

IMPLEMENTATION OF CIVIC EDUCATION CURRICULUM AND PATRIOTISM AMONG PUBLIC PRIMARY SCHOOL PUPILS IN AHOADA SENATORIAL ZONE, RIVERS STATE

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ABSTRACT: *This study examined the influence of implementation of Civic Education curriculum on patriotism among public primary school pupils in Ahoada Senatorial Zone, Rivers State. Two hypotheses were formulated to direct the study and literature reviewed was based on the variable under study. Ex-post-facto research design was adopted for the study. A total sample of 500 pupils was selected using simple random and stratified sampling procedure. The questionnaire was the main instruments used for data collection. The instrument was face-validated by two experts in measurement and evaluation from the University of Calabar. Correction were pointed out by the expert and adjusted by the researchers and the document was considered valid. The reliability estimate of the instrument was established through Cronbach Alpha reliability estimate which gave .76 and .78. These estimates were considered adequate and were used for the study. Independent t-test statistical technique was adopted to test the hypothesis at .05 level of significance. The result of the analysis revealed that, effective implementation of Civic Education Curriculum, Availability of teaching and learning materials in Civic Education significantly influence patriotism among public primary school pupils in Ahoada-Senatorial Zone of Rivers State. Based on this finding, it was recommended among others that, the government should promote Civil Education by ensuring effective implementation and provision of teaching and learning in primary schools.*

KEYWORDS: Civic Education, Curriculum, Patriotism, implementation, senatorial zone.

INTRODUCTION

The incident of anti-social behaviour among primary school pupils is prevalent in the society and this is evident in the ongoing crisis in Nigeria. Falade (2010) is of the opinion that the spate of deviant behaviour among primary pupils has reached an alarming state in Nigeria and some other parts of the world. Cases of stealing, disobedience to rules and regulation, disrespect to teachers and parents, laziness, truancy, selfishness, cheating, nudity, covetousness and other anti-social behaviours are common among pupils. According to the author, this situation is an indication of moral laxity; no nation can survive when such immoral and unpatriotic behaviours tend to be rampant in the society. The menace of indiscipline moral impropriety and other forms of anti-social behaviour among not only pupils, adolescent and adult but also, average Nigerian citizens has remained the bane of Nigeria society for many years now. This ugly phenomenon manifest itself in adverse forms such as corruption, embezzlement and misappropriation of public funds, armed robbery, dishonesty, greed which may affect the development of any society.

In primary schools, the recurrence of pupils' deviant behaviour such as cultism, examination malpractices, sexual permissiveness, alcoholic and drug addiction, lying and dishonesty, disrespect for constituted authority, abortion, truancy, indecent dressing, bullying, rape, lateness, vulgarities and even suicide is an indication of lack of patriotism. The problem of deviant behavior as exhibited by the pupils has metamorphosed into a cankerworm with devastating consequences both on the pupils themselves and the Nigeria society at large. This is the reason why the inculcation of social norms and moral behavior has become one of the major goals of the school curriculum in Nigeria and many other nation of the world. In spite of the efforts made by both the government and the school authorities to checkmate deviant behaviour, it is observed with dismay that the chronicle of deviant activities in primary schools is unending. Indeed the magnitude both in scale and in frequency has reached an alarming dimension

Every society, primitive or modern established means of inculcating in the young ones the acceptable values of the society, This is the reason why teaching of moral values in the school system has become an important area of focus in recent time in Nigeria and some other parts of the world (Akpa, 2016). The central idea of education is mainly the transmission of knowledge and societal values. According to Okon and Ibange (2004), society established schools to act as primary agents for the transmission of culture folklore knowledge. Education is a lifelong process, is a tool for human moral development. In trying to curb the negative trend of immorality among students in the society, the home and school have the stronger influence than the church or mosque. These may promote patriotism among the pupils since they are the leader of tomorrow.

Patriotism or national pride is the feeling of love, devotion and sense of attachment to a homeland and alliance with other citizens who share the same sentiment. This attachment can be a combination of many different feelings relating to one's own home and, including ethnic, cultural, political or historical aspects. It encompasses a set of concepts closely related to, but mutually exclusive from those of nationalism. The attribute of patriotism and morality is the focus of every society for a better living. To reduce the non-adherence to morality in the society to manageable level, a vital constitution of an effective moral learning experience need to be developed for schools (Ajere, 2006). The school curricular is expected to articulate learning experiences that can promote moral values among the pupils (Iyamu & Otole, 2013). This is the reason why the teaching of morals, values, and social norms has been integrated into different school subjects like Christian religious knowledge, social studies, civic education and health education.

Civic education is a perfect medium to attain this objective. Pupils can recognize their own national conditions, cultivate a love towards the country, respect the country's sovereignty and create a spirit of unity among the races when studying and practicing the lessons learnt from civil education (Norrisan, 2013). Civic education is essential education that sustains our constitutional democracy. Through civil education, the habits of the mind, as well as "habits of the heart," and the dispositions that inform the democratic ethos, are also inherited. Each new generation must acquire the knowledge, learn the skills, and develop the dispositions or traits of private and public character that undergird a constitutional democracy (Ibok, 2017). Those dispositions must be fostered and nurtured by word and study and by the power of example. Democracy is not a machine that would go off by itself, but must be consciously reproduced by one generation after another. Civic

Education Curriculum is designed to enrich the students' understanding of societal problems in order to do something positive about it.

The ultimate goal of Civic Education is to prepare generations for the essential principles and values of democracy embodied with a high sense of responsibility and active engagement in issues that the society, community, or state face daily. Civic education, therefore, is the cultivation of the virtues, knowledge, and skills necessary for political participation (Gutmann, 2017). It also inculcates in learners lofty societal values such as obedience, hard work, honesty, dignity of labour, patriotism, diligence, respect for human individuality and respect towards constituted authority. Effective implementation of Civic Education curriculum for patriotism among public primary school pupils is very significant. Civic education is a value-oriented subject concerned with the training of citizens to acquire appropriate national values and develops appropriate attitudes for nation building (Njoku, 2010). According to Edinyang (2008), Civic education is a problem-solving subject because it inculcates in learners personal awareness, sense of responsibility, logical thinking, appropriate decision-making and judgment on issues relating to man's way of life and his environment. The Civic Education curriculum if effectively implemented, builds four capacities such as disciplinary knowledge, thinking skills, commitment to democratic values and citizenship participation in young people (Akpan, 2013). It is therefore the subject with the greatest mandate to achieving the national goals.

Kingley (2015) examine the role of Civic Education in development of good citizenship of Primary school pupils in Ogun State and a sample of 150 pupils were used for the study. The design adopted for the study was a descriptive survey approach. Two research questions and two hypotheses were duly tested using Chi-Square. The results obtained amongst others, revealed that there is a significant influence of integration of Civic Education in school system in the development of good citizenship of primary school pupils. According to King (2016) Civic Education cultivate in pupils the spirit of patriotism which helps to build them up, since they are the future leaders of tomorrow.

Availability of teaching and learning materials in civic education are important in instilling patriotism in public primary school pupils. Learning materials are essential instruments that facilitate teaching and learning in classroom. Availability and proper utilization of learning materials have a close tie in fostering students' learning in classroom (Adele, 2015). Lack of learning materials or inadequate use of facilities in the classroom environment may likely affect students' academic performance in Civic Education negatively. Thus may lead to unpatriotic behaviours among the pupils. Learning materials are equipment or materials used by teachers to aid teaching and learning and to stimulate self activity on the part of the students in the classroom environment. These learning facilities include chalkboard, real objects, mock-ups, slides, projectors, computers, pictures, charts, television, textbooks, projected and non -projected materials and models (Ukashia, 2010).

Olosunde (2011) examined the influence of availability of Civic Education on patriotism among primary school pupils in Oyo State. The research design adopted was quasi-experimental of the pretest- post test non-randomized control group. Purposive sampling was used to obtain a sample of three co-educational primary schools. The total sample of thirty eight (38) pupils was used in

the study. One instrument was used in the study, the Civic Achievement Test (CAT) to measure students' achievement. Data was analyzed using ANOVA. The findings revealed that there is a significant difference in the achievement of pupils taught using standard Civic Education materials and those taught without Civic Education learning materials. Civic Education learning is the guide to both teacher and pupils which enhances effective teaching-learning process. Thus, promoting patriotic behaviours among the pupils. Esu and Inyang-Abia (2004) posited that learning materials are used by the learners and the teachers to facilitate the acquisition of knowledge and skills in the teaching and learning process. Also, Okoro and Iyeke (2014) stated that the availability of learning materials is important for effective implementation of school curriculum. Despite the introduction and teaching of Civic Education, primary school pupils in Ahoada-Senatorial Zone of Rivers State have engaged in deviant behaviours such as; stealing, lying, lack of respect to elders, disrespect to teacher and parents and so many others. The study therefore, seeks to find out whether effective implementation and availability of civic education teaching and learning materials influence patriotic behaviours among primary school pupils.

Purpose of the study

The purpose of the study is to examine the influence of Civic Education curriculum on patriotism among public primary school pupils in Ahoada Senatorial Zone, Rivers State, Nigeria. Specifically the study sought to examine;

1. If effective implementation of Civic Education curriculum influence patriotism among public primary school pupils.
2. Whether availability of teaching and learning materials in civic education influence patriotism among public primary school pupils.

Research questions

The following questions were raised to serve as a guide to this study.

1. Does effective implementation of Civic Education curriculum influence patriotism among public primary school pupils?
2. How does availability of teaching and learning materials in civic education influence patriotism among public primary school pupils?

Statement of hypotheses

The following null hypotheses would be formulated to guide the study

1. Effective implementation of Civic Education curriculum does not significantly influence patriotism among public primary school pupils.
2. Availability of teaching and learning materials in Civic Education does not significantly influence patriotism among public primary school pupils.

METHODOLOGY

The study area was Ahoada Senatorial Zone of Rivers State. The research designed adopted is Ex-post facto design. Ex-post facto research is a method of testing possible antecedents of events that have happened and cannot, therefore, be manipulated. This research design was adopted over other designs because the independent variables cannot be manipulated. The targeted population for this

study was 11309 pupils from 48 public primary schools in Ahoada Senatorial Zone of Rivers State. The sample size of 500 primary school pupils was randomly selected from 10 public primary schools. This was done through a multi-stage sampling technique involving stratified and simple random technique. A questionnaire on Effective implementation of Civic Education curriculum and patriotism was the instrument used. The questionnaire consisted of two sections (A&B). Section A described the bio data of the respondent while section B developed on the main variables which include implementation of Civic Education Curriculum, availability of Civic education learning Materials and Patriotism. The questionnaire was based on four point Likert scale used in measuring responding opinion level of strongly agreed, agreed, disagreed and strongly disagreed. The instrument was face-validated by two experts in measurement and evaluation from the University of Calabar. Corrections were pointed out by the expert and adjusted by the researchers and the document was declared valid. The reliability estimate of the instrument was established through Cronbach Alpha reliability estimate which gave .76 and .78. These estimates having met the criterion for stability warranted the use of the instrument for the study.

RESULTS

The statistics package for social sciences (SPSS) computer programme was used to analyze the data collected. The data for the hypotheses were analyzed using Independent t-test statistical tool. The hypotheses were tested at .05 significance level.

Hypothesis One (1)

Effective implementation of Civic Education curriculum does not significantly influence patriotism among public primary school pupils. The independent variable in this hypothesis is Effective implementation of civic education curriculum, while the dependent variable is patriotism among public primary school pupils. The hypothesis was tested using Independent t-test statistical tool. To test this hypothesis, integration of Civic Education Curriculum were classified into two groups (High and Low) based on pupils respond to research questionnaire. Those pupils who scored 5-12 and below in items on implementation of Civic Education Curriculum is classified as Low, while those that scored above 13-20 are classified as High, their means were compared using the independent t-test analysis. The result of the analysis is presented in Table 1.

TABLE 1
Independent t-test Analysis effective implementation of Civic Education curriculum and patriotism among public primary school pupils (N=500)

Variables	N	\bar{X}	SD	t-value
High	305	15.61	5.21	5.97*
Low	195	13.11	4.10	

* Significant at .05, critical t = 1.96, df=498

The result of the analysis as presented in Table 1 revealed that, the calculated t-test of 5.97 is higher than the critical t-value of 1.96 at .05 levels of significance with 498 degrees of freedom. With this result, the null hypothesis which stated integration of civic education curriculum does not significantly influence patriotism among public primary school pupils was rejected. This result implies that, effective implementation of Civic Education curriculum significantly influence patriotism among public primary school pupils. That is, when Civic Education curriculum is effectively implemented, pupils learning outcomes will be enhanced, thereby becoming patriotic citizens.

Hypothesis Two

Availability of teaching and learning materials in civic education does not significantly influence patriotism among public primary school pupils.

The independent variable in this hypothesis is Availability of teaching materials, while the dependent variable is patriotism among public primary school pupils. The hypothesis was tested using Independent t-test statistical tool. To test this hypothesis, Civic Education Curriculum were classified into two groups (Adequate and inadequate). Those students who scored 12 and below on items in learning material are classified as inadequate while those that scored above 13 are classified as adequate teaching and learning materials in Civic Education Curriculum, their means were compared using the independent t-test analysis. The result of the analysis is presented in Table 2.

TABLE 2

Independent T-test Analysis of availability of learning material in civic education and patriotism among public primary school pupils (N=500)

Variables	N	\bar{X}	SD	t-value
Adequate	286	14.92	5.02	4.47*
Inadequate	214	13.05	4.31	

* Significant at .05, critical t = 1.96, df=498

The result of the analysis as presented in Table 2 revealed that, the calculated t-test of (4.47) is higher than the critical t-value of 1.96 at .05 levels of significance with 498 degrees of freedom. With this result, the null hypothesis which stated that availability of teaching and learning materials in Civic Education does not significantly influence patriotism among public primary school pupils was rejected. This result implies that, availability of teaching and learning materials in Civic Education significantly influence patriotism among public primary school pupils. When Pupils are taught using the right materials, they will acquire the knowledge and skills that will make them patriotic citizens.

DISCUSSION OF FINDINGS

The result of hypothesis one revealed that effective implementation of civic education curriculum significantly influence patriotism among public primary school pupils. The finding lends credence to Ibok (2017), who ascertained that Civic education is essential education that sustains our constitutional democracy. The author went further to maintained that each new generation must acquire the knowledge, learn the skills, and develop the dispositions or traits of private and public character that under gird a constitutional democracy. The finding also agrees with the findings of Njoku, (2010) who said that the implementation of Civic Education help to improve the pupils' talents, skills, endowments and capabilities of the people on how these attributes are used to actualize the developmental aspirations of the society.

The finding further aligned with the findings of the study of Gutmann, (2017) who stated that Civic Education helps in inculcating in learners lofty societal values such as obedience, hard work, honesty, dignity of labour, patriotism, diligence, respect for human individuality and respect towards constituted authority.

The result of hypothesis two revealed that availability of teaching and learning materials in civic education significantly influence patriotism among public primary school pupils. This finding is in line with Esu and Inyang-Abia (2004) who posited that learning materials are used by the learners and the teachers to facilitate the acquisition of knowledge and skills in the teaching and learning process. In the same vein, the finding is supportive of Okoro and Iyeke (2014) who said that the availability of learning materials is important for effective implementation of school curriculum. Similarly, the finding is in agreement with the findings of Udo (2014) who examined influence of insufficient teaching and learning materials on implementation of curriculum and combating corruption in Imo State and found that there is a significant relationship between insufficient teaching and learning materials on implementation of curriculum and combating corruption. Learning materials are essential instruments that facilitate teaching and learning in classroom. Availability and proper utilization of learning materials have a close tie in fostering students' learning in classroom (Adele, 2015). When adequate learning and teaching materials in Civic Education are available and utilized by teachers in teaching-learning situation, it will help the learners acquire the necessary knowledge and skills thereby promoting patriotic behaviours among the pupils.

Implications of the study.

The findings of this study have implications for both the teachers and government. It is important to note that teachers are implementers of the curriculum and if pupils are to benefit from instruction, the teachers have to effectively implement the civic education curriculum. By so doing, the pupils will acquire the right type of knowledge and skills which will help to build their patriotic behaviours. With this, the nation will benefit through their right attitudes which may help in curbing a lot of vices in Nigeria. Also for teachers to effectively implement the civic education curriculum, government on her part must as a matter of urgency, provide and supply the necessary teaching and learning materials in civic education. This will go a long way to enhancing pupils learning and improving their outcomes.

CONCLUSION

It is important to recognize that effective implementation of Civic education curriculum is key to the development of patriotic behaviours in pupils. Also, the availability and utilization of teaching-learning materials in the subject will go a long way to inculcate in the primary school pupils patriotic behaviours that will help them become better individuals to themselves and to the society. From the foregoing, if the teachers are diligent in their duties and effectively implement the civic education curriculum, pupils will not only acquired skills and knowledge about their country but will help to build a better society. Teaching and learning materials in the area of civic education are paramount if pupils are to participate in the lesson. When the materials are available and properly utilize, the pupils will learn better.

RECOMMENDATIONS

Based on the findings, the following recommendations were made:

1. Teachers should devote quality time to implement Civic Education curriculum effectively to help build patriotic behaviours in the primary school pupils.
2. Government should endeavor to provide teaching and learning materials in Civic Education to enhance pupils learning. Also, teachers should be made to use the available materials to teach the pupils.

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