
ATTITUDE OF TEACHERS TOWARDS THE INTRODUCTION OF CIVIC EDUCATION IN SECONDARY SCHOOLS IN ILORIN METROPOLIS*BY****¹Bolu-Steve Foluke Nike, ²Saidu Abubakar & ¹Bello, Dhikrullahi Babajide***

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ABSTRACT

This study aimed at surveying the attitude of teachers towards the introduction of civic education in secondary schools in Ilorin metropolis. The target population for the study comprised all teachers in Upper Basic Schools in Ilorin, Kwara State. At stage one, simple random sampling technique was used in selecting two Local Governments out of the three Local Government Areas in Ilorin Metropolis. At second stage, Stratified random sampling technique was used in selecting five schools on the basis of school ownership in Ilorin, while twenty teachers were purposively selected from each of these schools. Thus, a total of two hundred respondents participated in the study. Data were collected using a researcher designed instrument tagged "Attitude of Teachers towards the Introduction of Civic Education Questionnaire" (ATTICEQ). The data were analyzed using percentages, mean, t-test and Analysis of Variance (ANOVA). The findings of this study showed that there was no significant difference in the attitude teachers of teachers towards the introduction of civic education in secondary school on the basis gender and school type. However a significant difference was found in the attitude of the respondents based on their teaching experience and educational qualification. Based on the findings of this study, it was recommended that the government should endeavor to train more teachers; this can be done by providing incentives such as reduction in school fees for teachers who wants to be trained along this line.

Key words: Attitude, Teachers, Civic, Education.

INTRODUCTION

Education is a lifelong process which aims at imparting skills needed to live a meaningful life. Adeyinka and Odetola (2012) explained that education is a potent

instrument for national development; no nation can develop without education. Civic education is one of the newly developed subjects in the 9-yearbasic education curriculum. The introduction of this subject was targeted

at the upcoming generation to create awareness of their social environment, the democratic process, their rights and responsibilities as citizens (NPE, 2004).

According to Oesterreich (2003), civic education may be defined as the acquisition of knowledge of the basic democratic institutions and regulations. It could also be seen as a means of acquiring competences that enables participation and democratic action. Ozumba and Eteng (1999) defined civic education as the totality of learning instruction which citizens need to be able to play their roles, discharge responsibilities and understand the politics, ethics, religious, ethos and ideals that make the national geo-political entity. Also, Fadeyiye (2012) opined that civic education is the kind of education given to the citizens of a country with a view to making them responsible people, capable of contributing meaningfully to the overall development of their country. Civic education is then designed to make learners identify and exercise their civic and political rights and also willingly accept to perform their civic and political responsibilities.

Man is a social being and they live in a society. In order to live peacefully in the society, man need to understand the rules and regulations governing the

society. It was in this context of developing long-term solutions and addressing the roots of societal problems that the Civic Education curriculum was developed (Adeniyi, 2007). The content addresses issues that are relevant in developing young Nigerians to be responsible citizens in order to imbibe the values, norms, knowledge, actions and activities necessary for sustainable development (Adjobiewe 2012).The concept of sustainable development has been an age long discourse in the educational circle. Formal schools are one of the societal institutions that teach societal norms, where civic rights and responsibility are nurtured, children develop a sense of loyalty and protectiveness toward their nation, (Oyetade & Oladiran, 2003). According to Adenipekun (2010), civic education is now a compulsory subject at the new Senior Secondary School Education (SSCE) level. The introduction of the subject was designed to refocus, re-invigorate and reposition our great country to further realize her full potentials. Civic education as a subject, is expected to promote democratic culture and encourage qualitative participation of the average Nigerian in the governance process (Spajic-Vrkaš and Kukoc, 2001).

The drive towards re-engineering the process of teaching and learning civic education to the upper basic school has become very imperative especially in the face

of dwindling levels of national consciousness, social harmony and patriotic zeal. Moreover, Tunde (2012) discovered that lack of relevant text books, work guides and other teaching aids coupled with lack of civic education teachers are all the major problems militating against the teaching and learning of civic education in public schools.

STATEMENT OF THE PROBLEM

The high level of moral decadence in our society has been a major obstacle to substantial development in Nigeria. It is believed that the contents of civic education curriculum have potent principles capable of inculcating a sense of patriotism, good citizenship and above all good moral to the learners. Nigeria is gradually losing its much cherished sense of cultural identity and values. The prevalent trend of corruption, indiscipline and disrespect for both elders and the rule of law are some of the manifestations of negative values among Nigerian youths. This calls for urgent value re-orientation because of their far-reaching impact on sustainable development of the country (Mansaray & Ajiboye, 2000). Also, Usman (2011) noted that civic values such as courtesy, respect dignity, tolerance, dialogue etc are no longer valued. There is an apparent entrenchment of materialism. In order to

overcome this decadence, there is need to re-orientate the Nigerian youth. As such, civic education subject was made a compulsory subject at secondary school levels in Nigeria.

However, researchers like Ajobiewe (2012) worked on the Youth, Civic Education and Nigeria's Electoral process. Ezeaku (2012) carried out a study on Civic Education, Peace Building and the Nigerian youths. Moreover, Tunde (2012) conducted a study on the challenges of Teaching Civic Education in Nigeria's public schools. None of these previous studies, to the best of this researcher's knowledge has specifically examined the attitude of teachers towards the introduction of Civic Education in the secondary schools.

PURPOSE OF THE STUDY

The main purpose of this study is to find out the attitude of teachers in secondary schools towards the introduction of Civic Education. Specifically, it was also designed to find out whether there is significant difference on the basis of their gender, school type, years of teaching experience, and highest educational qualification.

RESEARCH QUESTIONS

The following research questions were formulated for the study:

1. What is the attitude of teachers towards the introduction of Civic Education into secondary schools in Ilorin metropolis?
2. Is there any significant difference in the attitude of teachers towards the introduction of Civic Education into secondary schools on the basis of their gender?
3. Is there any significant difference in the attitude of teachers towards the introduction of Civic Education into secondary schools on the basis of school type?
4. Is there any significant difference in the attitude of teachers towards the introduction of Civic Education into secondary schools on the basis of their years of teaching experience?
5. Is there any significant difference in the attitude of teachers towards the introduction of Civic Education into secondary schools on the basis of their educational qualification?

RESEARCH HYPOTHESES

The following research hypotheses were generated for the study:

1. There is no significant difference in the attitude of teachers towards the introduction of Civic Education into secondary schools on the basis of their gender.
2. There is no significant difference in the attitude of teachers towards the introduction of Civic Education into secondary schools on the basis of school type.
3. There is no significant difference in the attitude of teachers towards the introduction of Civic Education into secondary schools on the basis of their years of teaching experience.
4. There is no significant difference in the attitude of teachers towards the introduction of Civic Education into secondary schools on the basis of their educational qualification.

METHODOLOGY

The research design adopted for this study is the descriptive survey method. Adewumi (1998) described a descriptive survey as a method that attempts to collect data from members of a given population in order to determine the current status of that population with respect to one or more variables.

SAMPLE AND SAMPLING PROCEDURE

The target population for the study comprised all teachers in Upper Basic Schools in Ilorin Kwara state. There are three Local Governments in Ilorin; Ilorin-East, Ilorin-West and Ilorin-South. At stage one simple random sampling technique was used in selecting two Local Governments out of the three Local Government Areas in Ilorin Metropolis. At the second stage Stratified random sampling technique was used in selecting five schools on the basis of school ownership (5 Private schools and 5 Public schools) in Ilorin, while twenty teachers were purposively selected from each of these schools. Thus making a total of two hundred respondents that participated in the study.

INSTRUMENTATION

The instrument for data collection was a self-designed questionnaire tagged "Attitude of teachers towards the Introduction of Civic Education Questionnaire" (ATTICEQ). The questionnaire was divided into two sections. Section 'A' dealt with the personal data of the respondents. Section 'B' contained 20 items on teachers' attitude towards the introduction of civic education. The 4 point Likert type rating scale response format was adopted for use on section B as thus:

Strongly Agree -4 points, Agree- 3 points, Disagree-2 points and Strongly Disagree-1point.

Validity: According to Daramola (1998)an instrument is valid when it measures what it purports to measure truly and accurately. In view of this, draft of the questionnaire was given to experts in the related field. The corrections and suggestions made by the experts were effected after which the final instrument was deemed valid for the study.

Reliability: The reliability of the instrument used for the study was established using test-retest method within an interval of four weeks. The researcher administered the instrument on 20 primary school teachers in Ilorin metropolis, these teachers did not form part of the final respondents used for the study. To ensure adequate response the researchers interacted adequately with the respondents and unclear items were explained. Each respondent was required to complete the questionnaire and return immediately. The Pearson Product Moment

Correlation Coefficient was used to compute the correlation co-efficient of the instrument. A reliability index of 0.78 was obtained. Hence the instrument was statistically reliable

METHOD OF DATA ANALYSIS

The researcher employed both descriptive and inferential statistics for the data analysis. Frequency count and simple percentage were used for the descriptive statistics while mean scores and ranking were used to answer the main research question. The t-test and Analysis of Variance (ANOVA) were used to test the hypotheses at 0.05 alpha level.

RESULTS

What are the demographic characteristic of the respondents?

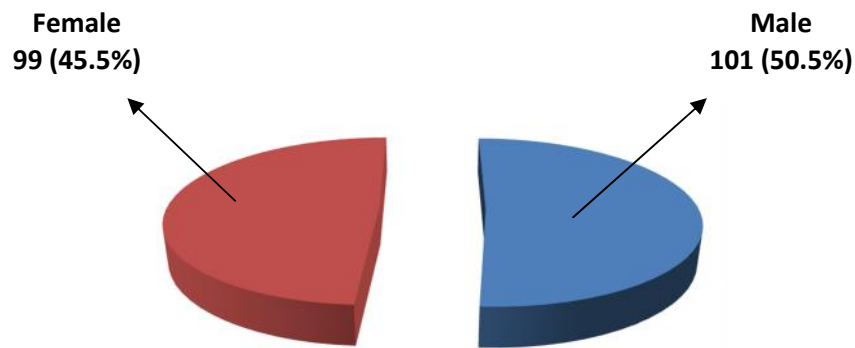


Figure 1: Distribution of the Respondents by Gender

Figure 1 shows the distribution of respondents on the basis of gender. It indicates that 101 (50.5%) of the respondents were males while 99 (45.5%) were

females. This implies that there were more male respondents that participated in the study as compared to their female counterparts

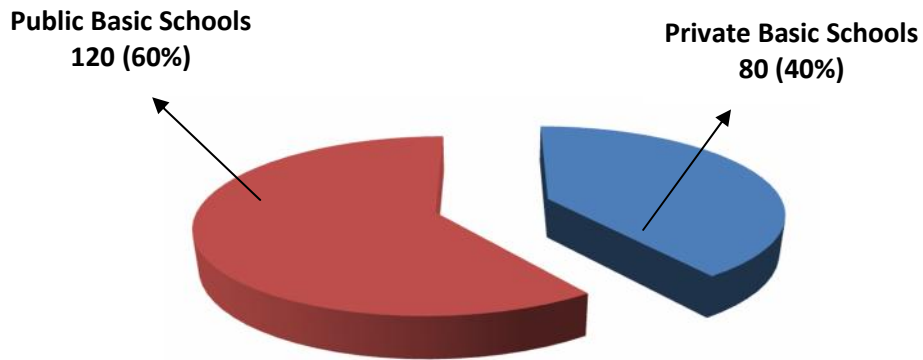


Figure 2: Distribution of the Respondents by School Type

Figure 2 shows the distribution of respondents on the basis of school type. It indicates that 120 (60%) of

the respondents were in Public Basic Schools, while 80 (40%) were respondents from Private Basic Schools

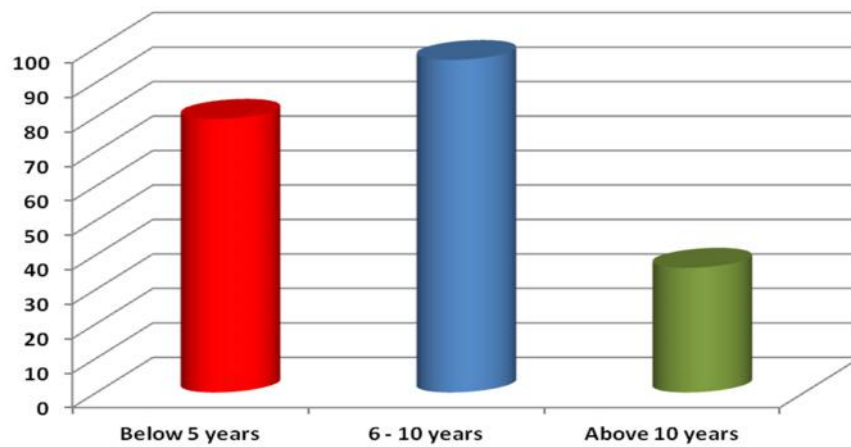


Figure 3: Distribution of the Respondents by Years of Teaching Experience

Figure 3 shows the distribution of respondents based on years of teaching experience. 75 (37.5%) of the respondents were below 5 years, 93 (46.5%) of the

respondents had 6 - 10 years teaching experience, while 32 (16%) of the respondents had above 10 years teaching experience.

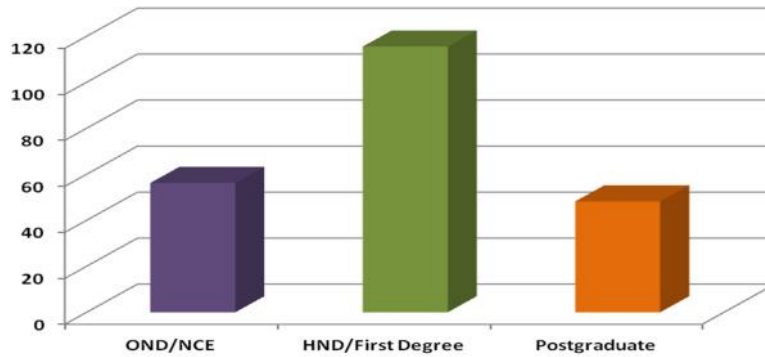


Figure 4: Distribution of the Respondents by Educational Qualification

Figure 4 shows the distribution of respondents based on educational qualification. 50 (25%) of the respondents have OND/NCE qualification as their highest educational qualification, 108 (54%) of the respondents have

HND/First degree qualification as their highest educational qualification, while 42 (21%) of the respondents have Postgraduate certificate.

Table 1: Mean and Rank Order on Attitude of teachers towards the Introduction of Civic Education into the Upper Basic Schools

In my own opinion, introduction of civic education:	Mean	Ranking
is a duplicate of social studies curriculum.	3.30	1 st
helps to shape the character of our youth.	3.27	2 nd
will enable students to know their responsibilities as citizens.	3.25	3 rd
will help students to develop good values	3.22	4 th
will bring about positive changes to our society.	3.21	5 th
facilitates good citizenship.	3.20	6 th
can enhance better international recognition for Nigerians.	3.18	7 th
will enhance self - reliance.	3.15	8 th
can enhance students' knowledge on societal norms.	3.14	9 th
is a progressive step in the educational system.	3.08	10 th
can instill morals into students.	3.03	11 th
will encourage teachers to instill discipline in schools.	2.91	12 th
needs to be made compulsory in secondary schools.	2.78	13 th
can be a solution to Nigeria's economic problems.	2.56	14 th
will prepare students for the future.	2.42	15 th
should be taught by counselors alone	2.31	16 th
can reduce corruption level in the country.	2.36	17 th
can solve leadership problem in the country.	2.27	18 th
can solve the insecurity problem.	2.15	19 th
is just a paper policy for now.	1.99	20 th

The item that was ranked 1st has the mean score of 3.30 and it states that in my own opinion, introduction of civic education is a duplicate of social studies. The item that ranked 2nd has the mean score of 3.27, and it states that,

in my own opinion, introduction of civic education can help to shape the character of our youth, while the 3rd item has the mean score of 3.25. However, the last item was ranked 20th with the mean score of 1.99.

HYPOTHESES TESTING

Hypothesis One: *There is no significant difference in the attitude of teachers towards the introduction of Civic Education into the upper basic schools on the basis of gender.*

Table 2: Mean, Standard Deviation and t-value on attitude of teachers towards the introduction of civic education into the upper basic schools on the basis of gender

Gender	N	Mean	SD	df	Cal t-value	Crit. t-value
Male	101	63.85	6.08	198	0.34	1.96
Female	99	63.51	8.29			

Table 2 indicates that the calculated t-value is 0.34 while the critical t-value is 1.96. Since the calculated t-value is less than the critical t-value, the hypothesis is accepted. This means that there is no

significant difference in the attitude of teachers towards the introduction of civic education into the upper basic schools on the basis of gender.

Hypothesis Two: *There is no significant difference in the attitude of teachers towards the introduction of Civic Education into the upper basic schools on the basis of school type*

Table 3: Mean, Standard Deviation and t-value on attitude of teachers towards the introduction of civic education into the upper basic schools on the basis of school type

School Type	N	Mean	SD	df	Calculated t-value	Critical t-value
Private	77	63.55	6.48	198	0.21	1.96
Public	123	63.76	7.70			

Table 3 shows that the calculated t-value is 0.21 while the critical t-value is 1.96. Since the calculated t-value is less than the critical t-value, the hypothesis is accepted. This means that there is no significant

difference in the attitude of teachers towards the introduction of civic education on the basis of school type.

Hypothesis Three:

There is no significant difference in the attitude of teachers towards the introduction of Civic Education into the upper basic schools on the basis of their years of teaching experience

Table 4: Analysis of Variance (ANOVA) of Respondent on the attitude of teachers towards the introduction of civic education into the upper basic schools on the basis of years of teaching experience

Source	Sum of squares	Df	Square Mean	Calculated F-ratio	Critical F-ratio
Between Groups	640.90	2	320.46	6.45*	3.00
Within Groups	9786.61	197	49.68		
Total	10427.51	199			

*Significant, $p < 0.05$

Since the calculated f-ratio of 6.45 is greater than the critical f-ratio of 3.00 at 0.05 alpha levels of significance, the hypothesis is rejected. This means that there is a significant difference in the attitude of teachers towards the introduction of civic education into the upper basic schools on the basis of years of teaching

experience. The Duncan Multiple Range Test (DMRT) was used as a post hoc-test to determine the years of teaching experience that was responsible for the significant difference. DUNCAN multiple range test was chosen because it helps to separate means where significant difference was observed.

Table 5: Duncan Multiple Range Test (DMRT) on attitude of teachers towards the introduction of civic education into the upper basic schools on the basis of years of teaching experience

Duncan Groupings	N	Mean	Group	Years of Teaching Experience
A	93	65.09	1	6-10 years
B	75	63.55	2	below 5 years
C	32	59.91	3	above 10 years

The Duncan table above shows the mean score of years of teaching experience. Group 1 (Duncan group A) with a mean score of 65.09 differs from Group 2 (Duncan group B) and Group 3 (Duncan group C) with

mean scores of 63.55 and 59.91 respectively. All the groups differed from one another but the significant difference in the ANOVA on Table 5 was a result of Group 1 with 6 – 10 years of teaching experience.

Hypothesis 4:

There is no significant difference in the attitude of teachers towards the introduction of Civic Education into the upper basic schools on the basis of educational qualification

Table 6: Analysis of Variance (ANOVA) of Respondent on attitude of teachers towards the introduction of civic education into the upper basic schools on the basis of highest educational level

Source	Sum of squares	df	Square Mean	Cal F-ratio	Crit F-ratio
Between Groups	498.76	2	249.382		
Within Groups	9928.76	197	50.400	4.95*	3.00
Total	10427.52	199			

*Significant, $p < 0.05$

Table 6 indicates that the calculated f-ratio is 4.95 while the critical f-ratio is 3.00. Since the calculated f-ratio of 4.95 is greater than the critical f-ratio of 3.00 at 0.05 alpha levels of significance, the

hypothesis is rejected. Thus the Duncan Multiple Range Test (DMRT) was used as a post hoc-test to determine the highest educational level that was responsible for the significant difference.

Table 7: Duncan Multiple Range Test (DMRT) on attitude of teachers towards the introduction of civic education into the upper basic schools on the basis of educational qualification

Duncan Groupings	N	Mean	Group	Educational Qualification
A	108	64.54	1	HND/First Degree
A	50	64.40	2	DND/NCE
B	42	60.62	3	Postgraduate

The Duncan table above shows the mean scores for educational qualification. Group 1(Duncan group A) with a mean score of 64.54 differs slightly from Group 2(Duncan group A) with a mean score of 64.40 and significantly differed from Group 3(Duncan group C)

DISCUSSION OF FINDINGS

Most of the respondents believe that civic education is a duplicate of social studies curriculum. Adeyinka and Odetola (2012) explained that the content of civic education include issues of citizenship, democracy, national development, human rights, values, etc. which are all vividly discussed in social studies curriculum. Thus, the two subjects dealt with emerging societal and behavioral problems in the country. Irrespective of gender, Branson (1998) explained that civic education is an important element of education which helps citizen to participate in the democratic process and teaches them

with a mean score of 60.62 respectively. All the groups differed from one another but the significant difference in the ANOVA on Table 7 was a result of Group 3 with Postgraduate certificate.

to understand their rights as well as to discharge their responsibilities with the necessary knowledge and skills.

On the basis of school type, the participants did not differ in their opinion. Oyetade and Oladiran (2012) revealed that teachers believe that civic education curriculum will enable young people to imbibe the right values, norms, knowledge and activities for substantial development. The school is a place where a child is prepared for the present and the future living. Spajic-KukocVrkaš and Basic (2001) noted that, civic education in schools may appear as a teaching principle, separate school subject or cross-curricula activity. Whether implemented formally or informally, civic education aims at producing active and responsible

citizens in the context of modern society. Hence, irrespective of the kind or type of school a student attends, it is recommended that civic education be taught to the students by the teachers in the school.

Teachers attitude were different based on their years of teaching experience. This could be as a result of the fact that most teachers that have been working in the secondary school setting over the years often find it difficult to differentiate between social studies and civic education curriculum. Kerr (2000) carried out a study on civic education in 16 societies and noted that the key elements of the context of the subject were embedded in the formal curriculum. Angbing (2013) emphasized that teacher's experience, exposure of professional development, area of subject specialization and professional status are very important in determining their attitudes.

The perception of teachers with postgraduate degree differs from those with OND/NCE and HND/ First Degree qualification. Fadeyiye (2012) was of the view that irrespective of the educational qualification of the teachers, civic education should be taught in schools as this would enable learners to identify and exercise their civic rights and develop good interpersonal relationship.

CONCLUSION

The following are the major findings of this study:

1. There is no significant difference in the attitude of teachers towards the introduction of Civic Education into the upper basic schools on the basis of their gender.
2. There is no significant difference in the attitude of teachers towards the introduction of Civic Education into the upper basic schools on the basis of school type.
3. A significant difference was found in the attitude of teachers towards the introduction of Civic Education into the upper basic schools on the basis of their years of teaching experience.
4. A significant difference was also found in the attitude of teachers towards the introduction of Civic Education into the upper basic schools on the basis of their highest educational qualification.

COUNSELING IMPLICATION

The philosophy of civic education is closely related to the aims and objectives of counseling.

Counseling can be an intervention module for clients with behavioral problems. Counselors in schools can support the teachers by enlightening the students on the need for good value orientation, hard work, interpersonal relationship which are the major aims of teaching civic education in schools. The counselor can also teach the teachers and students behavioral modification skills. Also, the counselors on training can be exposed to civic education curriculum; this will promote qualitative counselor education in Nigeria.

RECOMMENDATION

Civic education is relatively a new subject in the upper basic schools; therefore the government should endeavor to train more teachers to implement the objectives of the subject. If the aims and objectives of introducing civic education as a compulsory subject in the school must be achieved, the government must encourage teachers in appreciating the importance of the subject. This can be done by providing incentives such as reduction in school fees for teachers who wants to be trained along this line.

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