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PERCEPTION ON EFFICACY OF CIVIC EDUCATION CURRICULUM ON STUDENTS' ATTITUDE TOWARDS NATIONAL INTEGRATION IN JUNIOR SECONDARY SCHOOLS IN ZARIA EDUCATION ZONE-NIGERIA.

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Abstract

This study examines the Perception on Efficacy of Civic Education Curriculum on Students' Attitude towards National Integration in Junior Secondary Schools in Zaria Education Zone, Kaduna State, Nigeria. The study was guided by two research objectives and their corresponding research questions and null hypotheses. The study employed survey research design, the population of the study consists of junior secondary school civic education students in Zaria Education Zone numbering 26,322 as at 2017/2018 session. The sample size was 379 determined using Research Advisors table for sample specification. The arithmetic means and standard deviations were used to answer the questions posed by the study while independent samples t-test was used to test the null hypotheses at 0.05 alpha. The study found that a significant difference was found in the perception of male and female students on the efficacy of civic education curriculum on attitude towards national integration in junior secondary schools in Zaria education Zone. A significant difference was also found in the perception of JSS II and JSS III students on the efficacy of civic education curriculum on attitude towards national integration in junior secondary schools in Zaria education Zone. The study recommends that Civic education should be encouraged to be taught at all level of Nigerian education system since from the findings it has influence on student's attitudes towards national integration in Nigeria.

Keywords: Civic Education Curriculum, Efficacy, Secondary School Students, National Integration, Nigeria.

Introduction

The issue of national unity is one of the major goals of Nigeria's national development, due to our diverse nature having different cultural, ethnic and religious background. The introduction of civic education as one of the core subject in Nigeria basic education curriculum is set out to solve such problems through instilling positive virtues in the learners for national development and integration. Civic education was introduced and made a compulsory subject in Nigeria primary and secondary schools since 2011 for the purpose of promoting national unity, national integration, national consciousness, promoting positive values, promoting active democratic participation and governance process among other objectives. One of the major problems that has hindered national integration, unity and development in Nigeria, after her one hundred years of existence, as a nation, is the low level of the acquisition and demonstration of civic norms by the citizens. Alao (2012) posited that although Nigeria is blessed with abundant human and natural resources, there is no meaningful development because many citizens are intellectually and socially deficient. According to Okan and Lawal (2011) …the problem of 'negative citizenship' values have gravely militated against Nigeria's march towards effective and sustained socio-economic and political development since her independence which she obtained about fifty years ago. The retrogression and dilemmas into which the country is engulfed seriously demand the need for value re-orientation through a commitment to the ideals rooted in civic education. The need for civic education in our schools cannot be over emphasized due to the situation we find ourselves today in Nigeria. The issue of national integration is becoming another problem towards national development in Nigeria. Jekayinfa in Raji (2015)Nigeria as a multi-ethnic nation with diverse cultural groups which are about three hundred thus lays a weak foundation for national integration in Nigeria.

This called for the utilization of civic education as a means of promoting national integration in Nigeria. Civic education as a newly modified introduced curriculum in Nigeria school system as a single subject since 2011 has its major objectives that geared towards promoting national unity and integration in Nigeria. Thus, this study examine the perception on efficacy of civic education curriculum on students' attitude towards national integration in junior secondary schools in Zaria Education Zone, Kaduna State, Nigeria.

Objective of the study

The objectives of the study are to:

i. Examine the perception on efficacy of civic education curriculum on students' attitude towards national integration in junior secondary schools in Zaria education zone in relation to gender;
ii. Find out the perception on efficacy of civic education curriculum on students' attitude towards national integration in junior secondary schools in Zaria education zone in relation to study level.

Research Questions

The following research questions are set:

i. What is the difference in the mean perception of male and female students on the efficacy of civic education curriculum on attitude towards national integration in junior secondary schools in Zaria education zone?

ii. What is the difference in the mean in the perception of JSSII and JSSIII students on the efficacy of civic education curriculum on attitude towards national integration in junior secondary schools in Zaria education Zone?

Null Hypotheses

The following null hypotheses are postulated:

i. There is no significant difference in the mean perception of male and female students on the efficacy of civic education curriculum on attitude towards national integration in junior secondary schools in Zaria education zone;
ii. There is no significant difference in the mean in the perception of JSSII and JSSIII students on the efficacy of civic education curriculum on attitude towards national integration in junior secondary schools in Zaria education Zone.

Method

The study adopted survey research design. The population of this study consists of junior secondary school students in Zaria Education Zone, Kaduna State, Nigeria numbering 26,322. The sample size was 379 determined using Research Advisors table for sample specification. The instrument used for data collection in this work is twenty (20) item modified Likert type of questionnaires with Agree (A), Strongly Agree (SA), Disagree (D) and Strongly Disagree (SD) titled "Civic Education towards National Integration Attitude Questionnaire (CETNIQ)" adapted by the researchers. Experts in measurement and evaluation and social studies experts subjected the questionnaire to face and construct validity. The Spearman Rank reliability coefficient and Guttmann option of the split half techniques were used to get the reliability of the instrument. The result gave a reliability coefficient of 0.756 alpha levels and a standard alpha level of 0.817. These reliability coefficients were considered adequate for the internal consistencies of the measuring instrument. A total 324 Questionnaires were successfully retrieved and used for the analysis. The mean and standard deviation were used to answer the questions posed by the study while independent samples t-test was employed to test the null hypotheses at 0.05 alpha.

Results

Research Question One

What is the difference in the mean perception of male and female students on the efficacy of civic education curriculum on attitude towards national integration in junior secondary schools in Zaria Education Zone?

Table 1: Mean Perception of Male and Female Students on the Efficacy of Civic Education Curriculum on Attitude towards National Integration in Junior Secondary Schools in Zaria Education Zone

				95% Confidence Interval of the Difference	
Gender	**N**	**Mean**	**SD**	**Mean Difference**	**Lower**	**Upper**
Male	171	54.09	9.717	2.879	.738	5.020
Female	153	51.21	9.849			
Total	**324**					

Table 1 presents the means and standard deviations of male and female students on the efficacy of civic education curriculum on attitude towards national integration in junior secondary schools in Zaria Education Zone. The mean perception score for male respondents (M=54.09, SD=9.717) was higher than that of female (M=51.21, SD=9.849). The mean difference was 2.879 in favour of male students. The 95% confidence interval of the difference is 0.738 to 5.020. That is, there was a difference in the mean perception of male and female students on the efficacy of civic education curriculum on attitude towards national integration in junior secondary schools in Zaria Education Zone, Kaduna State, Nigeria.

Research Question Two

What is the difference in the mean in the perception of JSSII and JSSIII students on the efficacy of civic education curriculum on attitude towards national integration in junior secondary schools in Zaria education Zone?

Table 2: Mean Perception of JSSII and JSSIII Students on the Efficacy of Civic Education Curriculum on Attitude towards National Integration in Junior Secondary Schools in Zaria Education Zone

						95% Confidence Interval of the Difference	
Class	**N**	**Mean**	**SD**	**Std. Error Mean**	**Mean Difference**	**Std. Error Difference**	**Lower**	**Upper**
JSSII	148	55.23	10.439	.858	4.605	1.072	2.495	6.714
JSSIII	176	50.63	8.861	.668				
Total	**324**							

Table 2 presents the means and standard deviations the perception of JSSII and JSSIII students on the efficacy of civic education curriculum on attitude towards national integration in junior secondary schools in Zaria education Zone. The mean perception score for respondents in JSS II (M=55.23, SD=10.439) was higher than that of JSS III (M=50.63, SD=8.861). The mean difference was 4.605 in favour of JSS II. The 95% confidence interval of the difference is 2.495 to 6.714. That is, there was a difference in the perception of JSS II and JSS III students on the perception of JSSII and JSSIII students on the efficacy of civic education curriculum on attitude towards national integration in junior secondary schools in Zaria Education Zone, Kaduna State, Nigeria.

Null Hypotheses

This section presents the results of the computations for testing the null hypotheses at $p \leq 0.05$ level of significance. The data was analysed using inferential statistics of independent samples t-test.

Null Hypothesis One

There is no significant difference in the mean perception of male and female students on the efficacy of civic education curriculum on attitude towards national integration in junior secondary schools in Zaria education zone;

Table 3: Summary of Independent Samples t-test on the efficacy of civic education curriculum on attitude towards national integration in junior secondary schools in Zaria education zone

Gender	N	Mean	SD	t	Df	p
Male	171	54.09	9.717	2.645	322	.009
Female	153	51.21	9.849			
Total	**324**					

Table 3 presents the means and standard deviations on the efficacy of civic education curriculum on attitude towards national integration in junior secondary schools in Zaria education zone in relation to gender. The mean perception score for male respondents (M=54.09, SD=9.717) was higher than that of female (M=51.21, SD=9.849). The mean difference was 2.879 in favour of male students. The 95% confidence interval of the difference is 0.738 to 5.020. This is supported by t (322) =2.645, p=0.009; the null hypothesis which stated no significant difference was rejected.

Null Hypothesis Two

There is no significant difference in the mean in the perception of JSSII and JSSIII students on the efficacy of civic education curriculum on attitude towards national integration in junior secondary schools in Zaria education Zone.

Table 4: Summary of Independent Samples t-test on the efficacy of civic education curriculum on attitude towards national integration in junior secondary schools in Zaria education Zone

Study Level	N	Mean	SD	t	Df	p
JSSII	148	55.23	10.439	4.295	322	.000
JSSIII	176	50.63	8.861			
Total	**324**					

Table 4 presents the means and standard deviations on the efficacy of civic education curriculum on attitude towards national integration in junior secondary schools in Zaria education Zone in relation to study level. The mean perception score for respondents in JSS II (M=55.23, SD=10.439) was higher than that of JSS III (M=50.63, SD=8.861). The mean difference was 4.605 in favour of JSS II. The 95% confidence interval of the difference is 2.495 to 6.714. This is supported by t (322) =4.295, p=0.001; the null hypothesis which stated no significant difference was rejected.

Findings

The study found that:

i. A significant difference was found in the perception of male and female students on the efficacy of civic education curriculum on attitude towards national integration in junior secondary schools in Zaria education Zone.
ii. A significant difference was found in the perception of JSS II and JSS III students on the efficacy of civic education curriculum on attitude towards national integration in junior secondary schools in Zaria education Zone.

Discussion

A significant difference was found in the perception of male and female students on the efficacy of civic education curriculum on attitude towards national integration in junior secondary schools in Zaria education Zone. A significant difference was found in the perception of JSS II and JSS III students on the efficacy of civic education curriculum on attitude towards national integration in junior secondary schools in Zaria education Zone.
The findings is in agreement with the position of Falade and Adeyemi (2015) who viewed civic education as a programme that teaches about the political system; it emphasizes the rights, roles and duties of every member of the society which can make them work cooperatively towards national integration in the country.

The findings reveals that civic education teachers in that school has positive attitude towards national integration in Nigeria, which many students believed has influences their attitudes towards promoting national integration in Nigeria. This finding also agreed with the position of Okam and Lawal (2011) who sees 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 competence, become socially responsible for maximum productivity and development, all in the interest of the state.

Conclusion

It is obvious that civic education has a positive influence on the attitude of J.S.S Students towards national integration in Nigeria. Civic education is viewed as an instruments that can instill the patriotism, cooperation, equity, justice, and respect for one another among many others. This shows that, civic education is concerned with the development of values, social norms, skill and democratic ideals in the citizens which will help in promoting national integration in Nigeria.

Recommendation

The following are some recommendations that may contribute to promoting national integration in Nigeria:-

i. Civic education should be encouraged to be taught at all level of Nigerian education system since from the findings it has influence on student's attitudes towards national integration in Nigeria.
ii. Government should employ only professional social studies teachers to teach civic education in our schools, since good teachers attitude has positive influence on students' attitude towards national integration in Nigeria.

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