerian Constitution and its significance in governing the country.	5	22	38	131	1.49
Activities or organizations that promote social inclusion and equality in Nigeria	3	31	33	132	1.49
Nigerian news about current events and issues affecting the country.	5	16	43	128	1.47
History and significance of Nigerian Independence Day.	7	12	38	123	1.46
Nigerian politics and policies.	7	16	32	142	1.43
Importance of civic duties, such as paying taxes and obeying laws, in building a strong nation.	7	16	32	141	1.43
Civic activities like voting or volunteering in my community.	2	3	72	127	1.41
Structure and functions of Nigerian political parties.	0	16	32	152	1.32
Roles and responsibilities of local government officials.	3	14	23	154	1.31
Role of NGOs (Non-Governmental Organizations) and their impact on improving communities in Nigeria.	3	12	21	173	1.26
Nigeria's foreign policies and its diplomatic relations with other countries.	3	8	21	172	1.23
Nigeria's economy and the different sectors that contribute to its growth.	7	14	24	168	1.23
Average mean					<b>1.77</b>
Criterion mean					<b>2.5</b>

**Table 2: Existence of Leadership Qualities in Learners of M&UBE Levels in Okitipupa**

Expression of Leadership qualities	Leadership qualities	Agree (%)	Disagree (%)	Total (%)
Comfortable working in a team	Team work	128 (60.1%)	85 (39.9%)	213 (100%)
Enjoy taking leadership roles	Passion	102 (47.9%)	111 (52.1%)	213 (100%)
Feel confident with personal ideas and opinions	Confidence	104 (48.8%)	109 (51.2%)	213 (100%)
Good at motivating others	Motivation	95 (44.6%)	118 (55.4%)	213 (100%)
Coordinate responsibilities effectively	Coordination	52 (24.4%)	161 (75.6%)	213 (100%)
Adapt to changing needs and situations	Flexibility	104 (48.8%)	109 (51.2%)	213 (100%)
Delegate tasks effectively	Delegation	95 (44.6%)	118 (55.4%)	213 (100%)



Empathetic towards the needs and concerns of others	Empathy	111 (52.1%)	102 (47.9%)	213 (100%)
Communicate effectively with different types of people	Communication	90 (42.3%)	123 (57.7%)	213 (100%)
Resolve conflicts and settle disputes within a group	Conflict management	79 (37.1%)	134 (62.9%)	213 (100%)
Mentor and guide others to reach their full potential	Mentorship	72 (33.8%)	141 (66.2%)	213 (100%)
Seek opportunities for personal and professional growth	Personal development	69 (32.4%)	144 (67.6%)	213 (100%)
Courageously embrace challenges as opportunities	Courage	53 (24.9%)	160 (75.1%)	213 (100%)
Make critical decisions confidently and efficiently	Decision making	59 (27.7%)	154 (72.3%)	213 (100%)
Create a positive and inclusive environment within a team	Inclusivity	69 (32.4%)	144 (67.6%)	213 (100%)
Skilled at prioritizing tasks and managing time effectively	Time management	48 (22.5%)	165 (77.5%)	213 (100%)
Emotionally intelligent to work with different personality types	Emotional Intelligence	69 (32.4%)	144 (67.6%)	213 (100%)
Good at identifying and utilizing the strengths of individuals within a team	Human management	52 (24.4%)	161 (75.6%)	213 (100%)
Open-minded and value diverse opinions and perspectives	Open mindedness	96 (45.1%)	117 (54.9%)	213 (100%)
Demonstrate integrity and ethical behavior in my leadership role	Ethical leadership	102 (47.9%)	111 (52.1%)	213 (100%)
Responsible and accountable for my actions as a leader	Responsibility	92 (43.2%)	121 (56.8%)	213 (100%)
My environment provides me with opportunities for leadership roles	Environmental influence	28 (13.4%)	185 (86.6%)	213 (100%)
Aggregate prevalent leadership quality		<b>37.80%</b>	<b>62.20%</b>	<b>100%</b>

**Table 3: The Preferred Learning Methods by Learners of M&UBE Levels in Okitipupa**

Learning methods	Most preferred (3)	Just preferred (2)	Not preferred (1)	Mean (X)/3
Visual aids such as diagrams, charts, and videos	114	96	3	2.51
Field trips and hands-on experiences outside the classroom	107	104	2	2.48
Multimedia presentations and interactive slideshows	95	112	6	2.40
Physical activities and movement-based exercises	84	117	12	2.32
Interactive online platforms and educational games	98	71	44	2.24
Case studies and analysing real-world	67	105	41	2.11





examples				
Role-play and simulations	63	109	41	2.09
Reading textbooks and written materials	52	129	32	2.09
Hands-on activities and experiments	41	121	51	1.93
Quizzes and self-assessment exercises	41	111	61	1.89
Group projects or assignments	38	113	62	1.88
Online research and independent study	22	148	43	1.88
Artistic and creative activities, such as drawing or painting	42	95	76	1.83
Discussions and engaging in class debates	28	114	71	1.79
Problem-solving and critical thinking activities	14	132	67	1.73
Listening to lectures and audio recordings	15	112	86	1.66
Personal experiences and reflection	12	109	92	1.61
Teaching others or explaining concepts to peers	8	117	88	1.61
Mnemonic devices and memory techniques	2	10	201	1.05
Average mean				<b>1.95</b>
Criterion mean				<b>2.00</b>

**Table 4: Extent to which Civic Education Teachers in Okitipupa Make Use of Teaching Methods**

Teaching methods	Very highly used (4)	Highly used (3)	Scarcely used (2)	Not used (1)	Mean (X)/4
Textbooks and notes	22	0	0	0	4.00
Personal experiences and reflection	6	9	7	0	2.95
Physical activities and movement-based exercises	4	6	12	0	2.64
Role-play and simulations	2	9	8	3	2.45
Discussions and engaging in class debates	2	9	7	4	2.41
Case studies and analysing real-world examples	0	8	14	0	2.36
Group projects or assignments	1	6	15	0	2.36
Problem-solving and critical thinking activities	0	4	14	4	2.00
Quizzes and self-assessment exercises	0	4	13	5	1.95
Hands-on activities and experiments	0	2	4	16	1.36
Field trips and hands-on experiences outside the classroom	0	0	5	17	1.23
Interactive online platforms and educational games	0	0	5	17	1.23



Multimedia presentations and interactive slideshows	0	1	3	18	1.23
Visual aids such as diagrams, charts, and videos	0	2	4	16	1.18
Artistic and creative activities, such as drawing or painting	0	0	3	19	1.14
Online research and independent study	0	0	2	20	1.09
Giving lectures and audio recordings to students	0	0	1	21	1.05
Mnemonic devices and memory techniques	0	0	0	22	1.00
Average mean					<b>1.87</b>
Criterion mean					<b>2.50</b>

## DISCUSSION

According to Abejide (2022), national integration could be accelerated if the government is patriotic and liberal to all and sundry while bias and favouritism should be jettisoned. More importantly, national integration or nation-building in Nigeria requires a sound and quality civic awareness education especially for learners at the Basic Education levels. Formal Civic Education at the foundational levels is expected to help the child imbibe requisite civic dispositions, democratic values and leadership capacity for building and living in a more nationally integrated nation. It should provide the foundation for acquiring the skills necessary to encourage positive change, hold fruitful discussions, and work for a society that is more equitable and peaceful (Lee et al., 2013). Civic Education is an important tool for educating and inculcating in the future adults the ideal actions and behaviours expected of them as good citizens (Ibe et al., 2023). It is found in this study that the current Civic Education/awareness in the M&UBE levels in Nigeria largely fails to satisfy these expectations.

The finding in this study confirms the suggestions of earlier studies which blamed the failure of Civic Education on the components in the education system which include: teachers, educational facilities and government. Pedagogical gaps, lack of appropriate professionals and shortage of qualified teachers on the field of study (Agbor & Ashabua, 2019; Obiagu, 2019), less emphasis and attention on developing proper skills of leadership, enquiry and communication of the learners, the absence of democratic simulations and learning at schools, lack of appropriate and updated teaching methodology and materials are real factors that hamper the realization of the expected outcomes of Civic Education in Nigeria. The study reveals that the curriculum is largely deficient in addressing current national issues and leadership capacity development topics for the young learners. The mismatch between the curriculum and national challenges has made Civic Education in Nigeria to be less successful at preparing students for civic engagements (Sele, 2020). The arrangement/structure of the content is another area of concern which the study identified.

On the issue of delivery and learning outcomes, it is worthy of note that the learners' most preferred learning methods are at variance with the teachers' mostly used teaching methods. Most often, teachers of Civic Education teach learners with methods that are least desirable to



learners. This partly explains why learners' civic awareness and national consciousness are terribly low despite the array of relevant topics in the curriculum. There is a gross shortage and outright lack of essential materials for teachers and learners. For instance, some of the teachers that were interviewed reported that they had no access to the Nigerian Constitution - a required document for teaching the topic: Constitution. The lack of modern teaching and learning technologies in schools has forced teachers to teach with available teaching aids and methods. Learners are also compelled to adapt to the learner's unfriendly methods which could not inspire the optimization of learning experience.

On the relationship between the learner's development of national consciousness and his immediate socio-political environment, the study reveals that there is a very high level of impact of past exposure to divisive rhetorics and identity politics on the personality and national consciousness of M&UBE learners. The divisive narratives had been part of the social and political realities that constituted the upbringing and socialization processes of most of the young children (Ajayi & Owumi, 2013). Hence, it requires a strong and formidable collaboration of the formal and informal learning environments of the young learners to assist them to unlearn the negative, derogatory assumptions, and to learn and relearn the values for nation-building and national consciousness

## **IMPLICATIONS TO RESEARCH AND PRACTICE**

This research has contributed to the body of studies on the general impact Civic Education has on citizens. However, this study is unique in the sense of focusing on the impact of Civic Education on foundational level learners in terms of developing their leadership capacity and national consciousness. The gap between prevalent methods of teaching and the preferred learning methods of learners imply Civic Education had not been effective. It is incumbent on practitioners and other relevant stakeholders to provide needed facilities to enable teachers to adopt preferred learning methods of learners in order to optimize the learning experience of the young learners. This study calls for more attention to understanding and exploring basic components of child psychology in the Civic Education discourse and practice.

## **CONCLUSION**

The possibility of imparting the requisite mindset and leadership capacity for national integration in learners largely depends on the quality of Civic Education to which they are exposed. The quality however, is a function of the curriculum content, the quality of teachers, the quality of delivery and the learning environment of the children. It is important to quickly improve the current state of Civic Education among the M&UBE learners if the prevailing divisive rhetoric, ethnic prejudice and other unpatriotic tendencies would be significantly arrested. It is recommended that only teachers with requisite qualifications, experience and competence should be engaged to teach Civic Education at the M&UBE levels. Civic Education, being a dynamic subject, is rapidly evolving and so are its methods of teaching. Therefore, regular orientation, training and development of Civic Education teachers should be prioritized by governments, school administrators and school proprietors. Arising from current socio-political realities of Nigeria from domestic, regional and global perspectives,



there is an urgent need for the reassessment and review of the Civic Education curriculum. Schools should be encouraged to domesticate basic civic and democratic practices in the administration of the schools such as elections of students into offices; students' representations in the decision-making organs of the schools; students' judicial council for administration of justice among students.

### **FUTURE RESEARCH**

The findings of this study should be applied with caution because of some limitations in the study. The study covered only the M&UBE learners and teachers from selected schools in Okitipupa area of Ondo State, Nigeria. Learners and teachers in other levels of education and from other parts of Ondo State or other parts of the country were not included in the study. Moreover, the learning experiences of learners from other schools in terms of facilities, personnel, environment and other factors may be relatively different from those covered in this study. Also, there is a likelihood that the 82% response rate obtained from the questionnaire administered to the learners might not proportionately express the mind of the remaining 18% that did not fill the questionnaire. These limit the level the responses of the respondents could actually represent the entire population. Therefore, future research should be more comprehensive by covering more learners from more parts of the country.

This study had identified the shortcomings of the current Civic Education within the specified scope. This provides the opportunity for future studies to focus on interventions to make Civic Education more effective with respect to its objectives. Finally, findings of future studies could either validate or negate the findings of this study.

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