
ROLE OF CIVIC EDUCATION IN INCULCATION OF
CIVIC RIGHTS ON SENIOR SECONDARY SCHOOL
STUDENTS IN IGBO-EZE SOUTH LOCAL
GOVERNMENT OF ENUGU STATE, NIGERIA

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Abstract

This study investigated the role of civic education in inculcation of civic rights on senior secondary school students in Igbo-Eze South Local Government Area of Enugu State, Nigeria. It adopted descriptive survey research design. The population of the study comprised 955 research subjects. The population is made up of 25 civic education teachers and 930 SS2 students. The sample of the study was consisted of 288 research subjects selected using simple random sampling and purposive sampling techniques. The instrument used for data collection for the study was researchers' designed questionnaire titled "The Role of Civic Education in Inculcation of Civic Rights Questionnaire (TRCEICRQ). The instrument for this study was face validated by three lecturers, two from Department of Social Science Education and one from measurement and evaluation unit of Department of Science Education, all in the University of Nigeria, Nsukka. It was trial tested on

20 research subjects to determine the level of its internal consistency. Cronbach Alpha statistics was used to compute the reliability and it yielded reliability indices of 0.77, 0.75, 0.72, and 0.71 for clusters 1, 2, 3 and 4 respectively. The overall reliability was 0.78 which was deemed high enough for the study. Data collected were analyzed using arithmetic mean for research questions 1, 2, 3 and 4. The results indicated among other things that the roles of civic education in inculcating civic rights on senior secondary school students include civic education helps the students to obey the school authority; Helps the students to participate in all classroom activities among other things. Based on the findings of the study, the educational implications were highlighted and some suggestions were made. It was concluded that if civic education is adequately implemented, it can play its role towards citizens' political orientation and re-orientations towards ensuring peaceful democratic society for national development.

Keywords: Role, Civic Education, Inculcation, Civic Rights, Students

Introduction

Civic education refers to a subject that inculcates civic rights on secondary school students. Abdu-Raheem (2018) views civic education as a vigorous attempt to teach morals, social and societal values, skills, knowledge, legal rights, honesty, norms, qualities expected of good and responsible citizens. To Enyiaka, Aminigo and Osaat (2018) civic education is paramount and indispensable component of education in any country that encourages citizens to participate in the public and political life. In line with the above definitions, Ukegbu, Mezieobi, Adebayo, Faskari, Obasi and Anyaoha (2012) opine that civic education is that education which is specifically designed in content and in function to produce good, useful, informed, active, responsible and morally upright citizens. Jekayinfa, Mofoluwawo and Oladiran (2011) refer to civic education

as a subject which helps people to deal with the world around them in a more capable way and confidently. Jekayinfa et al further opine that civic education encompasses a wide range of issues, topics and legislation that impact on people's lives and daily living at all time. As far back as 1992 Mezieobi views civic education as the educative means in a sovereign state whereby the citizens or individuals become socially and politically aware, socially integrated into the social milieu, acquire social skills and competences, become socially sensitive and actively participate in their social responsibilities for maximum productivity.

The above definitions point to the fact that civic education can be used to inculcate civic rights among secondary school students. Accordingly, Carretero, Haste and Bermude (2016) sees civic education as an education that aims at inculcating moral values, skills and attitudes in an individual with the desire or consciousness to use their abilities to solve developmental challenges facing the nation state. Furthermore, civic education is the study which instills in the individual's mind the consciousness which fosters nation building through honesty, patriotic zeal, and unity of purpose, economic freedom and political participation (Ukegbu, et al., 2012). In context of this study, civic education means all the processes that affect people's beliefs, commitments, capabilities, and actions as members or prospective members of communities. Civic education is an intentional or deliberate process through which institutions and communities transmit values and norms. Sometimes people are civically educated in ways that disempower them or impart harmful values and goals. It is certainly not limited to schooling and the education of children and youth. Families, governments, religions, and mass media are some of the institutions involved in civic education, which is referred to as a lifelong process.

Civic Education as noted by Detjen cited in Yoldaş (2015) means the civilization of a human being which aims to impact the behaviour of individuals. Civic education is that form of education primarily designed and organized in content and function so as to produce good and useful people who know what events happen within the country and globally for purpose of rational decision making. The main aim of civic education is to develop and change young

secondary school students into effective, responsible, good and well informed people who are active and productive in the society. The importance of civic education cannot be overstressed as Falade and Adelekan (2010) also emphasized in their study that the introduction of civic education in schools could go a long way to build civic and national values that could assist students to function well and contribute meaningfully to the society. It also teaches students to stand up for their rights and opinions and how to help other people to do so (Idayat & Abdulraheem, 2019). Alozie (2019) states that civic education helps in instilling in the students some democratic principles, ethics, values as well as an understanding of how democratic institutions function; their rights and responsibilities; as they participate in the political process. Alozie reiterates that civic education enables every strata of society to get educated on their rights and duties as well as the obligations of the government to the people. Civic education is required to develop in students those values and skills that will make them responsible citizens (Abdu-Raheem, 2018). It enables citizens to utilize their rights, perform their duties and carry out their responsibilities with proper cognizance and skills (Enyiaka, Aminigo, Osaat, 2018).

It is a discipline that inculcates civic principles that make students become proximately acclimatized with the principles of civic life such as being law-abiding, being responsible, having critical thoughts and objectiveness, being coordinated in activities and understanding the principle of politics (Shabani, 2013). Civic education according to Shetu (2011) helps in ensuring the participation of well-informed and responsible citizens, skilled in the arts of effective action in democratic processes. Akinola (2011) opines that civic education has some of its objectives as inculcation of moral and civic virtues such as concern for the welfare and rights of others, social responsibility, tolerance, respect for elders and believe in the capacity to make a difference. Akinola stresses further that effective civic education programme helps in building responsible citizens among the youth. It enables students to exercise their rights as free human beings (Kerr, Ireland, Lopes, Craig, Cleaver, 2006). The Technical Publications Series (TPS, 2002:7) states that civic education is designed among other things to introduce citizens

to the basic rules and institutional features of democratic political systems and to provide them with knowledge about democratic right and practices. Civic education enhances students' understanding of the rule of law and good governance (Finkel, 2002). It teaches students about their rights and obligations to take part in the political activities or events. Accordingly, Bagheri (2000) reported that there is a link between civic education and human rights. Basically, Civic education is a veritable tool for inculcation of civic rights.

Civic rights refer to certain natural benefits which individuals must enjoy in a state as promoted and protected by the constitution. Civic rights are basic, inalienable and indivisible privileges that every citizen in state must enjoy irrespective of gender, religion, political affiliation, race, or economic standing which are enshrined in the constitution for optimum protection. They refer to privileges that every Citizen enjoys in a country (Federal Republic of Nigeria, FRN, 2013). Igwe (2007) notes that civic rights are the privileges automatically enjoyed by a person as a member of the society. Anyaele (2003) states that civic rights refer to certain opportunities that every citizen enjoys in a country irrespective of sex, tribe, or creed. Some of these civic rights according to Anyaele (2003) include: right to life, right to freedom from deprivation of personal liberty, right to fair hearing, right to vote and be voted for, right to peaceful assembly among others.

Awareness of the existence of these civic rights could be brought into limelight under the umbrella of civic education. Civic education as a school subject has civic rights, duties, and obligation as well as other indispensable topics that can aid a better comprehension of the concept of civic rights towards practical observation of same for propagation of civilized citizens and society. Adequate knowledge of civic rights by students and respect of the basic rights in human relationship in the society could breed civilized citizens and society which would be very conducive for human habitation and survival. However, observations have shown that students are seen bullying one another, fighting, flouting school rules and regulation, using derogatory statements on one another, discriminating against people on account of race, tribe or religion, lying against one another, teachers and school managements, destroying school building and

facilities, castigating their fellow students, teachers and even school management. These observable behavioural manifestations seem to negate the teaching of civic rights via civic education. It makes any observer of the behavioural anomalies among secondary school students wonder whether the students receive instruction on civic rights through civic education. This calls for re-evaluation of the role of civic education as a subject in the inculcation of civic rights on the secondary school students; the extent civic education inculcates civic rights on senior secondary school students, factors affecting the role of civic education in inculcation of civic rights and possible solutions to the problems affecting the civic education in inculcation of civic rights on the citizens/ senior secondary school students. Hence, this research work was set out to determine the role of civic education in inculcation of civic rights on senior secondary school students in Igbo-Eze South Local Government Area of Enugu State, Nigeria.

Despite that fact that civic rights are described as inalienable privileges that every citizen in a state, students inclusive must enjoy as promoted and protected by the law of the land (constitution), it appears that students inadvertently violate the fundamental human rights of one another with impunity in many secondary schools in Nigeria today. Observation has shown that some students bully one another, fight, flout school rules and regulation, use derogatory statements on one another, discriminate against people on account of race, tribe or religion, lie against one another, teachers and school managements, destroy school building and facilities, castigate their fellow students, teachers and even school management. In face of all these antithetical human rights manifestations which could be described as human rights abuses, students seem not to be complaining. Thus, it appears many students in senior secondary schools irrespective of the fact that civic rights are being studied in civic education in secondary schools are yet to assert their rights as enshrined in the chapter four (4) section (33) of the constitution of the Federal Republic of Nigeria 1999 as amended 2011. This observable behavioural manifestation seems to negate the teaching of civic rights via civic education. It makes any observer of the behavioural anomalies among secondary school students wonder

whether the students receive instruction on civic rights through civic education. In view of the above, the question which this study sought to answer is ‘What is the role of civic education in inculcation of civic rights on the senior secondary school students in Igbo-Eze South Local Government Area, Enugu State, Nigeria?’

Purposes of the Study

The general purpose of the study was to determine the role of civic education in inculcation of civic rights on senior secondary school students in Igbo-Eze South local government of Enugu State, Nigeria. Specifically, the study sought to determine the;

- i. role of civic education in inculcation of civic rights on the students in senior secondary school in Igbo-Eze south Local Government;
- ii. extent civic education inculcates civic rights on the students;
- iii. factors affecting the role of civic education in inculcation of civic rights on senior secondary school students;
- iv. possible solutions to problems/factors affecting the role of civic education in inculcation of civic rights on senior secondary students.

Research Questions

The following research questions guided the study:

1. What is the role of civic education in the inculcation of civic rights on the students in senior secondary school in Igbo-Eze South Local Government?
2. To what extent does civic education inculcates civic rights on the students?
3. What are the factors affecting the role of civic education in inculcation of civic rights on senior secondary school students?
4. What are the possible solutions to problems/factors affecting the role of civic education in the inculcation of civic rights on senior secondary students?

Methods

The study was conducted in Igbo Eze South Local Government Area of Enugu State, Nigeria. The research design adopted was descriptive survey. Descriptive survey enables the researchers to collect data from a reasonable number of respondents within the targeted population, in such a way that the result of the data collected could be generalized to the entire population of the study (Nworgu, 2015). The population of the study comprised of 25 civic education teachers and 930 SS2 students in Igbo-Eze South Local Government Area of Enugu State. The sample of the study was 288 research subjects selected using random and purposive sampling techniques. The sample consisted of 263 students and 25 teachers. The instrument used for data collection was researchers' designed questionnaire titled "The Role of Civic Education in Inculcation of Civic Rights Questionnaire (TRCEICRQ). The instrument consists of 32 items structured in Likert's four point scale in associated rating order of Strongly agree, SA (4 points); Agree, A (3 points); Disagree, D (2 points) and Strongly Disagree, SD (1 point) and Very High Extent, VHE (4 points); High Extent, HE (3 point); Low Extent, LE (2 points); Very Low Extent (1 point) respectively. The instrument was face validated by three lecturers, two from Department of Social Science Education and one from measurement and evaluation unit of Department of Science Education, all in the University of Nigeria, Nsukka. The experts were requested to make corrections and suggestions on the instrument which helped in the production of final draft of the instrument used for the study. The instrument was trial- tested on 20 respondents, ten (10) civic education teachers and ten (10) SS2 students in Nsukka Local Government Area of Enugu State which is outside the Area of the study but shares similar factors with the area of the study to determine the level of its internal consistency. Cronbach Alpha statistics was used to compute the reliability and reliability coefficients of 0.77, 0.75, 0.72, and 0.71 were obtained for clusters 1, 2, 3 and 4 respectively while the overall reliability index was 0.78. The researchers grouped the selected five (5) schools in such a way that one school was visited each day for a period of five days. Thus, data collection for this study lasted for five working days. The questionnaire was retrieved as soon as the

respondents finished ticking them. The data collected were analyzed using arithmetic mean for all the research questions (1, 2, 3 & 4). Item that scores average mean of 3.50-4.00 was reported Strongly Agreed (SA) or Very High Extent (VHE); 2.50-3.49 Agreed (A) or High Extent (HE), 1.50-2.49; Disagreed (D) or Low Extent (LE), and 1.00-1.49 Strongly Disagreed (SD) or Very Low Extent (VLE). Data were analysed using mean statistics to answer the 4 research questions.

Results

Results were presented in line with the research questions that guided the study thus,

Research question one: What are the roles of Civic Education in inculcating Civic Rights on Secondary School Students?

Table 1: Mean ratings of the respondents on the roles of civic education in inculcating civic rights on secondary school students

S/N	Item Statements	N	Mean	Decision
1	Civic education helps the students to obey the school authority	288	2.52	A
2	Helps the students to participate in all classroom activities	288	2.55	A
3	It helps the students to have knowledge of their fundamental human rights	288	3.07	A
4	It helps the students not to violate the rights of other students	288	3.00	A
5	It helps the students to report cases of abuse of human rights to the school administration	288	2.52	A
6	It helps students to respect the school rules and regulations	288	2.55	A
7	Helps the students to obey the teachers	288	2.88	A
8	Help the students to be honest	288	2.78	A
9	It helps the students to respect their class monitor	288	3.04	A
	Overall Mean	288	2.76	A

Table 1 shows the opinions of respondents on the roles of civic education in inculcating civic rights on senior secondary school students in Igbo-Eze South Local Government. From the Table, items 1, 2, 3, 4, 5, 6, 7, 8, and 9 had mean ratings of 2.52, 2.55, 3.07, 3.00, 2.52, 2.55, 2.88, 2.78; and 3.04 respectively. Since the mean values of the items are above the cut off mean value of 2.50 for decision taking, it then implies that the respondents are of the opinion that the roles of civic education in inculcating civic rights on senior secondary school students include - Civic education helps the students to obey the school authority; participate in all classroom activities; have knowledge of their fundamental human rights; not to violate the rights of other students; respect the school rules and regulations; be honest; respect their class monitor and obey the teachers. This result is further confirmed by the overall mean score of 2.76 which is above the cut off mean score of 2.50. Thus, the respondents agree that all the items are the roles of civic education in inculcation of civic rights on senior secondary school students in Igbo-Eze South LGA, Enugu State.

Research question two: To what extent does civic education inculcates civic rights on senior secondary school students?

Table 2: Mean ratings of the respondents on the extent civic education inculcates civic rights on senior secondary school students

S/N	Item Statements	N	Mean	Decision
10	Civic education inculcates the right to freedom of expression	288	2.42	LE
11	Promotes right to vote and be voted for	288	2.45	LE
12	Promotes right to personal liberty	288	2.33	LE
13	Promotes freedom from torture	288	2.17	LE
14	Promotes right to freedom of thought, conscience and religion	288	2.38	LE
15	Rights to peaceful assembly is promoted by civic education	288	2.42	LE
16	Right to freedom of movement is promoted by civic education	288	2.48	LE

17	Promotes dignity of human person	288	2.31	LE
18	Rights to peaceful association is promoted by civic education	288	2.04	LE
19	Civic education inculcates right to freedom from discrimination	288	2.18	LE
20	Civic education promotes the right of fair hearing	288	2.11	LE
Overall Mean		288	2.29	LE

Table 2 presents the views of the respondents as it regards the extent to which civic education inculcates civic rights on senior secondary school students in Igbo-Eze South LGA, Enugu state. The result revealed that items 10, 11, 12, 13, 14, 15, 16, 17, 18 19 and 20 had mean ratings of 2.42, 2.45, 2.33, 2.17, 2.38, 2.42, 2.38, 2.31, 2.04, 2.18 and 2.11 respectively. Since the mean values of all the items are below the cut off mean score of 2.50 used for decision taking, it implies that civic education inculcates civic rights on senior secondary school students to a low extent. This result is further confirmed by the overall mean score of 2.29 which is below the cut off mean score of 2.50. Thus, the respondents are of the opinion that civic education inculcates civic rights on senior secondary school students to a low extent in Igbo-Eze South LGA, Enugu State.

Research question three: What are the factors affecting the role of civic education in inculcating civic rights on senior secondary school students?

Table 3: Mean ratings of the respondents on the factors affecting the role of civic education in inculcating civic rights on senior secondary school students

S/N	Item Statements	N	Mean	Decision
21	Lack of trained teachers	288	2.55	A
22	Inadequate seminar and workshop for the available civic education teachers	288	2.88	A
23	Inadequate supervision on level of curriculum implementation in the classroom	288	2.51	A
24	Inadequate knowledge of students on what constitute their civic rights	288	3.04	A
25	Lack of ICT facilities	288	2.62	A
26	Lack of conducive environment for teaching and learning civic education	288	2.78	A
	Overall Mean	288	2.73	A

Table 3 shows the opinions of respondents on the factors affecting the role of civic education in inculcating civic rights on senior secondary school students. The result from the Table indicated that items 21, 22, 23, 24, 25 and 26 had the mean scores of 2.55, 2.88, 2.51, 3.04, 2.62 and 2.78 respectively. Since the mean values of the items are above the 2.50 bench mark mean for decision taking, it then suggests that the respondents are of the opinion that the factors affecting the role of civic education in inculcating civic rights on senior secondary school students comprise lack of trained teachers; inadequate seminar and workshop for the available civic education teachers; inadequate supervision on level of curriculum implementation in the classroom; inadequate knowledge of the students on what constitute their civic rights; lack of ICT facilities and lack of conducive environment for teaching and learning civic education. Also the overall mean score of the items indicated mean value of 2.73 which is also above the bench mark mean for decision taking. This implies that all the items are factors that affect the role of civic education in inculcating civic rights on senior secondary school students in Igbo-Eze South LGA, Enugu State, Nigeria.

Research question four: What are the possible solutions to the problems/factors affecting the role of civic education in inculcating civic rights on senior secondary school students?

Table 4: Mean ratings of the respondents on the possible solutions to the problems/factors affecting the role of civic education in inculcating civic rights on senior secondary school students

S/N	Item Statements	N	Mean	Decision
27	Retraining of teachers through in-service programme	288	2.55	A
28	Organization of adequate seminars and workshop for civic education teachers	288	2.88	A
29	Adequate supervision on level of curriculum implementation in the classroom	288	2.78	A
30	Provision of ICT facilities	288	3.04	A
31	Provision for conducive environment for teaching and learning civic education	288	3.31	A
32	Provision of funds to enable excursion to law court and legislative chambers for easy teaching and learning of civic rights	288	2.52	A
Overall Mean		288	2.68	A

Table 4 presents the views/ opinions of respondents with regards to the possible solutions to the problems/factors affecting the role of civic education in inculcating civic rights on senior secondary school students. It shows that items 27, 28, 29, 30, 31, and 32 had mean scores of 2.55, 2.88, 2.78, 3.04, 3.31 and 2.52 respectively. Since the mean values of all the items on the cluster are above the 2.50 cut off mean for decision taking, it then implies that the respondents are of the opinion that that solutions to the problems/factors affecting the role of civic education in inculcating civic rights on senior secondary school students include retraining of teachers through in-service programme; organization of adequate seminars and workshops for civic education teachers; adequate supervision on level of curriculum implementation in the classroom; provision of ICT facilities; provision of conducive environment for teaching and learning civic

education; provision of funds to enable excursion to law courts and legislative chambers for easy teaching and learning of civic rights. The overall mean of the items is 2.68 which is above the cut off mean value of 2.50 for decision taking. It suggests that all the items are possible solutions to the problems/factors affecting the role of civic education in inculcating civic rights on senior secondary school students.

Discussions

The study with respect to research question 1, found that the roles of civic education in inculcating civic rights on senior secondary school students include civic education helps the students to obey the school authority; participate in all classroom activities; have knowledge of their fundamental human rights; not to violate the rights of other students; respect the school rules and regulations; be honest; respect their class monitor and obey the teachers. The findings agree with Bayeh (2016) that the present civic and ethical education is progressive compared to its predecessors and it maintains that civic education has adequate civic rights contents which could facilitate the inculcation of basic societal values, civic duties, attitudes and skills which indeed are desirable in a society, enable the citizens live peacefully, interact and communicate effectively as responsive and responsible citizens of the state.

The finding of the study with respect to research question 2 revealed that civic education inculcates civic rights on senior secondary school students to a low extent. This finding is expected given the current fighting and bullying among students in secondary schools. Also, the prevalent political crises in different communities indicate low knowledge of human rights education on the parts of Nigerian citizens.

With respect to research question 3, the findings indicated that factors affecting the role of civic education in inculcating civic rights on senior secondary school students comprise lack of trained teachers; inadequate seminar and workshops for the available civic education teachers; inadequate supervision on level of curriculum implementation in the classroom; inadequate knowledge of the students on what constitute their civic rights; lack of ICT facilities

and lack of conducive environment for teaching and learning civic education. This finding is in line with Idowu (2015) who documented that teachers lacked mediation tools like textbooks and other teaching aids to properly implement civic content in the classroom. Idowu further reiterated that classroom civic curriculum implementation focused more on learners' knowledge constructions with less emphasis on developing skills and dispositions due to inadequate school extra curricula programmes. This finding is expected as civic education is relatively a new subject in secondary school curricula in Nigeria and as a matter of fact may not have adequate qualified teachers, ICT related facilities among other conditions that would enhance its effective teaching and learning. Putting supervisory factors, resources availability and utilization, personnel needs on check and adequate seminars and workshops arrangements for teachers would promote effective teaching and learning of civic education towards inculcating the requisite civic rights packaged in the curriculum for the students for enhancing national development.

Also, the study with respect to research question 4 established that the possible solutions to the problems/factors affecting the role of civic education in inculcating civic rights on senior secondary school students include retraining of teachers through in-service programme; organization of adequate seminars and workshops for civic education teachers; adequate supervision on level of curriculum implementation in the classroom; provision of ICT facilities; provision of conducive environment for teaching and learning civic education; provision of funds to enable excursion to law courts and legislative chambers for easy teaching and learning of civic rights. These findings support Nwaubani (2016) that the solutions to the problems affecting utilization of media resources include adequate funding of adult literacy campaign by government, more investment on instructional media provision by donor agencies, effective maintenance of available instructional media, easy accessibility of available media resources by instructors, encouragement of effective supervision of adult literacy instructions, organization of periodic orientation programmes in form of training, workshop, symposia etc. Accordingly, Amuchie (2015) recommends

that the state government should supply the necessary ICT equipment to all secondary schools and that government should also improve the training of principals, teachers and computer personnel in the use of computers and other ICT equipment through seminar, workshop and in-service training. Adeyemi and Olaleye, (2010) recommend that as a matter of urgency government should provide more ICT facilities in schools and ensure the provision of electricity in every secondary school for optimal utilization of these facilities. Teachers should equally be trained and re-trained regularly on the use and management of ICT facilities (Yusuf, Maina & Dare, 2013).

Conclusion

This study investigated the role of civic education in inculcation of civic rights on senior secondary school students in Igbo-Eze South Local Government Area of Enugu State, Nigeria. The problem of the study centers on the students' seeming lack of knowledge or the inability to defend or ascertain what constitute their rights in senior secondary schools in Igbo-Eze South Local Government Area of Enugu State, despite their exposure to civic rights via civic education. The study documented that the roles of civic education in inculcating civic rights on senior secondary school students include civic education helps the students to obey the school authority; participate in all classroom activities and have knowledge of their fundamental human rights among other things. The factors affecting the role of civic education in inculcating civic rights on senior secondary school students comprise lack of trained teachers; inadequate seminar and workshop for the available civic education teachers; inadequate supervision on level of curriculum implementation in the classroom among others. The possible solutions to the problems/factors affecting the role of civic education in the inculcating civic rights on senior secondary school students include retraining of teachers through in-service programme; organization of adequate seminars and workshop for civic education teachers; adequate supervision on level of curriculum implementation in the classroom and so on. It concluded that if civic education is adequately implemented, it can play its role towards citizens' political orientation and re-

orientations towards ensuring peaceful democratic society for national development.

Recommendations

Based on the findings from the study, it was recommended that the government, as well as the school management should encourage civic education teachers through adequate incentives, funding of teachers' retraining, seminar and workshops to enhance their efficiency towards effective teaching and learning of civic education for inculcation of desired human rights on the students. Teachers should engage learners actively in the classroom activities and make them do their take home assignments to promote civic right acquisition for peaceful living in the society.

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