

CIVIC EDUCATION AND SOCIAL VALUES AMONG SECONDARY SCHOOL STUDENTS IN OGBIA LOCAL GOVERNMENT AREA OF BAYELSA STATE

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Abstract

This study examined relationship between knowledge of civic education and social values among secondary school students in Ogbia LGA of Bayelsa State, Nigeria. A correlational research design was adopted for the study. Three (3) research questions and corresponding hypotheses were raised to guide the study. The population of the study comprised all 1342 students in public secondary schools in Ogbia LGA of Bayelsa State. A sample of 499 students was used in the study. The instrument for data collection was a structured questionnaire developed by the researcher and validated experts. The reliability of the device was established using Cronbach Alpha formula, and a value of 0.80 was obtained and considered appropriate for the study. The research questions were answered, and the hypotheses were tested using Pearson Product Moment Correlation. The findings revealed that the relationship between knowledge of civic education and social value (measured as religious, political, and economic value) among secondary school students in Ogbia LGA of Bayelsa State, Nigeria, is strong. Also, the study revealed a significant relationship between the knowledge of civic education and social value (measured as religious, political, and economic value) among secondary school students in Ogbia LGA of Bayelsa State, Nigeria.

Keywords: Relationship, Knowledge, Civic Education, Social Values

Introduction

Civic education serves as a cornerstone in shaping the character, values, and social awareness of individuals within a society. In the diverse and culturally rich context of Bayelsa State, Nigeria, the relationship between the knowledge of civic education and the cultivation of social values among secondary school students are a topic of profound significance. This study delves into this intricate connection, seeking to illuminate the ways in which civic education influences the development of social values in the young minds of Bayelsan secondary school students (Orodoh, 2022).

Bayelsa State, nestled in the heart of the Niger Delta region, boasts not only a wealth of natural resources but also a mosaic of ethnicities and traditions. Within this dynamic landscape, the role of civic education in molding the character

of the youth assumes paramount importance. Civic education transcends the boundaries of political knowledge; it encompasses the imparting of fundamental values such as respect for diversity, responsibility, empathy, and active citizenship (Owanand & Agunwa, 2019). These values are not only essential for nurturing socially responsible individuals but also for promoting democracy and fostering a cohesive and harmonious society.

In the secondary school system of Bayelsa State, civic education is an integral component of the curriculum, designed to equip students with the knowledge and competencies necessary for meaningful civic engagement. However, the extent to which this education influences the adoption of social values remains a subject of exploration. Hence, this study examined the relationship between knowledge of civic education and social values among

secondary school students in Ogbia LGA of Bayelsa State.

Statement of Problem

It has been observed that civic activities such as participation in public activities like vote during elections protect public property, respect the National symbols, maintenance of order in public places: Banks, hospitals, involve in environmental sanitation. Selflessness in community services: construction of community roads clearing of roadsides and respect of constituted authority are not well embraced among secondary school students in Ekiti State. Laziness, vandalism, rudeness, disorderliness, disrespect for elders and constituted authority, drug abuse, rape, stealing, examination malpractices, immoral dressing and absenteeism are order of the day. Nevertheless, the deteriorating level of civic responsibilities and civic skills among the youth have done a lot of devastation to political, educational, social and economic development of the country. Adeyi (2017) noted that Nigerian society is undoubtedly saddled with inhabiting increase in crime wave and lawlessness which make the image of the country to be at stake. This study therefore investigated the relationship between knowledge of civic education and social values among secondary school students in Ogbia LGA of Bayelsa state.

Purpose of the Study

The study examined the relationship between knowledge of civic education and social values among secondary school students in Ogbia LGA of Bayelsa State. Specifically, the study achieved the following:

- 1) Determine the relationship between knowledge of civic education and religious values among secondary school students in in Ogbia LGA of Bayelsa State.
- 2) Determine the relationship between knowledge of civic education and political values among secondary school students in in Ogbia LGA of Bayelsa State.
- 3) Determine the relationship between knowledge of civic education and economic values among secondary school students in in Ogbia LGA of Bayelsa State.

Research Questions

The following research questions were raised to guide the study:

- 1) What is the relationship between knowledge of civic education and religious values among secondary school students in in Ogbia LGA of Bayelsa State?
- 2) What is the relationship between knowledge of civic education and political values among secondary school students in in Ogbia LGA of Bayelsa State?
- 3) What is the relationship between knowledge of civic education and economic values among secondary school students in in Ogbia LGA of Bayelsa State?

Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance:

- H01:** There is no significant relationship between knowledge of civic education and religious values among secondary school students in in Ogbia LGA of Bayelsa State.
- H02:** There is no significant relationship between knowledge of civic education and political values among secondary school students in in Ogbia LGA of Bayelsa State.
- H03:** There is no significant relationship between knowledge of civic education and economic values among secondary school students in in Ogbia LGA of Bayelsa State.

Literature Review

Conceptual Review

Value

Value like any other term in educational psychology, has been defined in different ways by many authorities. Value simply means worth of some kind, for instance a thing is valued if it worth something (Aunga & Masare, 2017). Values are general beliefs about desirable and undesirable modes of life which determines self-understanding that influence our general actions to the environment. They are the yardstick of standardization and justification of our general attitudes. The transformations into goals that are communicated and taught, of the needs and motives of persons and of the requirements of social interaction and of groups survival, are values.

Social Values (SV)

Love of people is the highest value of the social type persons. Only the altruistic or philanthropic aspects of love are focussed in the “study of values (Orodoh, 2022). Hence social person’s prize others as ends and they are kind, sympathetic and unselfish. Such a person is likely to experience the theoretical, economic and aesthetic attitudes as cold and inhuman. To a social type person, the only suitable form of human relationship is love. In its purest form, the social attitude is selfless and is closely related to the religious value.

Theoretical Review

The Socio-Cultural Cognitive Theory by Vygotsky

The Chief proponent Vygotsky (1896-1934), died much earlier, at the age of 37, (Stantrock, 2007). Vygotsky’s theory is a socio-cultural cognitive theory that emphasizes how culture and social interaction guide cognitive development. He portrayed development as inseparable from social and cultural activities. He believed that the development of memory, attention, and reasoning involves learning to use the inventions of society; such as; language, mathematical systems, and memory strategies. In one’s culture, this might consist of counting on one’s fingers or using beads. In essence, this means that adolescent knowledge is not generated from within the individual but rather is constructed through interaction with others and with objects in the culture, such as books, thus adolescent development of value preferences is best explained by interaction with the total culture of his people, and this goes a long way to inform his academic and general achievement.

Empirical Review

Okwanaso (2013) examined the influence of social value orientation on self-efficacy of secondary school students in Cross-Rivers State. Ex-post facto design was adopted for the study. The population of the study consisted of 38,514 Senior Secondary I and II students (18,697 males and 19,817 females). The sample was 1,543 SSI and SSII students randomly selected from 47 public schools in Cross River State. A self-designed questionnaire titled Social Value Orientation and Self-efficacy

Questionnaire (SVOASEQ) was used to collect data. The instrument was validated by four experts in Educational Psychology, and Measurement and Evaluation, while the reliability of the instrument was determined using Cronbach Alpha reliability method yielding a coefficient of .77. The data collected were analysed using One Way Analysis of Variance; the hypothesis was tested at .05 level of significance. The result of the analyses revealed that social value orientation has a significant influence on self- efficacy with regards to social self-efficacy, academic self-efficacy, language self-efficacy, moral self-efficacy and overall self-efficacy. It was recommended, among others, that Parents and teachers should encourage students to belong to social groups in school, to enable them develop skills that will help boost their social, academic, language and moral self-efficacy.

Aunga and Masare (2017) investigated the relationship between secondary school students’ civic knowledge and civic participation in Ekiti State, Nigeria. It also focused on gender in relation with civic knowledge and civic participation of students. The population for the study comprised all secondary school students in Ekiti state, while the sample consisted of 1,250 students. Multistage sampling procedure was used to select the sample. Simple random sampling technique was used to select five Local Governments out of sixteen in Ekiti state, five public secondary schools from each of the Local Government and stratification 50 students (25males and 25females) from each of the five selected secondary schools. The instrument used was a questionnaire designed by the researchers titled Civic Knowledge and Civic Participation Questionnaire (CKCPQ). The validity of the instrument was determined through face and content validity procedures by specialists in Social Studies, Educational Management and Test and Measurement. The reliability of the instrument was ascertained through test-re-test method and the reliability coefficient of 0.75 was obtained. Three research hypotheses generated were tested at 0.05 level of significance. The data collected were analysed using Pearson Correlation statistical tool. The study found a significant relationship between civic knowledge of female students and civic participation while the

relationship of civic knowledge and civic participation of male students is insignificant. It was recommended that civic education and should be made a compulsory course for students at all levels of education in Ekiti state. Owanand and Agunwa (2019) investigated the social values displayed by secondary school students in selected local government areas of Ekiti State. The study examined the influence of gender and location on social values exhibited by the students. Descriptive research design of the survey type was adopted with a sample of 540 students selected through multistage sampling procedure. This was done using simple and stratified random sampling techniques with one research question and two research hypotheses. A self-structured questionnaire tagged 'Questionnaire on Social Values' (QSV) was the instrument used for data collection. The instrument was validated and tested for reliability. Test-retest reliability coefficients of 0.77 was obtained and found appropriate for the study. Research question was analysed descriptively using percentages, means and standard deviation while the two hypotheses were tested using t-test statistical analysis at 0.05 level of significance. Findings revealed that hard work and honesty were the most demonstrated values, while obedience and patience were the least social values demonstrated by the students. The study also showed a significant difference between social values demonstrated by male and female students and between students from rural and urban areas. Based on the findings, it was recommended among others that parents should intensify efforts to give traditional value education to their children to help them develop into morally upright and responsible adult citizens

Methodology

This study adopted a correlational design. Gay (2016) described a correlational survey as a study that involves the collecting of data in order to determine whether, and to what degree, a relationship exists between two or more quantifiable variables. This design is considered appropriate for the study because the study seeks to examine the relationship between the independent variable which is knowledge of civic education and the dependent variable which is social values

among secondary school students in Ogbia, LGA of Bayelsa State. The population of the study consist of all the one thousand, three hundred and forty-two (1342) secondary school students in Ogbia LGA of Bayelsa State (BSMOE, 2022). A sample of 499 students formed the sample of the study. Simple random sampling technique by balloting was used to sample 2 schools each from the three constituencies in Ogbia LGA of Bayelsa State, making it a total of 6 schools. All the 409 students from the 6 schools formed the sample of the study. The instruments used for data collection are "Knowledge of Civic Education Inventory (KCEI) and Social Value Scale (SVS)" developed by the researcher. The items in the SAV are classified into 4 sub-sections namely, A, B, C, and D. Section A measured the demographic information of the respondents, while section B, C, and D measured the variables, economic values, religious value and political value respectively. The section B, C and D were structured in a four-point rating scale which the respondents are required to respond to by indicating one option ranging from Strongly Agreed (SA), Agreed (A), Disagreed (D) to Strongly Disagreed (SD) which is rated as 4, 3, 2 and 1 respectively. The KCEI was used to measure the knowledge of civic education of the students. It has two sections, A and B. Section A measured the personal data of the respondents, while section B measured the knowledge of secondary school students in civic education. The section B was styled in a 4-point rating scale. The face and content validity of the instrument will be ascertained by giving it to specialist in measurement and evaluation. Their corrections, advice and suggestions were considered in the final draft. Operationally, to test for reliability of the instrument used, pilot study was carried out on 20 teachers randomly selected from two schools outside the area under study. Cronbach Alpha reliability formula was used to determine the reliability coefficient of the instrument. This was used to determine the internal consistency of the instrument. Also, the choice of Cronbach Alpha formula was based on the fact that the instrument was polychotomously scored (i.e no right or wrong answer) and the reliability method will enable the researcher to administer the instruments once, saving cost and time. The

aggregate reliability coefficient for the instruments was reported as 0.89. One-on-one mode of instrument administration will be adopted in the study. The researcher personally visited the sampled schools and administer the tools. The teachers were briefed on the modalities and the reasons behind the administration of the instrument. This method ensured 100% return rate. The research questions were answered and the hypotheses were tested using Pearson Product Moment Correlation at 0.05 level of significance. The decision rule for answering the research questions was that any item with r-value of .50 and above was interpreted as strong

relationship, while values below were interpreted as weak relationship. For the hypotheses, if calculated p-value is greater than the critical value, the null hypotheses will be rejected. Otherwise, the null hypotheses, will be accepted.

Analysis and Results

Research Questions 1

What is the relationship between knowledge of civic education and religious values among secondary school students in in Ogbia LGA of Bayelsa State?

Table 1: Correlational analysis of responses on knowledge of civic education and religious values among secondary school student

		Knowledge of civic education	Religious Value
knowledge of civic education	Pearson Correlation	1	-.556
	Sig. (2-tailed)		.000
	N	409	409
Religious Value	Pearson Correlation	-.556	1
	Sig. (2-tailed)	.000	
	N	409	409

Source: Fieldwork (2023)

Presented in Table 1 is the Correlational Analysis on the relationship between knowledge of civic education and religious values among secondary school students. The correlation coefficient (r) between knowledge of civic education and religious values among secondary school students is .556. The coefficient falls into the range .5–.89 for strong relationship. This implies that the relationship between knowledge of civic education and

religious values among secondary school students in Ogbia LGA of Bayelsa State was strong.

Research Questions 2

What is the relationship between knowledge of civic education and political values among secondary school students in in Ogbia LGA of Bayelsa State?

Table 2: Correlational analysis of responses on knowledge of civic education and political values among secondary school students

		knowledge of civic education	political values
knowledge of civic education	Pearson Correlation	1	-.534
	Sig. (2-tailed)		.000
	N	409	409
Political value	Pearson Correlation	-.534	1
	Sig. (2-tailed)	.000	
	N	409	409

Source: Field Work (2023)

Presented in Table 2 is the Correlational Analysis on the knowledge of civic education and political values among secondary school students. The correlation coefficient (r) between knowledge of civic education and political values among secondary school students is .534. The coefficient falls into the range .51–.80 for strong relationship. This implies that the relationship between knowledge of civic education and political

values among secondary school students in Ogbia LGA of Bayelsa State was strong.

Research Questions 3

What is the relationship between knowledge of civic education and economic values among secondary school students in in Ogbia LGA of Bayelsa State?

Table 3: Correlational analysis of responses on knowledge of civic education and economic values among secondary school students

		knowledge of civic education	Economic Values
Knowledge of civic education	Pearson Correlation	1	-.716
	Sig. (2-tailed)		.000
	N	409	409
Economic Values	Pearson Correlation	-.716	1
	Sig. (2-tailed)	.000	
	N	409	409

Source: Field work (2023)

Presented in Table 3 is the Correlational Analysis on the relationship between knowledge of civic education and economic values among secondary school students. The correlation coefficient (r) between knowledge of civic education and economic values among secondary school students is .716. The coefficient falls into the range .51–.80 for strong relationship. This implies that the relationship between knowledge of civic education and economic values among secondary school students in Ogbia LGA of Bayelsa State was strong.

Hypotheses

H01: There is no significant relationship between knowledge of civic education and religious values among secondary school students in Ogbia LGA of Bayelsa State.

The result in Table 1 shows the Pearson Product Moment Correlation analysis on the relationship between knowledge of civic education and religious values among secondary school students in Ogbia LGA, of Bayelsa State. The result revealed a correlation coefficient between knowledge of civic education and religious values among secondary school students, is $r=-0.558$, for

$n=409$ at $p<0.05$, therefore the null hypothesis is accepted. Thus, there is no significant relationship between knowledge of civic education and religious values among secondary school students in Ogbia Local Government Area in Bayelsa State.

H02: There is no significant relationship between knowledge of civic education and political values among secondary school students in in Ogbia LGA of Bayelsa State.

The result in Table 2 shows the Pearson Product Moment Correlation analysis on the relationship between knowledge of civic education and political values among secondary school students in Ogbia Local Government Area in Bayelsa State. The result revealed that the correlation coefficient between knowledge of civic education and political values among secondary school students in Ogbia Local Government Area in Bayelsa State, is $r=-0.534$, for $n=409$ at $p<0.05$, therefore the null hypothesis is rejected. Thus, there is a significant relationship between the knowledge of civic education and political values among secondary school students in Ogbia Local Government Area in Bayelsa State.

H03: There is no significant relationship between knowledge of civic education and

economic values among secondary school students in in Ogbia LGA of Bayelsa State.

The result in Table 3 shows the Pearson Product Moment Correlation analysis on the relationship between knowledge of civic education and economic values among secondary school students in Ogbia Local Government Area in Bayelsa State. The result revealed that the correlation coefficient between knowledge of civic education and economic values among secondary school students in Ogbia Local Government Area in Bayelsa State, is $r=-0.716$, for $n=409$ at $p<0.05$, therefore the null hypothesis is rejected. Thus, there is a significant relationship between knowledge of civic education and economic values among secondary school students in Ogbia Local Government Area in Bayelsa State.

Discussion of Findings

Findings in research question 1 revealed that the relationship between knowledge of civic education and religious values among secondary school students in Ogbia LGA of Bayelsa State was strong. Also, the result in hypothesis 1 revealed that there is no significant relationship between knowledge of civic education and religious values among secondary school students in Ogbia LGA of Bayelsa State. This is in agreement with the findings of Owanand and Agunwa (2019) who reported that teaching approach adopted had a significant relationship with students' academic performance. It also substantiates Wanzare (2012) finding that teacher-centred strategy does not produce learners' effectiveness.

Findings in research question 2 revealed that the relationship between knowledge of civic education and economic values among secondary school students in in Ogbia LGA of Bayelsa State was strong. Also, the result in hypothesis 2 revealed that there is a significant relationship between knowledge of civic education and economic values among secondary school students in in Ogbia LGA of Bayelsa State. This is in agreement with the findings of Onger (2015) who reported that knowledge of civic education had a significant relationship with religious values.

Findings in research question 3 revealed that the relationship between knowledge of civic education and economic values among secondary school students in in Ogbia LGA of Bayelsa State was strong. Also, the results from hypothesis 3 revealed that there is a significant relationship between knowledge of civic education and economic values among secondary school students in in Ogbia LGA of Bayelsa State. This is in agreement with the findings of Aunga and Masare (2017), who reported that knowledge of civic education had a significant relationship with social values.

Conclusion

The study has established that the relationship between knowledge of civic education and social value (measured as religious, political and economic value) among secondary school students in Ogbia LGA of Bayelsa State. Also, the study has affirmed that there is a significant relationship between the knowledge of civic education and social value (measured as religious, political and economic value) among secondary school students in Ogbia LGA of Bayelsa State, Nigeria.

5.3 Recommendations

On the basis of the findings of this study, the conclusion drawn and its educational implications, the following recommendations are made:

- 1 Students should be enlightened and advised to participate in civic engagement such as community service and others, in order to develop positive attitudes towards civic engagement.
2. Government should frequently organize seminar and workshop for the teachers of Civic Education in order to refresh their brain and learn new methods and techniques of impacting knowledge.
3. Parents and Guardians should encourage their children/ wards to fully participate in community development.

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